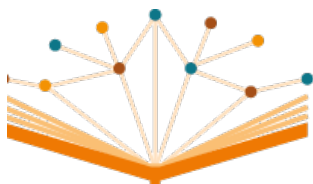


People from refugee and
asylum-seeking backgrounds: An
open access annotated
bibliography (5th edition)



Refugee Education
Special Interest Group

People from refugee and asylum-seeking backgrounds: An open access annotated bibliography (5th edition)

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Introduction

Welcome to this open access annotated bibliography, which has been curated by a collective of scholars who share an interest in the impacts of forced migration on people from refugee, asylum seeking and Culturally and Linguistically Marginalised (CALM) migrant backgrounds. These resources are intended to be shared with the international community of researchers, students, educators, and practitioners who work with, or are interested in, forced migration, education, employment, and resettlement.

This bibliography offers a snapshot of some of the available literature that relates to the following areas of scholarly and practitioner interest:

- Refugees and access to, participation in, and transition out of higher education.
- Schooling and refugee youth.
- Adult Education (including learning host language and literacies).
- Resettlement of refugees and CALM migrants.
- Employment of refugees and CALM migrants in resettlement contexts.
- People seeking asylum in Australia.
- Discourses and media narratives relating to forced migration.
- Methodological and ethical discussions relating to research with refugees.
- Citizenship and refugees.
- Complementary pathways, including education pathways.

In this library, you will find summaries and annotated bibliographies of literature with a common focus on refugees and asylum seekers (and to a lesser extent CALM migrants more broadly). This literature has been organised thematically according to patterns that have emerged from a deep and sustained engagement with the various fields that relate to the access to, participation in and 'success' of people from refugee and asylum-seeking backgrounds in resettlement, education and employment. The thematic organisation of the bibliography does not reflect the intersecting and complex overlaps of the various foci in the literature, so please keep in mind that this is an interpretive exercise and one that could easily be reworked by another set of authors.

A note on methodology

These resources have been sourced, read, and annotated over a period of five years and was started by Australian-based scholars, meaning there is a strong Australian presence in the bibliography, which should not be read as a deliberate positioning of Australia and the work of Australian scholars as more prominent or important than any other national context. However, since 2019, many more contributions have been gathered from international colleagues and this is reflected in the breadth of literature and national contexts included. The annotated bibliography began from a project that was looking at the participation of students from refugee backgrounds in a regional Australian university. The RESIG has continued to collect, curate and craft this annotated bibliography ever since.

An important note to make is that these resources should not be read as ‘the reading’ of any piece; rather they reflect the interpretive lens of a small number of people and should therefore be used as a ‘way in’ to the academic and grey literature. Hyperlinks have been provided to each entry (where possible) so that you may be able to access the original texts (although many of these will be hidden behind pay walls, which we cannot override for copyright reasons).

Furthermore, it is important to note that these resources are not a ‘finished product’; rather, they are reflective of an on-going, iterative engagement with the inter/national literature that critically engages with issues relating to forced migration and resettlement, education, employment, citizenship, and methodological/ ethical discussions, evidenced by this being the second edition of this annotated bibliography. As such, there are unintentional omissions in these resources — if you see a gap in the literature (such as those annotated with an asterisk in the thematic reference lists which follow), please feel free to make this clear, or offer an entry for inclusion. This annotated bibliography will be updated every six months for the first year, and annually thereafter.

Please do not print this! Think of the trees!!

Thanks for your interest.

February 2024

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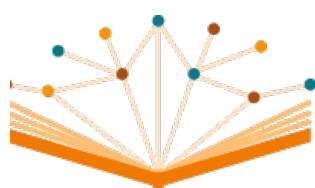
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Annotated Bibliography

Key for categories

Higher education (settlement contexts)

• Complementary pathways/ student refugee programs

Higher education (displacement contexts)

School

Adult Education

Settlement

People seeking asylum

Methodology or ethics

Employment

Citizenship/ cosmopolitanism

Discourses and media representation

Sociology of forced migration

Citation	Annotation
Abada, T., & Tenkorang, E. (2009). Pursuit of university education among the children of immigrants in Canada: the roles of parental human capital and social capital. <i>Journal of Youth Studies</i>, 12(2), 185–207. CAN Annotation written by Sally Baker ASPIRING TO HIGHER EDUCATION TRUST	Context: Examines roles of parental human and social capital in (aspiring to/ choosing) university education. Canada typically had European migration but significant increases in ‘racial minorities’ between 1991-2001 - According to the 2001 census, Chinese, south Asians and Blacks constitute two-thirds of the racial-minority population (p.186) – raised concern about integration. Long-term impact of immigration/ increasing diversity = determined by degree young immigrants/ children are able to participate fully and equally in economic, social and cultural life, with university education a key marker. Generally speaking, foreign born students have higher levels of educational attainment/aspirations (Asians = get aspirations from parents; students from Caribbean/ Oceania lagging behind). Human capital = parents’ SES/post-secondary educational backgrounds (inc. access to ‘good’ schools), skills levels (in professional terms). Also language proficiency. Social capital models emphasise social networks/ relationships – 2 forms of social capital: bonding (close ties) and bridging (distant ties) Aim: To “examine the extent of racial inequality in university educational attainment (p.187) Methodology: Quantitative analysis of 2002 Ethnic Diversity Survey (EDS) conducted by Statistics Canada in partnership with the Department of Canadian Heritage – draws on subset of 10,908 respondents (18-34 years old. Used following classifications for analyzing data: children of Canadian born parents (‘third generation’), Canadian-born children of one/both parents born outside Canada (‘1.5 generation’) and identified 3 biggest minority groups: Chinese, south Asians, Blacks (rest = ‘non-White’) Findings: • Larger proportion of the older age groups attaining a university education than those in the 18-26 age group. • 36% of females obtained a university education compared to 30% of males • HE: Chinese (57%), south Asians (48%), and other minorities (39%), while just nearly one-third of Whites attained a university education • 28% of Blacks had university degree (not much difference between Whites and Blacks)

	• 38% of Blacks, 19% Chinese, 21% Asians = VET Conclusions: Except for Blacks, racial minorities have higher educational attainments than White students: “the lower educational attainment among Blacks may reflect the disadvantages faced by the parental generation... In particular, unemployment rates were especially high among the Ethiopians, Ghanaians and Somalis at 24.4, 46.8 and 23.6 percent, respectively” (p.201) • Females consistently higher attainment than males – young immigrant women = 60 times more likely = university educated • Parents’ educational backgrounds = important predictor of post-secondary attainment • Close intergenerational relations in the family are conducive to the pursuit of higher education among the children of immigrants (p.202) • Retention of minority language at home while growing up is found to be beneficial for attaining a university education (p.202) • Involvement in organisations is also beneficial for the attainment of a university education (p.203) Core argument: “We find that the sense of trust is an important factor in explaining the educational disadvantage observed among Black youth. It appears that academic success is linked to the degree that this group have trustful relations with networks that provide them with valuable sources of support and information” (p.203).
Abamosa, J.Y., Hilt, L.T., & Westrheim, K. (2019). Social inclusion of refugees into higher education in Norway: A critical analysis of Norwegian higher education and integration policies, <i>Policy Futures in Education</i>, 18(5), 628–647. NOR Annotation written by Sarah Willette	Context: Examines 3 national-level Norwegian policy documents related to higher education and integration through the lens of social inclusion (Gidley et al., 2010) and critical discourse analysis. In 2018, 4.4% of Norway’s population had a refugee background (p.3). Refugees generally have a weak link to the labour market and are seen by the Norwegian government as financial burdens on the welfare state due to their low employability (p. 2). Integrating refugees into Norwegian society is a great concern of the government. Employment and education are the main focus areas of integration policy, but little is known about the social inclusion of refugees into higher education in Norway. Aim: To examine the social inclusion of refugees in higher education in Norway by analyzing integration/education policy documents.

Keywords: *Social inclusion, access, participation, empowerment, refugee education, critical discourse analysis*

Methodology: Examines 3 national-level Norwegian policy documents. Two are higher-education focused, while the third is centred on wider integration strategies. Gidley et al.'s (2010) three-dimensional social inclusion framework (*access, participation, and empowerment*) is employed alongside Fairclough's (2013) dialectical-relational critical discourse analysis. Authors prioritize two out of the three elements of Fairclough's (2013) critical discourse analysis framework: genres and discourses, and give special attention to lexio-grammatical construction. Genres = acting and interacting in processes of government, regulating government processes. Discourses = representations of the domains of social life which are subjected to the government. Lexio-grammatical construction = helpful for demonstrating how policy discourses are constructed, ex: use of pronouns to include or exclude. Thematic analysis used to sort text from policy documents into genre, discourse, and lexio-grammatical elements and subsequently considered alongside social inclusion framework.

Findings:

- Genres: Policy documents focus on economic and labour market issues as they relate to higher education. Documents read like promotional materials, and incorporate formatting and language used in business/advertising.
- Discourses: Dominance of neoliberal version of social inclusion: higher education considered a tool for enhancing economic competitiveness. Documents are future-focused and highlight modernization, globalization, and commercialization discourses. A focus on recruiting the "best and brightest" staff/students is exclusionary (p.10). Superficial integration of social justice/inclusion discourses.
- Lexio-grammatical: Use of pronouns/verbs show that government is a powerful actor, particularly in relation to refugees (p.11). Indicates a priority of developing a skilled workforce for the labour market and the welfare state.

Conclusions: Norwegian education and integration policies are interlinked and stress participation in the labour market as a key factor for the integration of immigrants. The low education levels of refugees in Norway are blamed for their high unemployment rates within these policy documents. Higher education = a means for refugees to have greater participation within the labour market.

	• Access dimension of social inclusion prioritized within Norwegian policy promotes the importance of higher education for labour market participation and economic competitiveness. • Norwegian education and integration policies are rooted in neoliberal principles with its focus on ensuring the availability of “qualified and sufficient” personnel (p.13). • Focus on neoliberal discourse of ‘best and brightest’ may constitute an exclusionary discourse which marginalizes refugees in higher education (p.13) • <i>Participation</i> and <i>empowerment</i> dimensions of social inclusion largely missing in Norwegian policy documents. Human development and social justice principles which encourage equal opportunity and self-realization of refugees within higher education are mostly absent (p.13) Core argument: “This article argues that the Norwegian higher education and integration policy documents are framed within the neoliberal principle of developing human capital for economic and labour market purposes which, according to Gidley et al. (2010), is the narrowest dimension of social inclusion. Hence, the documents sideline the social justice and human potential aspects regarding the social inclusion of refugees into higher education” (p.2).
Abamosa, J. (2023). Social inclusion of refugees into higher education: policies and practices of universities in Norway. <i>Educational Review</i>, 75(6), 1181–1201. NOR Annotation written by Phillipa Bellemore Keywords: <i>Access, empowerment, participation, refugee higher education, social inclusion policy</i>	Context: Labour market participation continues to be the focus of refugee integration in Norway, with less attention paid to the role of institutions in the social inclusion of refugees in higher education. To enter higher education in Norway refugees are required to demonstrate proficiency in both Norwegian and English languages. They are not charged tuition fees and are eligible for student loans. However, access to higher education is only an initial stage in the social inclusion of refugees into higher education. In 2021, there were 240,2389 people with a refugee background comprising 4.5% of the Norwegian population. Aim: To explore policies and procedures of two universities in Norway in relation to access, participation, and success of refugees in higher education. Theoretical frame: Social inclusion theory: access, participation, and empowerment (Gidley et al, 2010a).

	Methodology: Qualitative explorative research design: Two semi-structured interviews were conducted with expert university staff, and university documents such as strategic plans and action plans were examined. Data was analysed using thematic analysis. Findings: • Refugee students are not registered at universities (it is illegal to register their status), thus rendering them invisible as an equity group. • A popular ‘Academic Dugnad Project’ established in 2015 to assist refugee students who had been at university in their home country to study in Norway was discontinued in 2017. • A dearth of policies on refugee inclusion at the institutional level. • A lack of bridging programs for refugees or programs in specific university studies. • Initiatives to facilitate social inclusion are ad hoc (e.g. connections with non-government organisations and religious bodies) and spontaneous. • Existing initiatives do not address social inclusion into higher education. • A lack of English language courses for refugees. Core argument: This study contributes to recognising the importance of institutional policies and procedures to enable the social inclusion of refugees in higher education. Abamosa recommends that universities develop comprehensive policies that target refugees as an equity group. Additionally, to empower refugees, universities should establish specific tailored centres focusing on refugee higher education, English language, acculturation and bridging programs. It would be beneficial for Norwegian universities to connect with and investigate the experiences of refugee integration in different countries.
Abamosa, J. (2023). Social inclusion of refugees is more than granting access to a university: brief message to academic leaders in host countries. <i>Perspectives: Policy and Practice in Higher Education</i>, 27(3), 114–119. NOR Annotation written by Emily Miller	Context: Access to higher education for refugees is important, however, access alone is not enough for true inclusion in higher education institutions. The paper focuses on the importance of true social inclusion of refugees in higher education – both as students and academic staff - and identifies the role of academic leaders in this process. Social inclusion must encompass access, participation and empowerment, and these aspects can be influenced by academic leaders working within higher education institutions. Barriers to inclusion can be subtle and explicit, ranging from limitations of cost or visa status to more insidious forms of exclusion and indifference including racism and anti-immigration beliefs of gatekeepers or decision makers within universities. This article focuses on why these issues are critical and how leaders can impact inclusion.

Keywords: *Academic leaders; higher education; refugees; social inclusion*

Aim/Methodology: Commentary

Findings: Abamosa identifies four key actions to achieve social inclusion of refugees in higher education. *Action 1: devising an explicit institutional social inclusion policy.* The author highlights the need for explicit naming of refugees as an equity group within social inclusion policies. These policies must incorporate elements that not only affect recruitment of students and access to higher education for refugees, but also participation in higher education, and empowerment. *Action 2: talking the walk and walking the talk.* Policies for inclusion must be followed through at all levels within higher education institutions. This genuine implementation must be enacted by and promoted by academic leaders. Racism and discrimination are particularly noted as issues that emerge for refugees at all bureaucratic levels. Leaders must be available to listen to refugees and respond to their calls for action. *Action 3: knowing that the opposite of inclusion is not exclusion but indifference.* Action 3 follows on from action 2 and reiterates the critical need for academic leaders to actively respond to racism and discrimination. This includes acknowledgement that these issues persist and require active response. Leaders must work to create a staff culture that consistently sides with and defends victims of racism and discrimination. *Action 4: cherishing real and tangible diversity.* It is crucial that inclusion does not take the form of tokenism. Furthermore, people from refugee backgrounds and other minorities may face increased pressure to perform as a representative of their minority group, which is not inclusive practice. Academic leaders must ensure that refugee academics are empowered and offered opportunities.

Conclusions: The author suggests “how academic leaders can facilitate the social inclusion of refugees into higher education” (p117). He identifies several actions that these leaders can take to promote an inclusive environment for refugees in higher education. The author emphasises that specific policies are needed to facilitate this process, with a focus on refugees as an equity group rather than only broad-brush policies for social inclusion for all. He also highlights the lack of action in relation to reducing or eliminating racism and exclusion in higher education institutions; although most institutions espouse inclusion and promote diversity, there remains a lack of action to achieve these goals. Abamosa states that academic leaders must therefore actively fight racism and discrimination, empower refugees to be “agents of themselves” (p117), and advocate for other minority cohorts.

	Core argument: Academic leaders must take action to promote social inclusion of refugees in higher education institutions.
Abdelkerim, A., & Grace, M. (2012) Challenges to employment in newly emerging African communities in Australia: a review of the literature. <i>Australian Social Work</i>, 65(1), 104–119. AUS Annotation written by Dr Megan Rose Keywords: <i>Unemployment; Emerging African Communities; Refugee Re-Settlement</i>	Context: Challenges to employment in Australia faced by newly emerging African communities (NEAC) Aim: To synthesise and analyse fragmented evidence into a coherent review of the literature, so as to inform policy and social change. Methodology: Systematic literature review Findings: NEAC experience compounding disadvantages that obstruct their ability to obtain gainful employment. These include: ○ Lack of English proficiency ○ Discrimination ○ Pre- and post-migration trauma ○ Refutation of previous qualifications ○ Lack of knowledge of local employment context and lack of local work experience ○ Lack of specialist employment services ○ Lack of transport ○ Familial responsibility ○ Lack of access to childcare ○ Cultural norms such as the role of women in NEAC (Abdelkerim and Grace 2012: 109) Core argument: Abdelkerim and Grace (2012) argue for the following policy actions in response to these findings: • Develop English language programs that are pedagogically and culturally appropriate to the NEAC context. This includes vocationally-orientated English programs for those who are proficient and more hours and the provision of bi-lingual teachers aids for those who struggle with literacy in their own native language. • Provide further support for culturally and linguistically diverse (CALD) specialist counselling services. In particular, bilingual counsellors from NEAC are needed to provide appropriate support and assessment of employment and personal factors.

	• Develop counter-narratives to anti-NEAC media reportage. The state and civil sectors need to challenge stereotypes and prejudices against NEAC through developing positive media stories, and raise awareness about the discrimination NEAC face. In particular, public access to published statistical data that highlights this discrimination would be beneficial. • Develop employment services that are ethno-specific and introduce cross-cultural expertise to current job provision services. • Streamline procedures that recognise overseas qualifications. • Incentivise volunteer work and provide local work experience opportunities. Establish research institutions with a CALD focus and empower existing advocacy groups.
Abdo, D., & Craven, K. (2018). Every campus a refuge: A small college's engagement with refugee resettlement. <i>Migration and Society: Advances in Research</i>, 1(1), 135–146. US Annotation written by Dr Sally Morgan Keywords: <i>college campus, Every Campus A Refuge, refugee, resettlement</i>	Context: Refugee resettlement and community support in the US, a small liberal arts tertiary college and how support programs are mutually beneficial for communities and refugee students. Aim: this article aims to provide a detailed account of Every Campus A Refuge so as to show how such a program may be implemented at other college campuses. The aims of the study were to: (1) document and analyze the experiences of resettlement of refugees over time; (2) ascertain how experiences of integration and associated outcomes (social, psychological, physical, and material well-being) are affected by the type of resettlement support one receives; and (3) determine if and how ECAR is alleviating some of the stresses and challenges typically associated with the resettlement process. (p. 141) Theoretical frame: Uses notions of academic praxis, social network analysis, Methodology: Setting up a campus program that enmeshed the support activities with curriculum learning, around the notion of deeply engaged academia, under a core unit in a minor, entitled "Every Campus A Refuge Theory and Praxis". The program was intentionally developed in light of the question: "how do we balance the needs of our students and the institution with the needs of the refugees we are hosting?". This study included an evaluative element, to find out how the program impacted refugee students' settlement experiences, using social network analysis. Data: data are collected: (1) as soon as the individual or family moves off campus₂ (usually three to five months after arriving in the US); (2) approximately six to eight months after arriving in the US (which is shortly after the time participants will be expected to be financially self-sufficient); (3) approximately 12 months after being resettled in the US; and (4) approximately two years after arriving in the US. Each phase of data collection takes approximately three to five hours to complete

	per individual. At each stage of the research process every participant receives a \$50 Visa gift card to provide some compensation for their time. Findings: "[O]ur campus and local communities are learning a great deal about refugee and forced displacement issues, and our volunteers are receiving a place-based experiential education on the joys and challenges of local resettlement in ways connected to real rather than hypothetical individuals. - Community partners provide valuable education and training to our students who then give back and assist in refugee resettlement, language acquisition, and community organizing." (p. 138) "The Every Campus a Refuge (ECAR) minor formalizes/curricularizes the educational components of the initiative and engages students in disciplinary, interdisciplinary, and place-based experiences that facilitate: 1) learning about forced displacement and (im)migration; 2) centralizing the voices, agency, and perspectives of refugees and (im)migrants; 3) emphasizing the nature and significance of organizing and advocacy; 4) participation in the place-based educational processes of resettlement and community building." Preliminary findings regarding the impact of ECAR on refugee students' experiences our preliminary results suggest that ECAR participants have had positive experiences living on campus and have received important forms of support via ECAR... overwhelmingly ECAR participants have indicated that they have received crucial forms of material and social support on campus which has helped them ease into life in the US. Such findings suggest that ECAR may indeed be providing a "softer landing" for the refugees it hosts." (p. 138) Core Argument: "If more campuses joined this movement of "radical hospitality" and compassionate welcome, then more refugees can be resettled more quickly and easily; underfunded refugee resettlement agencies would get more support; and a softer landing for resettling refugees would be facilitated through additional financial, cultural, and social support." (p. 145)
Abkhezr, P., McMahon, M., & Rossouw, P. (2015). Youth with refugee backgrounds in Australia:	Context: Youth with refugee backgrounds seeking employment in Australia

Contextual and practical considerations for career counselors. <i>Australian Journal of Career Development</i>, 24(2), 71–80. AUS Annotation written by Dr Megan Rose Keywords: <i>Youth with refugee backgrounds, integration, employment, career counselling, culture</i>	Aim: To outline challenges faced by youth with refugee backgrounds seeking employment in Australia and provide approaches and suggestions for career counsellors. Methodology: Literature review Findings: • Education: Youth settling in Australia enter into schooling systems that rely on linear progression without interruption. While ESL support is provided prior to entry into mainstream schooling, students with refugee backgrounds do not always have their complex needs met whilst in the system (p. 72). Students might also be placed in particular grades of schooling based on age rather than prior learning experience, or are redirected to other modes of education if they are too old to attend school (p. 73). • Transition to employment and career development: Finding gainful and meaningful employment is critical to integration and resettlement. Successful transition is hindered by a lack of social networks of individuals with employment, limited range of skills that are marketable to the Australian context, limited work experience and unfamiliarity with the employment market in the Australian context (p. 73). Australia's post-industrial context: youth from refugee backgrounds may be confronted with the cultural shift to a post-industrial context, causing mismatches in their perceptions of education, work and the support available. Core argument: Career counselling is not generally sought by non-career populations, as they often focus on short-term goals and immediate needs by way of survival (p. 75). None-the-less plays a crucial role in the integration and resettlement of youth with refugee backgrounds (p. 74). The approaches recommended include: • A culture infused counselling model • Cultural preparedness approach Narrative career counselling
Abur, W., & Spaaij, R. (2016). Settlement and employment experiences of South Sudanese people from refugee background in Melbourne, Australia.	Context: Barriers to employment faced by South Sudanese refugees in Melbourne, Australia. Aim: To critically examine how settlement is experienced by South Sudanese refugees in Melbourne.

<i>Australasian Review of African Studies</i>, 37(2), 107–128. AUS Annotation written by Dr. Megan Rose EMPLOYMENT SETTLEMENT	Methodology: Semi structure interviews with South Sudanese Australians In 2014; n= 20; narrative and thematic analysis. Findings: Four key themes were identified in the narratives offered by participants (Abur & Spaaij 2015, p. 112-122): • Overall settlement experience: including challenges such as language barriers, obtaining affordable housing, attending education programs, and the new lifestyle. • Benefits of employment: in particular the social and economic advantages • Unemployment: this can be experience for up to 11 years after initial arrival, it has detrimental impacts on the economic and social lives of the refugees. • Discrimination in relation to the labour market: experienced by participants through visible differences and lack of local experience. This manifests structurally through the job market, but also through interpersonal relations in the workplace. Core argument: Unemployment plays a central role in the participants’ experiences of settlement in Australia and how they narrate these experiences to others. Policy recommendations include facilitating access to the labour market for these communities, which could include work experience, professional networking and mentoring programs, education and training programs linked with English language learning, and educating employers about workplace diversity.
Ager, A., & Strang, A. (2008). Understanding Integration: A Conceptual Framework. <i>Journal of Refugee Studies</i>, 21(2), 166–191. USA/ UK Annotation written by Sally Baker Keywords: <i>refugee, integration, perceptions, framework, employment, housing, education, health, citizenship, rights, social connection, language, culture</i>	Context: Paper based on 2002 UK Home Office-funded project, ‘Indicators of Integration’. Integration = no shared understanding, yet remains a stated policy goal/ targeted outcome Aim: To suggest “ten core domains reflecting normative understandings of integration, and provides a potential structure for analysis of relevant outcomes (Ager and Strang 2004a)” (p.167). Methodology: Inductive methodology with 4 parts: documentary and conceptual analysis; fieldwork in settings of refugee settlement; secondary analysis of cross-sectional survey data; and verification (more detail on p.167-9). Findings: Offers conceptual framework with 10 normative domains of integration • <i>Markers and means:</i> data collection/analysis identified a number of activities in the public arena that are taken to indicate successful integration: employment, education, housing, health. Employment appears to be most commonly researched; refugees are often more

INTEGRATION CONCEPTUAL FRAMEWORK

qualified than other migrants but lack of qualifications/ recognition of prior learning and previous work experience = disadvantaging. Under-employment = common outcome (see p.170). With housing, concerns were less about the quality of housing and more about the sense of community-building and temporariness/precariousness of the housing, as well as being settled in cheap (and perhaps dangerous) areas, leading to safety/ security concerns. Education is known to be important in facilitating integration (schools = “playing an important role in establishing relationships supportive of integration”, p.171), but there are a number of barriers to effective integration in school: experience of education, limited language provision, lack of information about school choice. With regard to health, good health = fundamental to active engagement in community and civic life. Language difficulties can hinder communication with health professionals, lack of information about services available, processes to access services [similar to education].

- *Social connection*: social bridges, social bonds, social links. Authors query the “processes [that] are seen to mediate, or provide ‘connective tissue’, between foundational principles of citizenship and rights on one hand, and public outcomes in sectors such as employment, housing, education and health on the other” (p.177). According to empirical work, understandings of integration depended on local relationships. At most basic, integration = tolerance/ absence of conflict. Many identified ‘belonging’ as “ultimate mark of living in an integrated community” (p.178), involving links with friends and family, shared values and sense of respect. **Social bonds** = Many refugees interviewed valued proximity to family/ like-ethnic groups because of shared cultural/ faith-based practices, which contributed to feelings of ‘settlement’; literature suggests health benefits from these relationships/ bonds. **Social bridges** = frequency of friendliness in daily life: “Being recognized and greeted by others in the neighbourhood was greatly valued. Small acts of friendship appeared to have a disproportionately positive impact on perceptions” (p.180). Shared interests/ activities (such as sport) = provide evidence of integration. **Social links** = “refer to the connection between individuals and structures of the state, such as government services” (p.181); generally recognized that lower familiarity with local area/ language/ networks “led to barriers that required additional effort from both refugees and the wider community if

genuine equality of access to services was to be achieved” (p.181). Areas with strong history of resettlement = do this better (because refugee-sensitive services are available).

- *Facilitators*: “Concepts of ‘inclusion’ and ‘exclusion’ tend to be associated with policy measures that use the metaphor of ‘removing barriers’ to integration” (p.182). Role of state = remove barriers to participation/ integration. Discrete domains = cultural knowledge and language; needs a two-way understanding (not just one-way, assimilationist approach). “Fostering community integration potentially means reducing barriers to key information through the provision of material translated into the languages of refugees and other migrants” (p.182). Translation and interpreting support = ‘crucial’ in early stages of settlement. Refugees also need support in developing cultural expectations in local areas. Safety and stability = refugees felt more ‘at home’ if they perceived their local area as peaceful; avoiding trouble = common concern. Frustrations expressed about having to move often = creating instability in relationships with people and environment
- *Foundation*: Citizenship and Rights – differing understandings of citizenship create challenges for defining integration; depends on nation’s sense of identity and associated policy (citizenship by blood tie/ by location of birth/ by descent; citizenship as multicultural “‘pluralist political inclusion’” or assimilationist, “‘ethno-cultural political exclusion’” (Faist, 1995) policy) and what counts as ‘harmony’. See Levy’s (1999) 4 conceptualisations of citizenship: imperial, ethnic, republican and multicultural (see p.174). Some countries view securing full citizenship as a necessary step to integration. Establishment of equal rights = necessary to avoid refugees from being treated as an underclass

Figure 1

A Conceptual Framework Defining Core Domains of Integration



Core argument: In order to define integration for refugees, governments need to develop “an effective policy on integration, governments need to clearly articulate policy on nationhood and citizenship, and thus the rights accorded to refugees” (p.175).
“it is generally acknowledged in policy and practice that ‘connecting’ refugees to relevant services is a major task in supporting integration” (p.181).

Agrawal, S. (2019). [Canadian Refugee Sponsorship Programs: Experience of Syrian Refugees in Alberta.](#)

Context: Canada has two resettlement programs: Government Assistance (GA) and private sponsorship (PS) (and the hybrid blended visa office referral program (BVOR)).

[Canada](#). *Journal of International Migration and Integration*, 20, 941–962.

CAN

Annotation written by Sally Baker

Keywords: *Syrian refugee; Canada; Alberta; Sponsorship*

Aims: To document “the settlement experiences of Syrian refugees in a major city in Alberta, Canada, in the first year of their resettlement” (abstract) and compare with government assisted refugee experience to “understand which program is most effective in helping refugees settle and integrate in Canada” (abstract). To:

1. “Explore the settlement experiences of Syrian refugees in [Alberta,] Canada, and how they vary depending on their arrival stream.
2. Identify the types of support available through the three streams.
3. Make recommendations about which ones will most effectively serve future refugees” (p.942)

Methodology: Qualitative; semi-structured interviews with Syrian refugees (n=84; 45 = GA, 31 = PA, 8= BVOR) and ‘key informants’ (7 x personnel of social service organizations, and 4 x private sponsors in Edmonton). Most refugees = married, average age = 40, family of about 6 people. Some had lived in a camp prior to arrival in Canada or had received donation/ support while in asylum country. Some had found illegal and badly-paid work while waiting for resettlement.

Findings:

1) GA Refugees

Perceptions of differences between GA and PS

Refugees didn’t always know the difference between GA and PS; for those who did know about the difference, there was a perception that PS was better (“more money, had access to more resources, and were much better taken care of”, p.947), plus had better social opportunities because of sponsors’ help to mix and meet people. Perception that this is a problem if the refugee doesn’t like the sponsor.

Experiences of support

Almost all GAR believed they had been well-looked after by government program, especially settlement organisations and mosques, although the high case loads of support workers was noted and some people felt they had been deprioritised or forgotten.

Most GA had health issues; most happy with health care provided but some complained of long wait times for non-emergency care.

Most respondents = keen to work but found their English language and lack of certification was an issue. Most GA were still unemployed when interviewed.

Many planned to do further study, either a trade or higher education. Connecting and communicating with English-speaking Canadians was difficult while they were learning English. Some GA refugees were concerned or frustrated by the limited opportunities to mix with Canadians.

While some intended to remain in Canada, most wanted to return to Syria

a. Settlement agency perceptions

Settlement staff agreed with concerns about learning English and finding work. Suggestions included changing the English language program to include Canadian cultural information to make the lessons more relevant to students. Similar to the feedback from refugees, settlement staff thought that training courses, including entrepreneurial development, should be offered. Settlement staff did not agree with concerns about lack of opportunities to socialise, with some reporting that they organised picnics and camping programs to help mixing. Some gender issues noted. Childcare also reported as barrier to mums being able to attend language classes.

2) PS refugees

Most PS refugees = married, slightly younger (average age = 36), with family sizes on average of 4 people

Perceptions of differences between PS and GA

Like GA, most PS didn't know much about the different programs. For those who did, there was a perception that GA had access to more resources, such as easy access to childcare, health services, transport, and English courses. "They especially noted that GARs were greeted at the airport with warm clothes and a meal by settlement workers" (p.952).

Perception that GA got more money because they had bigger families, and there was criticism of perceived intent of GA to remain on welfare.

Most PS heard about the program via WUSC or through familial networks.

Some felt they were being short-changed by sponsors, who could not afford to support them in the way they had committed to. Other issues related to limited knowledge that sponsors had:

"Interviewees also suggested that sponsors must be better informed and prepared about the people they are sponsoring, which go beyond learning about their historical, cultural, and societal contexts. The refugees found that sponsors' information was flawed, with many holding the impression that Syria was a backward and undeveloped country. This was reflected in how they

viewed and treated the people they sponsored, doubting their capability and skills—with the result that they did not offer them sufficient opportunities to become independent” (p.954).
PS = generally in better health than GA. They had interim access to healthcare for Year 1 and were generally happy with care but also complained about wait times for non-emergency care.
Most PS were professionals in Syria but only 2/17 had found work in their field. Three started to work as settlement workers and the others were either unemployed or volunteering in their field. Many wanted to return to university or other training. Many struggled with English and found it difficult to find a place in an English (LINC) course. Some transferred to TESOL course, which better matched their needs [but presumably cost money].
Professionally qualified/ experienced PS refugees were frustrated by content of LINC classes and lack of vocational training. Challenge of recognition of prior learning/ qualifications = also frustrating, as was underemployment.
Some had befriended neighbours but mostly English barrier prevented socialising.

a. Sponsor families

Sponsors all engaged through goodwill and wanting to do something to help. Lack of information about refugees or real knowledge of what they were committing to was a noted challenge (or a “crap-shoot”, p.955). These four families met or exceeded the resource suggestion recommended by the government and “showered” refugees with resources. The commitment was generally more than they expected:

- “What was clear was that providing for the refugees exhausted the sponsors, mostly related to the daily minutiae of life—taking them to the doctor, English classes and grocery, doing paperwork, finding/hiring an interpreter, and so on” (p.955).
- Several issues identified with underpinning expectations behind PS program:
- “Expecting the refugees would become fluent in English within a year was unrealistic—a more realistic timeframe is about 5 years.
- LINC classes were hard to get into, so sponsors collectively pooled extra funds to hire their own English tutors for the refugees. This way, newcomers could use their time effectively in the first year, instead of waiting around for several months.

- Dental care was more expensive than anticipated, running into tens of thousands of dollars in one case. The insight was that the overall cost of support could well exceed the minimum government requirement.
- The federal government should monitor the refugees' progress in learning English; it should also provide training and prepare refugees to find employment. Everything possible must be done so the refugees avoid the vicious cycle of the social welfare net once support expires.
- To become proficient in English before finding a job, sponsors vetoed the refugees' idea to work or live closer to their compatriots. They argued that the refugees had to be surrounded by English speakers; this way, they would be forced to speak in English and thus improve their language skills more quickly" (p.955–956).

3) Settlement agency perspectives

Generally there were little perceived differences between the experiences of GA and PS, although some sponsors extended their support beyond the stated period, meaning the end of formal support was more impactful for GA. Perceived need for more training for sponsors to avoid giving inaccurate information. Perception that religious issues between Syrian communities had travelled with them to Canada.

Core argument: PS refugees face similar challenges to GA refugees. PS relied heavily on sponsors, and not all sponsors willing or able to respond to their needs in the ways they wanted.

"Thus, private sponsorship appears to be shaped by *who* the sponsors know, rather than *what* they know" (p.959). Leading to 3 categories of experience:

- 1) Refugees sponsored by church groups
- 2) Refugees with sponsoring families
- 3) Refugees abandoned by sponsors

Recommendations:

- Improve LINC/ state-funded English classes
- Consider skills training models
- Acknowledge PS need access to settlement services
- Engage faith groups and churches to support cultural/ religious appropriate services
- Consider BVOR as better program

Alford, J. (2014). “Well, hang on, they’re actually much better than that!”: Disrupting dominant discourses of deficit about English language learners in senior high school. <i>English, English Teaching: Practice and Critique</i>, 13(3), 71–88. AUS Annotation written by Anna Xavier Keywords: <i>Critical discourse analysis, critical literacy, deficit discourse, English as an additional language/dialect learners, learner identity, refugee-background learners.</i>	Context: Deficit discourse is still prevalent in education (Comber, 1997; Comber & Kamler, 2004; Dooley, 2012; Gutierrez, Zitali Morales, & Martinez, 2009). Deficit discourse ‘serves the interest’ of ‘dominant cultures’ and what these cultures value as ‘normal’ (p. 71). As a result, many students are at a disadvantageous end of the discourse, including EAL/D learners (p. 71). Deficit: Talk of student ‘lack’ (Dooley, 2012) & is widespread amongst teachers of ‘culturally & linguistically diverse students’ (p. 71). Deficit discourse: “..locates its explanation of the underperformance or underachievement of non-dominant students in the nonalignment of the cultural practices of the home and school” (Gutierrez <i>et al.</i> 2009, p. 218). Teachers attribute failure of students to their individual traits, language & cultural backgrounds, labelling them as ‘at risk’, ‘low achievers’ (Gutierrez <i>et al.</i> 2009) and “problems” (Cummins, 2001; Gutierrez & Orellana, 2006a, 2006b; Sharp, 2012) (p. 72). Core problem of the ‘deficit view’: The notion of ‘difference’- highlights what students from non-dominant communities <i>are not</i>. (Gutierrez <i>et al.</i> 2009, p. 222). Similarly, Australian curriculum encourages viewing EAL/D learner differences as cultural & linguistic resources (p. 72; ACARA, 2013) to inform teaching approaches in the classroom <u>Shifts in educational approaches with EAL/D learners (p. 73)</u> *Previous educational programs for EAL/D learners – Focus on functional language & literacy approaches (thinking: eg: critical literacy (Alford & Jetnikoff, 2011; Lau, 2013; Locke & Cleary, 2011; Huang, 2011) <u>Importance of critical literacy (p. 73)</u> When effectively taught, can aid in disputing deficit views of EAL/D learners <u>Controversial status of critical literacy (p. 73)</u> ‘Due to its emphasis on ideological critique, critical literacy has been the subject of media-fuelled political and educational debate in the past ten years in Australia’. <u>Why critical literacy is resisted by some EAL/D teachers (p. 73):</u> Deficit discourses which constraint their everyday field of work *Problem: Only a small body of research on ways teachers can position EAL/D learners more positively for critical literacy *However: 2 distinct examples: In Canada (Lau, 2013) & New Zealand (Locke & Cleary, 2011) (p. 74)

Lau (2013): Employed a four-dimensional instructional model for critical literacy; study found that students & educators shifted from ‘passive players to active agents’ in ‘designing & engaging’ classroom learning
 Enabled a “momentary rupture in the deficit discourse of ELLs” (p. 22).
 Locke & Cleary (2011): Teacher developed critical literacy activities by drawing on her diverse learners’ background knowledge as resource, instead of curriculum content
 *Both practices show that teacher practice can challenge the deficit discourse of EAL/D learners (p. 75)

Theoretical framework: Fairclough’s (2003) Critical Discourse Analysis: Study of language alone is insufficient- once described, needs to be explained in social context & Systemic Functional Linguistics (SFL) (Halliday, 1992; Martin, 1994): Linguistic features of teacher talk is analysed: Hypotaxis: Subordination of clauses (subordinated clause emphasizes central meaning); adverbial/prepositional phrases: to show cause, time, manner
 Aim: This study explores how four English teachers position their English language learners for critical literacy within senior high school curriculum in Queensland, Australia (p. 71)
Methodology: (pp. 75-76)
 Qualitative: Instrumental case study
 Data collection: 16 interviews (4 interviews per teacher across one term)
 Q: Centred on what they understood as critical literacy & how they enact critical literacy with their students (p. 76)
 Sample: 4 teachers from 2 high schools Schools:
 a) lower socio-economic area; high refugee population with interrupted/limited schooling & low L1 literacy levels (From Africa & Afghanistan mainly)
 b) relatively higher socio-economic area; mostly immigrant learners from Europe & Asia with literacy in L1
 Teachers: All 4 are specialist teachers in EAL/D language & literacy education for diverse learners. In each school, 2 teachers (1 with extensive teaching experience (25-30 years); 1 with limited teaching experience (5 years)). Despite limited reference to critical literacy in syllabus: Teachers exercised agency & included critical literacy component in teaching (p. 76)
Findings:

5 key discourses that emerge from data:

- 1) *Deficit as 'lack'*: Students are seen lacking the 'knowledge & attributes valued in the dominant culture'
 - 'deficit is always *constructed in relation to* existing educational curricula, pedagogy and assessment practices. It is the "different" learner who is often *constructed* as the "problem" (Cummins, 2001; Gutierrez & Ornella, 2006a).
- 2) *Deficit as 'needs'*: Students need the 'knowledge & attributes required by the dominant culture & society for success'
- 3) *Learner difference as resource*: View the diverse linguistic & cultural background of the students as a resource to inform teaching approaches & classroom content; view learners as 'positive *because of their difference, not in spite of it*' (p. 80)
- 4) *Learner difficulty with critical literacy*

3 challenges:

- Linguistic challenge (Writing tasks): Due to limited language proficiency
- Conceptual challenge: Difficult to manage between learning the language & critiquing it
- 'Cultures of learning' challenge: Definition: 'The particular culture & education system through which one is socialized' (Wallace, 1995); prioritises/ exposes students to one particular type of learning: eg: Teacher-centred vs participatory pedagogy/ Cultures where learners are not encouraged to question what they learn (Alvermann, Phelps, & Gillis, 2009)

5) *Learner capacity for critical literacy*

- Positive & negative discourses contest one another (p. 77)- Alford (2014) argues that the 'conflict between the discourses in the teachers' talk possesses performative power to shift the way EAL/D learners are positioned for undertaking critical literacy'.
- Greatest number of deficit comments mentioned by teachers in school with a high population of sfrb (p. 78)
- Although many teachers in this study were influenced by the widespread deficit discourse, but many of their statements also indicated acknowledgement of 'factors such as students' refugee circumstances, the demands of Australian schooling and previous cultures of learning' (p. 79).

- . Teachers' comments on the 'needs' & 'lack' of EAL/D learners 'highlights the fact that "needs" that are demanded by the curriculum often do not match and do not capitalise on the life-worlds of diverse EAL/D learners'. (p. 79)
 - . *Echoing the assertion by Gutierrez et al. (2009), findings from this study show that "deficit" is contingent on the demands of localised schooling'.
 - . *Teachers acknowledgement of students' past experience & diverse backgrounds: Reflects "equity in literacy learning (which) suggests the need to account for how an individual's race, culture and socioeconomic background shape his or her understanding of texts and practices" (McLean, *et al*, 2009, p. 158)
- Significance of discourse (p. 81): 'Discourses affect social structures in terms of either aiding and abetting continuity or generating change (Fairclough, 2003).
- Important to note: Teachers did not fully draw on learners' diversity (home cultures, languages & everyday literacy practices) - due to policy, assessment & time constraints (p. 81)
- p. 85: Issue with current educational approaches evident in teachers' comments: "top down discourse" in operation "which ascribes an authoritative role to the curriculum (and) students who do not meet curriculum-based expectations are represented as 'lacking'" (Dooley, 2012, p. 3).
- Discussion:** (p. 85)
- 5 competing discourses show the 'complexity of teaching intellectually demanding lessons' involving critical literacy with EAL/D learners, especially for those with low levels of literacy
- Combination of discourses also indicate a shift in the perceptions of teachers on the EAL/D learners' ability to engage with more than just functional approaches to language & literacy learning
- Analysis in study indicates: 'EAL/D teachers, *because* of their specialist pedagogy, are in a unique position to inform others about more productive ways to view EAL/D learners.'
- Suggestions for further research:**
- 'Further study documenting EAL/D teachers' pedagogy, that enables EAL/D students to more fully experience intellectually engaging lessons as normalised practice, is needed.'
- limited critical thinking on language)
- *Currently, more approaches demanding higher order critical

Alam, K., & Imran, S. (2015). The digital divide and social inclusion among refugee migrants. <i>Information Technology & People</i>, 28(2), 344–365. AUS Annotation written by Angela Yang Keyword: <i>Australia, digital divide, focus group discussion, information and communication technology, refugees, social inclusion</i>	Context: Migrant refugee influx in Australia / social inclusion / information and digital literacies are becoming not an interest but a necessity for everyday life (<i>housing, settlement, employment, social integration and networking, health and education</i>) / possible digital divides in refugee communities in terms of cost and access Aim: to address a gap in literature - focusing on refugee migrant groups and their attitudes towards and access to digital technology - how factors regarding their adoption of digital technology may enhance or inhibit their social inclusion Methodology: qualitative research design involving a series of focus group discussions with refugee migrants in Toowoomba, QLD / the regional city is one of QLD's three Refugee Welcome Zones / 28 participants from various backgrounds / snowballing technique, coding, thematic analysis Findings: There were four key interdependent themes discovered throughout the discussions - 1) access 2) choice 3) affordability 4) skills • results demonstrated strong link between digital inclusion and social integration (when access to DT was constrained, it negatively impacted participants' education /employment/ social connections etc.) • Digital and knowledge divide was strong in refugee migrant groups - lower income and unemployed, digital illiterate refugees were disadvantaged • Motivation and interest were not a challenge — even older refugees were motivated but may have lacked access Core argument: It is paramount to understand and address these limitations and challenges that can inhibit refugee's inclusion in their host community (Australia) — information/digital literacy, social-economic issues, mobility, are factors that need to be considered.
Al-deen, T.J. (2019). Agency in action: young Muslim women and negotiating higher education in Australia. <i>British Journal of Sociology of Education</i>, 40(5), 598–613. AUS Annotation written by Sally Baker	Context: Negative media framing of Islam and the perceived patriarchal subordination/ mistreatment of Muslim women; participation of Muslim women in higher education (with the question of 'why' underexplored). Other literature has focused on responding to parental expectations. Author argues that female Muslim students face more challenges than male Muslim students (partly because of moral faith-based codes and media-fuelled discrimination. Author situates this study alongside discussion of neoliberalism/ higher education + aspirations; racialised/ gendered aspirations for higher education. Author notes dominance of use of cultural/ social capital in the research literature. Author summarises that "Muslim women are subjected to

Keywords: <i>Muslim women; higher education; agency; class; ethnicity; gender; Islamophobia; neoliberalism</i>	ethnicised or racialised gendered identities and struggle ‘for educational inclusion in order to transform their opportunities and in doing so subvert racist expectations and beliefs’ (Mirza 2009, 153)” (p.601). Aim: To explore “the notion of agency employed by Muslim female university students in relation to the ways they discover their own capabilities along their deployment of available financial, cultural and social resources under cultural and structural constraints” (abstract); to contribute “to the understanding of young Muslim women’s complex and varied experiences of higher education, emphasising the ways in which gender, ethnicity, class and religion interrelate” (p.599). Theoretical frame: Agency (“an individual’s capacity to take actions and make choices in life” (p.601) – post-structural account (e.g. Butler, 1990; Bilge, 2010) and intersectionality (Crenshaw, 1989; Collins, 2010): “considering the complexity and fluidity of subjectivity constructions as informed by the multiple framing discourses shaping Muslim women identities, including Islamophobic and patriarchal discourses and intersectionality” (p.602) Methodology: Qualitative; in-depth exploration of women’s (n=12; aged between 19–24) experiences. All = single; 11 studying UG and 1 studying PG. Women = various ethnicities (Lebanese, Somali, Indian, Sri Lankan, Afghani, Pakistani and Turkish). 7 wore hijab; others wore modest clothing/ no headscarf. Methodological note on author sharing characteristics (faith/ cultural understandings) on p.603. Findings: <i>Parental support:</i> participants’ descriptions challenged the (narrow) dominant view of Muslim families as patriarchally run/ strict. The data suggests that higher education is considered as important and that the participants had been taught to value education, “on the proviso that their behaviour did not jeopardise familial reputations” (p.604). Participants also described receiving ‘effective’ support from family (financial, advice, emotional) – ‘effective’ used to signal that parents were not always 2 with the system, meaning that expectations about educational investment not always working out, particularly for migrant families: “the migration process itself may reduce parents’ capacity to be involved in their child’s education due to unfamiliarity with the new country’s education system” (p.604). This was not true for all the participants (e.g. Farah’s parents were both university graduates/ work as a psychiatrist and doctor, and they encouraged her to apply

for medicine/ opened up opportunities for ECA/ volunteering in related fields. Other example of Mariam (Afghan refugee background), whose parents didn't have language/ field-related knowledge in order to support her choice-making (but still providing emotional support). Examples supported with reference to school choice/ class UK-based literature (Bathmaker/ Reay). Mariam's agency to make her own decision = not shared by other women, who described more negotiation of course choice with family (with medicine and law pushed); thus "this study demonstrates an inter-generational difference emerging between mothers and their daughters as, unlike first-generation migrant women who often situate themselves beyond their new country's class system (Al-deen & Windle 2015), second-generation women in this study wanted to advance socially and economically within the new country" (p.605).

Author offers examples from data of how women negotiated with parents (example of Amina wanting to do psychology against family concerns of contact with men/ disclosures of information that might 'negatively influence' her; Amina made case with help of respected/educated man from community). Some negotiation required teasing out religious v. cultural perceptions, which "involved the young women in critically examining Islamic views on education and gender equality" (p.606). Also see example of Batoul's decision to wear her hijab in a particular way (p.606-7).

Determination to succeed particularly notable in first-in-family participants; author notes participants' desires to not follow parents'/ mothers' difficult lives (and how mothers did not want that for their daughters). Other drivers = economic independence, although author is careful to note "these women did not reject their cultural and religious values through their aspirations for educational success and ambitions for class mobility" (p.608). Participants aware of islamophobia and racial discrimination they are likely to face in workplace, and some felt they needed to work harder to compete with other students, but they also noted the importance of female role models in their community (and that they could be that role model).

Core argument: Educational achievement = highly regarded by Muslim families/ communities; young women in study persisted in negotiations with family about attending university/ choosing a course. Moreover, despite reductive stereotypes, Muslim women are given a lot of support from their families: "the amount of support they received from their families in their endeavours confronts perceptions of Muslim women as victims of patriarchal control" (p.610).

Allsopp, J., Chase, E., & Mitchell, M. (2014). [The Tactics of Time and Status: Young People's Experiences of Building Futures While Subject to Immigration Control in Britain](#). *Journal of Refugee Studies*, 28(2), 163-182.

UK

Annotation written by Sally Baker

Keywords: unaccompanied young migrants, youth transitions, asylum, time, futures, aspirations, wellbeing, agency, immigration control

RESETTLEMENT

TIME

Context: Young unaccompanied asylum seeking children (UASC) in Britain subject to immigration control. Authors write that only 12% were awarded refugee status from 2006-2012, with a further 67% offered Discretionary Leave to Remain (DLR) but not refugee status – these UASC must apply for further DLR when they reach adulthood (which only 290 young people were offered in same period). If not offered, this is known as ‘ageing out’, and impacts on level of service support they can access

Aim: To explore “the ways in which a group of talented young people subject to immigration control act upon their aspirations, having ‘aged out’ on their eighteenth birthdays” (p.165).

Methodology: Mixed-methods scoping study (undertaken in 2013) as part of larger project on aspirations and trajectories of UASC (4 stages: literature review; UK and EU policy review; consultations with service providers; participant observation and interviews with 18-24 year old ex-UASC who were participating in a photo project about accessing higher education. This group spoke English well and were eligible (in terms of academic attainment) to apply for higher education

Findings:

Transitioning into adulthood as a UASC is linked to notion of ‘ontological security’ (Chase, 2013; also see Fozdar & Hartley, 2013) – linked to idea of future trajectory.

All young participants had an imagined future (‘big futures’) in the UK, which would not have been possible without migration. Young people generally don’t like to imagine what will happen if they have to leave the UK. Most were focused on gaining legal access (getting a passport) because “[with] some form of legal status could they unlock access to the social and economic rights, such as education and housing, which were required in order to pursue their dreams” (p.168). The young participants described wanting to ‘make a difference’ (p.169).

However, the young participants’ aspirations = “thwarted by the fact that the young people were subject to the vagaries of the immigration control system” (p.169), and time = identified as the “overriding controlling feature of the system” (p.169): “Time was encountered through chronological age markers, time-limited legal statuses and the rhythms of lengthy bureaucratic processes” (p.170). Time and migration control creates conditions of limbo, and a sense of wasting time. To counter the overruling power of time, participants described seeking knowledge of the system; however, once they gained this knowledge, often the system would change. Experiences of moving into adulthood (see p.171-2) = lots of synergy with literature on leaving care system.

	Discussion of strategies to accelerate time with regard to applying for asylum (seeing how long the waiting time is/ getting a good solicitor), access to rights (drawing on network, learning about rights, finding legal loopholes, asking for help). Also discussion of 'keeping up' as the participants "concurrently strove to live in the present, maintaining an element of 'normality' compared to other young people around them" (p.175). Moving forward: keeping a sense of forward momentum = important for mental health. Participants engaged in volunteering or work experience to help prepare for possible future where they would be able to work independently from immigration restrictions, and to stop a sense of 'moving backwards' and forgetting what had been learnt in education. Other things (e.g. religion) helped to maintain sense of routine and progression. Core argument: Time perceived as "tactic of state control and bureaucratic process rhythms", in which "time is never on their side" (p.165)
Almeida, S., Fernando, M., Hannif, Z., & Dharmage, S. (2015). Fitting the mould: the role of employer perceptions in immigrant recruitment decision-making. <i>The International Journal of Human Resource Management</i>, 26(22), 2811–2832. AUS Annotation written by Sally Baker Keywords: <i>Australia; decision-making; human capital theory; immigrant recruitment; similarity attraction paradigm</i>	Context: Highly skilled migrants (not refugee-specific) and employers' perceptions of immigrants in NSW, Australia; authors note "there is very little research that has specifically examined how employer or decisionmakers' exposure to diversity can influence their decision-making within a work context" (p.2812). 'Perception of fit' = synonym for assumptions and bias brought to decision-making (e.g., non-Anglo names, accents). Authors challenge the ideas behind human capital theory (HCT): "that job seekers have perfect information, are perfectly mobile, and that based on skills, the labour market treats all potential labour equally" (p.2813). Challenges to HCT: 1) skills are not neutrally transferrable, meaning local applicants are more likely to be employed; 2) employers are unlikely to employ people without host country experience; 3) assumes language proficiency; 4) views of employers are not included in HCT Aim: To "assess how decision makers ($n=331$) hiring IT professionals need to associate and identify with people that resemble themselves in some way more than those that do not, can influence their perception of the immigrant candidate's fit into their organisation" (abstract); to explore "the inter-relationship of two factors: employers' exposure to diversity; and how it shapes their perception of a candidate's fit based on attire, name, accent and religious affiliations in recruitment decision-making in the context of the IT industry in NSW"; to examine "the candidate's attire, name, accent and religious

affiliations within a recruitment decision-making in the context of the NSW IT industry in Australia” (p.2812). Following hypotheses posited:

- Hypothesis 1: Favourable recruitment decisions concerning the perception of fit of particular migrant ethnic candidates are negatively related to heavy accents
- Hypothesis 2: Favourable recruitment decisions concerning the perception of fit of particular migrant ethnic candidates are negatively related to having non-Western attire
- Hypothesis 3: Favourable recruitment decisions concerning the perception of fit of particular migrant ethnic candidates are negatively related to non-Anglo names
- Hypothesis 4: Favourable recruitment decisions concerning the perception of fit of particular migrant ethnic candidates are negatively related to overtly displayed religious affiliations

Theoretical frame: Social identity theory (as an alternative to ‘limited’ human capital theory); similarity attraction paradigm (homophily effect)

Methodology: Survey of employers (HR professionals and recruitment decision; n=331) in ICT (main industry for immigrant workforce/ part of migration work stream) and focuses on permanent migrants. Authors note that respondents = likely to have migration history (1st, 2nd, 3rd generation migrants), which could have impacted on likelihood to respond and empathy for target group

Findings:

Supported H1: “recruitment decision-making concerning the perception of fit of particular ethnic groups was negatively related to heavy accents” (p.2821).

Supported H2: “recruitment decision-making concerning the perception of fit of particular ethnic groups was negatively related to non-Western attire” (p.2822), with non-western attire perceived as signalling “difficult passage to entry” (p.2823)

Supported H3: “recruitment decision-making concerning the perception of fit of particular ethnic groups

was negatively related to non-Anglo names” (p.2824). Companies with predominantly white staff agreed significantly more, and “white Australian decision makers typically had concerns about fit regarding those of Indian, South-east Asian, and Chinese backgrounds in comparison to ethnically diverse decision makers” (p.2324)

	Supported H4: “recruitment decision-making concerning the perception of fit of particular ethnic groups was negatively related to religious affiliations” (p.2824) Work experience + personal attributes = valued over qualifications Lack of knowledge of popular sports = also influential Exposure of employer to diversity = significant: “candidate evaluations are influenced not only by their ‘foreignness’ but also by the exposure that the decision maker has had to cultural diversity...[/] employers who hold prejudicial beliefs against visible migrants are likely to avoid contact with them, preventing any opportunity for such beliefs to be reduced.” (p.2825) Core argument: Findings disrupt the assumptions that underpin HCT, suggesting “that migrants’ qualifications do not carry as much weight in the short-listing phase as their personal attributes or work experience” (p.2826). At micro level, similarity effect undermines HCT: “factors beyond the demographics of the decision maker, that is decision makers’ cultural exposure and the diversity of the client base, can play a vital part in the evaluation outcomes of skilled immigrant candidates” (p.2827)
Alhussain, A.M. (2019). An Empowerment Tool for Teaching English Effectively to Refugees: A Case Study of Syrian Adult Refugees in the UK. <i>International Journal of English Linguistics</i>, 9(1), 389–406. AUS Annotation written by Jenn Read Keywords: <i>ESOL courses, illiterate adult, rote learning, refugee empowerment and self-reliance, Syrian refugees, teaching English skills.</i>	Context: Rote learning is a memorization technique based on repetition and recall exercises. ESOL teachers typically rely on interpretation teaching and learning techniques, however these techniques have been historically insufficient for refugees who are illiterate or experienced interrupted education. Here, the authors present rote learning as a teaching methodology that can better meet illiterate learners' needs and develop their self-reliance in speaking and listening skills and social integration. Aim: The aim of this study is to contribute to the existing literature “an innovative experience in English language teaching provided to illiterate adult refugees who have not received any formal education and have zero background in English” (p. 391). Furthermore, it attempts to adopt an empowerment approach to help students achieve self-reliance where they can access knowledge and complete tasks on their own which helps them live more independently. Methodology: The case study was performed by an interpreter who worked with 6 Syrian refugees who migrated to the UK and whose first language was Arabic. All participants had no English language proficiency and required an interpreter’s assistance to communicate their information. Similar information to the European Language Portfolio (ELP) was collected through two forms that asked for their personal information, linguistic abilities in their native language, English learning

	priorities, and a self-assessment of their current English language knowledge/skills. After interacting with each participant 3-4 times fortnightly, the need for customizable materials that could help each participant with their learning targets specifically was apparent. The interpreter implemented rote learning through a systemised process that lasted for 10 months and involved: students observing appropriate behaviours and language, recordings they could listen to, memorising key information, and recalling key information when prompted. Progress checklists for listening and speaking were used to record participants' progress. Findings: Several progress remarks for each participant were identified at the end of the 10 months. Improvements in speaking and listening skills related to their linguistic priorities were identified (such as language required for health appointments and employment). Some participants had different experiences in their overall pace of progress and levels of self-reliance. A range of influential factors that differentiated participant experiences included their age, memory capacity and language immersion/exposure. By the end, all participants reported less reliance on interpreters by using their newly developed skills during their own interactions. Core Argument: There is a need for ESOL courses to take into consideration learners' urgent needs and education levels in order to give them opportunities to practice the language outside of the classroom and in relevant environments where they depend on their English for regular interactions. In this case study, rote learning is viewed to have positively contributed towards the participant's linguistic needs and developed their self-reliance for processes connected to their integration.
Ali, M., Briskman, L., & Fiske, L. (2016). Asylum seekers and refugees in Indonesia: Problems and potentials. <i>Cosmopolitan Civil Societies: An Interdisciplinary Journal</i>, 8(2), 22–42. INDON/AUS Annotation written by Sally Baker ASYLUM SEEKERS REFUGEES URBAN DISPLACEMENT	Context: Increasing lengths of protracted waiting in countries of asylum – in this case, Indonesia – and the challenges that face people seeking asylum and recognised refugees who are stuck waiting for status resolution/ third country resettlement. Authors offer overview of Indonesia (p.25-27), notable = Indonesia is not a signatory country to Refugee Convention and there is no domestic law to protect refugees/ asylum seekers (i.e. Indonesia does not offer pathways to permanency). Authors note the complexities of life in Indonesia (see p.32-5), and also report the resource deficits that UNHCR Indonesia face. Authors also describe Australia's policy/political response (resulting in Operation Sovereign Borders) and its impact on refugees in Indonesia – the boats may have stopped leaving, but the number of refugees arriving in Indonesia continued growing. With regard to education, children who have UNHCR recognition may attend school, but children who are awaiting

INDONESIA	status resolution may not. However, all classes are delivered in Bahasa and there are no subsidised Bahasa classes for parents to support their children. Aim: To describe the challenges that refugees and asylum seekers face in Indonesia, and to describe the creative and resourceful ways that they are adapting to their situations, focusing particularly on educational needs and rights in Cisarua Methodology: Mixed methods: participant observations by Muzafar and qualitative research by Briskman and Fiske: semi-structured interviews with asylum seekers and refugees (n=30; 13f, 17m) and representatives from INGOs (inc. UNHCR/ IOM) Discussion: Community building = response to protracted waiting – leaders began to emerge; education became a core area of community work (with volunteer teaching, interpreting and counselling). In 2013, when the interviews were conducted, the participants were distressed about the lack of education for their children. Parents didn't want to learn Bahasa because they saw Indonesia as a transit country, thus “engaging in the formal education system would arguably signal that they might be putting down roots” (p.36); rather, parents wanted their children to learn English. As a result, the Cisarua Refugee Learning Centre (CRLC; see ‘The Staging Post’ film) was established by Muzafar and colleagues. Description of how the CRLC was set up on p.37-40). Specific mention of women on p.40 Core argument: Community-led initiatives, such as CRLC “can harness human agency and spirit to overcome structural limitations and build strong community connections, both within like communities and across linguistic, cultural and national divides” (p.41).
Altinkaya, J., & Omundsen, H. (1999). Birds in a gilded cage’: resettlement prospects for adult refugees in New Zealand. <i>Social Policy Journal of New Zealand</i>, 13, 31–42. NZ Annotation written by Sally Baker SETTLEMENT	Context: Examines policy issues in NZ in 2008 with relation to humanitarian programs, looking at English language services and adult refugees in particular. New Zealand has been formally accepting refugees for resettlement since 1944, when the 858 Polish children and adults were accepted. At time of writing, annual quote of resettled refugees = 750. NZ takes higher than average proportion of ‘at risk’ cases: “This means that, while large proportions of refugees are women and children, a higher percentage of working-aged men are admitted to other nations under their selection processes”. Authors argue that older refugees = “particularly vulnerable” to stress and responses to trauma, especially if people have existing physical hardships or arrive with no family Methodology: Essay

ENGLISH LANGUAGE	Findings: English language = authors make the case that the time needed to acquire functional literacy “may be underestimated”, particularly for older refugees – both from refugees and policy writers. Authors note additional challenges for female refugees. Authors map functionally literate to IELTS Band 5. NZ did not at time of writing provide free English tuition: “For many the only option for learning lies with local, often church-based, classes or with the free ESOL Home Tutor Service, whose trained volunteers offer 2-6 hours of tuition a week. The "local solutions for local needs" approach that government currently advocates for provision of services requires a framework of entitlement. In the absence of such a framework, provision of ESOL support varies greatly between locations. It appears that the current ad hoc provision of ESOL tuition does not recognise some of the distinct learning needs of refugees, particularly women, older refugees, and the non-literate”. This lack of clarity = jostles against NZ’s very clear policy of requiring general migrants to achieve IELTS 5 or pay a bond towards English lessons. Authors argue this serves to create ‘underclass of refugees’. Core argument: “The [then] current situation of ad hoc service provision results in a large number of refugees, especially older persons and women, being unable to utilise the services that are there, even when reasonably effective and inexpensive programmes are available”, resulting in disadvantage and the metaphor of ‘birds in a caged cage’.
Anderson, T. (2020). News Media Representations of International and Refugee Postsecondary Students. <i>The Journal of Higher Education</i>, 91(1), 58–83. CAN Annotation written by Maia Gunn Watkinson Keywords: Media representations; internationalization of higher education; international and refugee students; critical thematic analysis; framing theory; Canada	Context: Internationalisation of postsecondary institutions (PSIs) in global north, increased media attention directed at these students and surrounding communities, particularly their participation in PSIs Aim: to investigate representations of international and refugee students’ participation in Canadian universities and colleges in local and national news media Methodology: Critical thematic analysis on 391 Canadian media texts published between 2000 and 2017. Anderson goes beyond Braun and Clark’s six stages thematic analysis to contextualise the representations within local, national and international social issues & ideologies. Anderson applies insights from Critical Media Studies and Framing Theory and connects these to the research on the internationalization of higher education. Findings: a key finding was the use of legitimate statistical data at the beginning of media texts and conflating the data with editorialized opinion. Texts linked data to economic benefits or housing

	issues. The idea of the “foreigner threat” (inspired by Sakamoto et al’s discussion, 2013), was very common. Foreign property ownership is a subtheme of the “foreigner threat”. Media texts explicitly mention racial/ethnic background (especially “Asian” or “Chinese”). The legitimacy of international students is a prominent topic (students represented as less qualified or less deserving than domestic students). <i>Four main rhetorical strategies</i> in texts that framed international students negatively: 1) conflating opinion with discussion of “neutral” data, 2) using unnamed and unverifiable sources (incl. unverifiable language such as “some” or “many”), 3) “misrepresenting the opinions of legitimate and internationally recognized experts in the area of higher education and internationalization”, and 4) “the use of ‘non-experts’ as experts” (12). In positive framings international students are represented as “strategic assets or commodities” (17). Another theme is Canada as benevolent, ideal / desirable. This framing of Canada was particularly prominent in news reports on refugee students. Rhetorical elements in these articles include: 1) personal narrative of refugee student, 2) framing of Canada as welcoming, and 3) “details of the (financial) support and programs that made sponsoring the refugee students possible” (18). A key difference between positive framing of international and refugee students – attracting “best and brightest” versus refugee students “allowed” because of Canada’s benevolence. No reference to refugee students strengths or potential futures. Positive framings are often specific to regions. Core argument: The media is complicit in racialization of international students. The finds align with Patridge et. al. (2014) who argue that international students represented in contradictory ways. They are framed as either beneficial (especially to the economy, e.g. “dehumanized commodities”) or as “harmful exploiters who are linguistically incompetent and academically undeserving” (p. 21).
Anderson, T. (2020). International and Refugee University Students in Canada: Trends, Barriers, and the Future. <i>Comparative and International Education</i>, 48(2), 1–16. CAN	Context: Canadian universities have embraced the ongoing internationalisation of higher education whereby most have reported it as a central component of their strategic planning. As international enrollments continue to increase, key issues emerge through enrollment, participation, and outcomes trends concerning international and refugee background students. Aim: This paper focuses on data representative of enrollment trends in Canadian universities in order to form a discussion around the educational, social, cultural, and linguistic barriers found to

Annotation written by Jenn Read Keywords: <i>International/refugee students; internationalization of Canadian higher education; first-generation postsecondary students; English as a second/additional language; Canadian higher education</i>	have impacted international and refugee students' HE integration and outcomes. Methodology: Drawing primarily from the national statistical agency of the Canadian federal government, Statistics Canada, Anderson reviews a 14-year period (2000/2001–2014/2015) to track the most recent trends available and developments in the student composition of Canadian universities" (p.3). Findings: Upon comparing enrollment figures representative of domestic, international, and refugee students, it was found that all three categories of student enrollments had steadily increased over the 14 year time span (international 250%, domestic 40%, refugee 63%). More specific findings included that more male gendered students from international and refugee categories were accepted into Canada's universities than females. This was especially true from some of the top sourcing countries including India, Saudi Arabia, and Pakistan. Further findings revealed the differences in completion rates between domestic, international and refugee students. Anderson observed that although international students have a relatively high completion success rate, only 27% of refugees enrolled in Canadian universities during this time period successfully completed their courses. He owes this decline to a variety of factors including low socioeconomic status, language, and first generation post secondary (FGPS) backgrounds. The lack of parental guidance on HE systemic processes and encouragement to pursue post secondary studies further exclude refugee background students from developing skills that ultimately help them achieve academic and social success during their studies. Core Argument: Anderson leaves readers with recommendations on ways Canadian universities could respond to the trends revealed in the data. He suggests admission committees should work to address gender gaps from top sourcing countries and actively investigate reasons why females are being underrepresented in these participation groups. He also calls for "more programs, supports, and infrastructure to support refugee students' socialization into Canadian universities and communities" (p.11) and suggests that "universities and educators can address this through additional efforts to internationalize and Indigenize pedagogy and curricula" (p. 13). Anderson also suggests that universities be more forward thinking in their admission practices to ensure students from low-income FGPS backgrounds are able to successfully graduate.
Anderson, V. Mostolizadeh, S., Oranje, J., Fraser-Smith, A., & Crampton, E. (2021). Navigating the	Context: This study analyzes ways in which 18 students of refugee background in their final years of secondary school map their futures on the cusp of the secondary-tertiary education boundary in

[secondary-tertiary education border: refugee-background students in Southern Aotearoa New Zealand](#). *Research Papers in Education*, 38(2), 250–275.

NZL

Annotation written by Isabelle Hoagland and Haley Skeens

Key Words: *Refugee-background students; education; navigation; navigational capital; New Zealand*

Aotearoa New Zealand.

Aim: The aim of this project is to collaborate with students of refugee backgrounds to examine how they navigate the border between secondary and tertiary education, while discussing implications and generating practical solutions for further scholarship, policy, and practice.

Methodology: This participatory action research (PAR) study took place over a three-year span across two high schools in southern cities in NZ. The PAR approach involved data collection through ‘co-learning and collective action,’ and workshops were planned in collaboration with secondary students from refugee backgrounds who aspire to reach tertiary education. The project sought to answer the following four questions:

1. How do refugee-background students imagine and experience the secondary-tertiary education transition?
2. What strategies do they employ to navigate this transition successfully?
3. What institutional practices foster students’ ‘navigational capability’ in secondary and tertiary education?
4. How might students’ navigational experiences inform resettlement, teaching and support practices in secondary and tertiary education institutions?

During the workshops, mapping was used as a visual data collection methodology, and data was collected and analyzed thematically from each student’s map.

Findings: While the study involved 18 students, the paper focused on seven students who the authors felt represented the breadth of diversity in the group. The following three findings emerged from the study of students’ accounts:

1. Navigation as a resistance project - the students challenge their schools’ stereotypes and ideas of refugees to reach their future goals and navigate the border between secondary and tertiary education.
2. Navigation as a subterranean (emotional labor) project - the students managed their negative emotions and cultivated self-esteem, regardless of their access to social, familial, and other forms of capital, as a means to navigate the educational border.
3. Navigation as a relational project - students’ access to familial and social capital helps them strive towards their educational goals and navigate the challenges associated with the secondary-tertiary border.

	All students' maps demonstrated that social relationships were an integral part of their goals for their futures. Conclusions: The study concludes with emphasizing the importance of social relationships for students of refugee backgrounds' success in navigating the secondary-tertiary education border (i.e. family, friends, educators, mentors) so that they are more adequately supported in achieving their future goals. aCore argument: The core argument of this paper is that educators and institutions must recognize the competence, diversity, and complexity of students with refugee backgrounds. They must affirm their aspirations while also providing resources that guide them towards success.
Anselme, M., & Hands, C. (2010). Access to Secondary and Tertiary Education for all Refugees: Steps and Challenges to Overcome. <i>Refuge: Canada's Journal for Refugees</i>, 27(2), 89–96. Annotation written by Dr Georgina Ramsay ACCESS TO EDUCATION IN CAMPS	Context: Refugees globally, no specific ethnographic context Aim: Suggests that there is gaps in the provision of education to refugees globally (especially secondary education), meaning that tertiary education is not accessible to them. Suggests that policy and decision makers should make refugee access to secondary and vocational education a priority. Conclusions: - Post-primary education is overlooked by most humanitarian organisations that support refugees. Typically only the provision of primary education, which is left until reconstruction phase after emergencies. This approach ignores the idea of life long learning, in which primary and secondary education are seen as stepping stones to future educational achievement and enrolment. If refugees have gaps in their education from a young age this will effect their future educational outcomes. - So why isn't education for refugees a priority? - Challenge 1: There is limited implementation of the existing legal and protection instruments. Refugees have rights to public education under the UNHCR 1951 Refugee Convention, but this is not always implemented. Made difficult by protracted situations and increasing numbers of urban refugees. - Challenge 2: The need for special support. Since forced migration interrupts cycles of education, refugee youth may need support to refresh and update their educational backgrounds before accessing secondary and tertiary education opportunities. Requires support from the host country, international donors, and expert educational organisations.

	- Challenge 3: The cost of post-primary education. Secondary and post-secondary education is often not free, even for nationals. Families affected by conflict may be unable to meet these costs. Disadvantages women in particular. Scholarship programs are limited. Burden of education falls on individual families, who may not have the resources to support their children into education. Challenge 4: Lack of reliable systems of recognition and accreditation of learning outcomes. Previous education experiences not taken into account, or those earned in the host country of asylum are not recognised elsewhere. Challenge 5: Differential barriers to access. Barriers set up by cultural norms, economic and family obligations. Especially women, may get married early or have household responsibilities. - Recommendations: education interventions must be gender sensitive; education should consider livelihoods training and opportunities for broader families, not just individual youth (ease poverty as a barrier); policy actors at all levels must ensure that programs and learning attainments are recognised and valid, develop systems of regional and cross-border certificate recognition; donor community should support post-primary education initiatives; governments should integrate refugees into national education system, with special support programs for refugees in place to ease their transition and support with gaps that might make this integration difficult. Core argument: Focus is on secondary education, but as a necessary stage for refugees to access tertiary education. Refugees cannot access tertiary education without secondary education. Focus is on “youth” – limits how education is understood in terms of age
Atkinson, M. (2013). Who Are We Trying to Kid?: Empowering Learners through Workplace English Language Skills, Australian Council for Adult Literacy Conference: Sydney. AUS Annotation written by Sally Baker ADULT EDUCATION	Context: Adult ESL programs for refugees in Australia Aim: How do HEB students experience meaningfulness whilst participating in adult ESL literacy courses? Conclusions: The experience of learning for these students is influenced by their broader sense of integration and belonging in the settlement society, as well as their ongoing negotiation of social roles between this society and their own identified community. Lack of familiarity with study is identified as an issue: these students find it difficult to participate in home study. Learning is a project of constructing the self and new identities for refugees, and so successes and failures with have broader implications for how they situate themselves, and are situated by others, within their local and ethnic communities.

	Core argument: The emotional and affective aspects of learning as specifically experienced in the context of RBS is explored here. The education process is tied in with developing new identities, which can be in conflict with those of their culture. Education is complex, and has an emotional and affective impact on refugee students.
Atkinson, M. (2014). Reframing Literacy in Adult ESL Programs: Making the case for the inclusion of identity. <i>Literacy And Numeracy Studies</i>, 22(1), 3–20. AUS Annotation written by Angela Yang	Context: Contemporary Australian context -government funded adult ESL literacy programs (AMEP) are based on functionalist and neo-liberal notions of literacy (skills based/ neglect viewing literacy as a social practice / no recognition of social context) - these programs are incompatible with the changing needs of learners who are migrant refugees of low literacy backgrounds (learners who are negotiating and learning a new skill set and classroom identity) Aim: (p.6) “to investigate the meaningfulness for learners of their engagement with literacy learning in an adult ESL program inclusive of their sense of socio-cultural identity” & to understand learners’ perceptions of their progress and investment in an adult ESL course Methodology: case study data collected from (focus group discussion, classroom observation notes, participant observant, written works, student portfolios, personal narrative and key reflections of important events during the research) <i>Victoria- adult ed setting - 10 refugee migrant students with minimal literacy skills and history of disrupted schooling</i> -data analysis and coding to identify complex links between learner experiences, beliefs etc. Findings: • Some statements closely aligned the functional goals of the AMEP program- ie. to provide students with language skills for vocational purposes and further study • Other statements were significant discoveries of other issues: a) learners experienced challenges with literacy practices of reading and writing (not a language skill issue) - culturally incompatible with their own backgrounds, lack of investment, do not have the social practice of R &W b) language and literacy goals were directed towards fulfilling learners’ imagined futures to “acquire a sense of place in the wider society” (p.13) c) learners were already engaging in literacy practices outside the classroom (e.g. Bible reading, texting each other) and they were not acknowledged or integrated into the literacy program Core argument: Literacy programs with an end goal of acquisition of workplace skills do not help ELLs - instead they should demonstrate an awareness and recognition of the socio-cultural

	practices of literacy learners and should not deny differences - also needs to view learners as active members of society negotiating their identities and learning literacy practices as part of their journey
Avery, H., & Said, S. (2017). Higher Education for Refugees: The Case of Syria. <i>Policy and Practice</i>, 34, 104-125. SYR Annotation written by Anja Wendt <i>Keywords: society building; prevention against radicalization; public good; adapting education</i>	Context: The current refugee crisis comes with an education crisis: interrupted schooling due to conflict, trauma as obstacle for studying and lack of education as cause of the refugee crisis. While primary and secondary education receive international support, higher education has not been a similar priority. The authors argue that higher education needs more attention as it is likely to assist peace building, economic and social development and poverty reduction. Since 82% of refugees stay in neighbouring countries in the Global South, support for (higher) education must focus on conflict countries but also the host countries for refugees. This article explores the case of Syria and the situation in the neighbouring countries particularly Lebanon which hosts the biggest share of Syrian refugees. Aim: The authors raise awareness for the significance of higher education in conflict and refugee host countries to break the vicious circle of lacking education-poverty-conflict. Methodology: Discussion of higher education for refugees in context of the Syrian crisis. Outline of access constraints in Lebanon and other host countries as well as strategic prevention of cycles of violence. Findings: There are four sets of issues connected to the functionality of higher education for refugees: 1. Capacity for new and rapidly changing problems with backdrop of high degree of instability. 2. Deal with massive problems, cross-cutting institutions and society as well as borders. 3. Funding is increasingly tied to private sector interests and marketisation, so it must be mobilised for higher education as public good. 4. Students living in humiliating and very insecure circumstances and often having experienced bare survival influences learning capacity. However, higher education can act as protection against marginalisation and abuse and help supporting the community. Thus, higher education can be considered as a bridge between emergency situation and sustainable development. The case of Syria: In 2016, about 150,000 Syrians were university-aged. While primary and secondary school capacities are increasingly available for refugees, only 6% of the 150,000 were

able to attend university. In most countries, they are barred from university due to lack of financial resources or legal restrictions. This article explores the case of Syrian students in Lebanon: Higher education is expensive and requires documentation which is difficult to acquire for many Syrians. Syrians have only been allowed to attend public schools in Lebanon since 2014 but not together with Lebanese children and only in the evening. Recently, schools started to ask for permits which excludes the considerably-sized group of illegal refugees. The difficulty in attending university creates an educational elite which is socially divisive and is likely to exacerbate the current social problems further.

Current solutions: Students are predominantly tied to online course options and digital learning. There are scholarships from the international community but they support the best students and leave those behind which have not received enough schooling or are “just” normal in their school results (in contrary to outstanding).

The authors state that capacity building and expanding higher education offers for refugees is underlying the challenge of geopolitical interests of the region – specifically the interest of Turkey, Saudi Arabia, Iran and the Gulf States. These states are working towards a greater dependency of post-conflict Syria to serve their own interests. The other main challenge is relevancy of curricula in universities established by (political) actors like the US, Germany and the Islam. These universities should build concrete capacity for society-building and reconstruction once the conflicts have been terminated. The authors propose the following strategies to handle the challenges:

“1) diversifying dependencies to increase autonomy;

2) working with global networks and NGOs;

3) working with institutions or HE departments which have a progressive agenda and may already be oriented towards such concerns;

4) developing networks of such HE environments to mutually increase capacity in areas of society building competences;

and 5) working with the diasporas.” (p.118)

Core argument:

“Among the arguments for prioritising higher education for refugees is the stabilisation of society by combatting radicalisation. [...] the societal conditions for radicalisation in the Middle East often

	stem from a lack of hope. This hopelessness is often rooted in a lack of viable alternatives for the future in a context of political repression and rising socio-economic injustice” (p. 106). Higher education helps society-building and thus creating alternatives for the future. Higher education needs to adapt to the students’ situation and circumstances of living. Thus, it is necessary “reimagining education so it can support members of a society who have experienced a certain degree of violence and psychological trauma [...]. [P]owerful peace-building strategies and a value system based on freedom, participation and democracy” will be required (p.109).
Aydin, H., & Kaya, Y. (2017). The educational needs of and barriers faced by Syrian refugee students in Turkey: a qualitative case study. <i>Intercultural Education</i>, 28(5), 456–473. USA/TUR Annotation written by Jud-Ann Geneus and Brittany Troupe Key Words: <i>Academic achievements; language barriers; qualitative study; Syrian refugees; Turkey</i>	Context: This study analyzes the perceived needs and quality of education for Syrian refugee students in two inner-city-elementary schools in Istanbul, Turkey. Educators identified needs based on their experience working with Syrian students for one or more academic terms. This study comes after efforts since 2013 by the Turkish Ministry of National Education (MoNE) and the Disaster and Emergency Management Authority (AFAD) to educate Syrian students regardless of their future residence status. Aim: To identify the needs of Syrian refugee students in two inner-city elementary schools in Istanbul, Turkey based on educator feedback. The project sought to answer the following research questions: 1. What do Syrian refugee students need to succeed in Turkish schools? 2. What are the barriers to their school success? 3. What types of intervention are needed to overcome these barriers? 4. How are Syrian students’ performing/achieving in Turkish public school? By using data from the two elementary schools researchers sought to address broader questions about the education of Syrian refugees throughout Turkey. Methodology: An interpretative qualitative study was employed. Eight participants native to Turkey, 7 teachers and 1 principal, were selected for their experience working with Syrian refugee students since the 2015-2016 Spring term. Purposeful sampling techniques were employed to select participants. Each participant was interviewed once for 45-60 minutes. All interactions were recorded, transcribed, and analyzed. A systematic thematic approach and inductive content analysis approach were employed. Participants and 7 individuals reviewed interview data. (More details on p. 4-6) Findings:

1. Language is the main problem that Syrian students' face in public schools in Turkey. Many of these students start school without any Turkish language training and as a result, due to their lack of Turkish proficiency, they are not able to follow classes and their academic performance suffers (6)
 - a. Affects class participation
 - b. Better performance in numerical and more universal topics compared to language and Turkish culture based classes
2. the fluctuation of emotions that these pupils experienced due to the effects of war and migration. It was observed that they experienced problems associated with leaving a war zone, being away from their country and living in a foreign country. (8)
 - a. Teachers do not have an understanding or skills necessary to deal with trauma
3. Syrian students do not receive any professional support from schools to help them overcome the problems they experience and their lack of Turkish proficiency becomes an important factor in not being able to overcome the difficulties they encounter. (11)

Conclusions:

1. As the number of Syrian refugees' increases, it becomes even more important to offer Turkish language training programmes to refugees and migrants to support their language acquisition. (14)
 - a. Some schools can be tasked with the provision of Turkish language courses to Syrian students, as well as with intensive summer language courses. These can be offered alongside complementary academic courses to help Syrian students catch up with their peers.
2. It was observed that psychological counseling and guidance services at schools did not implement any specialized programs for Syrian students. Psychological help to Syrian students, who have been deeply affected by what they have been through after the experiences of war and migration, can facilitate their adaptation. In this regard, psychological counseling and guidance at schools should be utilized more effectively to reduce the trauma that children experience. (14)

Core argument: For Syrian students to experience to do well academically and socially at school they should be provided opportunities to be integrated into Turkish society, specifically learning

Ayoub, M., & Zhou, G. (2016). Somali Refugee Students in Canadian Schools: Pre-Migration Experiences and Challenges in Refugee Camps. <i>Comparative and International Education</i>, 45(3). CAN Annotation written by Jenn Read Keywords: <i>Somali refugees, premigration experience, challenges</i>	Turkish, and be provided resources that deal with their trauma and mental health needs. Context: Refugee youth resettled in Canada arrive with many challenges affecting their integration into their new school systems and overall academic experiences. Ayoub and Zhou (2016) attempt to connect these experiences to pre-migration challenges that refugee youth experience in refugee camps prior to their resettlement. Aim: The purpose of this paper is to investigate pre-migration challenges experienced by Somali refugee students who have resettled in Canada and are attending public schools. Methodology: A qualitative method was used to interview 6 students who were Somali and between 12-13 years old. The participants were chosen based on their involvement with a Somali community organisation that they attended for recreation activities and academic support programs. All chosen participants shared their previous experiences from living in refugee camps in Kenya or Eritrea in semi-structured, one on one interviews with a volunteer (and primary researcher) they knew and trusted. Interviews were recorded and transcribed. Findings: Findings from the interviews revealed four major themes that students named as pre migration challenges. 1. Lack of Basic Necessities of Life (food, clean water, financial support, clothing, shelter, medical assistance) 2. No formal education 3. Violence and abuse 4. Refugee Camp Memories Authors discuss student narratives in relation to identified challenges from recent literature such as; psychological and physical problems as a result of malnutrition/medical care; negative interpretations of schools due to previous abuse, interruption, and violence in schools; and emotional challenges related to violence and abuse that happened to them and/or their family members. The pre-migration experiences mentioned here are named as contributing factors to the social, emotional, and academic challenges they faced once attending their Canadian schools. Core Argument: This study contributes to the existing literature by filling the gap of the missing voices of refugee students. The experiences shared led authors to call for more support for refugee students in classrooms by educators including: “creating welcoming environments, understanding refugee students’ specific needs, and providing them with better emotional and mental support.

	Further encouragement to utilize culturally responsive teaching methods is made to allow for refugee students to experience successful integration into the school system.
Baak, M. (2019). Racism and Othering for South Sudanese heritage students in Australian schools: is inclusion possible? <i>International Journal of Inclusive Education</i>, 23(2), 125–141. AUS Annotation written by Sally Baker Keywords: <i>Racism; inclusive education; South Sudanese; refugee; Othering</i>	Context: South Sudanese students as visible minority group in Australian schools; explores South Sudanese Yr 6-8 students' experiences of exclusion. Brings together literature on racialization/ race and students from refugee backgrounds and inclusive education – noting the dearth of attention to issues of racism and racialization in school education literature. Scopes literature on Other/ing and racism (p.3-4) Aim: To explore and foreground tools to address and overcome racism in Australian schools so as to better foster inclusion; to contribute a “questioning of who is in and out, developing an understanding of exclusion in education through a focus on individual experiences of racism and Othering” (p.2). Methodology: Draws on ‘critical moments’ from interviews with South Sudanese heritage students to explore experiences of racism and Othering. Scopes position as emic-etic/ ‘inside-out/outside-in researcher’ through her relationship with South Sudanese community via marriage. Participants= 6 young people (3f, 3m) who were purposively sampled (various migration journeys and experiences). Interpreter used for explaining research/ gaining informed consent, and took place with family present. Interviews conducted with participants alone (reflecting on experiences of Australian schooling). Second interview = researcher read the participant’s narrative, checked for accuracy/ definitions/ additional information. Coding = iterative framework analysis. Racism = not explicitly asked about in initial interview. Findings: Racism = raised by all participants; overall, 5 of 6 participants also gave positive feedback about their experiences. Four examples of racialization/ Othering presented and discussed: 1) Ethnic victimisation: Nyibol = female student. In primary school, she and friends experienced explicit racialised bullying (“fuck of black bitches” written on lockers) – Nyibol reported that it wasn’t as much of a problem for the boys. School’s response appeared to be inadequate; Nyibol suffered while the impact on perpetrator/s was unknown. School appears to have enacted ‘summary justice’, whereby the incidents were dealt with swiftly without resolving underlying issues. Deng = talk about people at school saying ‘go back to your country’ (actually only one of the 6 participants was born in South Sudan): “For those born outside their familial ‘homelands’, the idea of ‘home’ is particularly problematic. Being told to ‘go back’ is a confusing experience for those

	young people for whom Australia is the ‘home’ that they know best. For Deng, who had spent all of his life living in countries outside of South Sudan, going back is not an option” (p.10) 2) Exclusion and teachers: Achai perceived her choir teacher to be racist after she and an Aboriginal girl were not chosen for the choir, and because of her unpleasant demeanour (deliberate exclusion or implicit bias?): “Through particular ways of speaking, the teacher was able to utilise the power imbalance between student and teacher to make Achai feel Othered and excluded by her speech acts” (p.10). 3) Peer/ teacher exclusion: example of Bol who had moved back to SA from NSW (where he had started high school), but he was moved back to primary school because of differences in schooling between SA and NSW. Bol was actually 14 years old and felt this was a demotion. Bol recounted an experience of being hit with a ball and retaliating – suggesting double standards and more punitive treatment of Bol because of his colour. 4) Peer othering: other forms of Othering offered, such as interest in Achai’s hair (touching it and asking ‘is it real?’) = essentialising her as different (see p.12). Also, Achai recounts her experience of someone persistently trying to help her when she didn’t feel she needed any help (reference to the low expectations people can have): “In Achai’s narrative, it would appear that these deficit understandings of ‘black’, refugee students have been internalised by her peer who now insists on offering unwanted assistance to Achai” (p.12). Core argument: Developing better understandings of exclusion can help to develop better inclusive educational environments: “For schools to truly be inclusive, they must continue this struggle, making sure that they respond to the students, their experiences and histories in a way that accommodates differences and eliminates barriers to equality of opportunity” (p.13).
Baak, M., Miller, E., Ziersch, A., Due, C., Masocha, S., & Ziaian, T. (2020). The Role of Schools in Identifying and Referring Refugee Background Young People Who Are Experiencing Mental Health Issues. <i>The Journal of School Health</i>, 90(3), 172–181. AUS Annotation written by Jenn Read	Context: Greater support is needed for refugee background students experiencing mental health problems. Schools are in a position to help, however little is known about how to implement such processes. Aim: This article explores school and mental health service providers’ perspectives on mental health challenges and referral pathways for refugee youth in South Australia. It aims to understand what the current challenges are and how they may be better avoided. Methodology: Using a survey and in depth, semi structured interviews with secondary school staff and 10 mental health service providers, researchers collected information to identify themes and

Keywords: <i>mental health, refugee students, refugees, secondary teachers.</i>	barriers associated with their roles in the mental health services referral process. Findings: School staff and mental health service providers identified challenges in both the identification of possible mental health issues and existing referral processes. Challenges included: understanding and interpreting their students' behaviour (such as absenteeism and poor concentration, etc); cultural understandings of mental health (stigmas, confidentiality, family involvement); staff preparation and training in working with culturally diverse students; referral processes (with school counsellors and external services). Core Argument: Culturally informed training for school staff can help staff to understand a culturally broad range of expressions and understanding of mental health. School staff can improve their knowledge of external providers by making connections with local specialist services and involving their students' families from refugee backgrounds in mental health discussions (p.179). "Well-defined referral pathways and documentation mechanisms with clear communication within school and between schools and services would assist in improving mental health outcomes for students" (p.179)
Baak, M., Miller, E., Sullivan, A., & Heugh, K. (2021). Tensions between policy aspirations and enactment: assessment and inclusion for refugee background students. <i>Journal of Education Policy</i>, 36(6), 760–778. AUS Written by Christine Deslandes Keywords: <i>Policy enactment, assessment policy, educational inclusion, refugee students.</i>	Context: Requirements of high-stakes assessments shape the senior years of secondary education in Australia, however, in South Australia policy changes have occurred to increase inclusivity through greater flexibility in the demonstration of student learning. Aim: To examine how two senior secondary assessment policies from within the South Australian Certificate of Education (SACE) designed to enable inclusion are enacted for refugee background students, considering "the tensions that exist for school staff and leaders when policy intended to promote inclusion sits alongside policy intended to maintain a version of assessment integrity and consistent standards in a high-stakes assessment environment" (p. 2). Conceptual framing: Focuses on "Concern regarding the difference between policy rhetoric and practiced reality" (p.4) one of five key areas of concern for critical policy analysis scholars identified by Young and Diem (2017). Methodology: Part of a larger critical policy study focused on two South Australian secondary schools, examining the school's policy and practices which constrain or enable refugee background senior years secondary students' success and inclusion. • Collection of documents from each school (students' academic progress, policy procedures, statements, and documents) and collection of SACE Board policy documents.

- Learning and Assessment Design Policy and Assuring Assessment Integrity Policy from SACE policy framework were chosen due to teachers most strongly describing the two policies as being in conflict.
 - Data collected in three stages and consisted of two participant cohorts (refugee background students in Years 9-12 and school staff in positions closely working with students [e.g., student support personnel and teachers]).
 - Stage 1: Online survey (29 students and 34 school staff) - not reported in this article but analysis of responses informed Stage 2 and 3.
 - Stage 2: Focus groups (17 students and 17 staff - each school) - thematically analysed with analysis informing questions developed for Stage 3.
 - Stage 3: Semi-structured individual interviews (10 students and 10 staff - each school) - thematically analysed.
 - Data set created for this study consisting of individual interview transcripts, focus group transcripts and policy document. Staff interview and focus group data were drawn upon when considering how the policies are enacted.
- Findings:**
- School staff acknowledged assessment flexibility due to the Learning and Assessment Design policy, however, tensions were identified in enacting this largely due to fears grounded in the processes to ensure assessment integrity under the Assuring Assessment Integrity policy (e.g., moderation and exemplar provision).
 - Assessment task flexibility was largely based in offering diverse modes of assessment responses (e.g., research assignment could be a written report, an oral presentation, or a PowerPoint). Teachers had differing opinions about the benefits of this for refugee background students as English language competence was a significant barrier to these students' assessment completion and most assessment approaches required English language.
 - Some teachers noted further ways assessments could be diversified to allow students to undertake tasks related to their personal and cultural backgrounds and experiences, and utilise their first language, however, there were perceived barriers and risks associated with enacting assessment flexibility (e.g., workload, previous assessment practices, and experience).

- Fear overwhelmingly was the main driver for teachers not enacting flexibility in assessment design in the SACE, with terms such as 'risk', 'danger' and 'too scared' used by teachers to describe their feelings about using diverse assessment approaches. Teachers chose to stick with assessments they viewed to be reliable to minimise the perceived risks and negative emotions associated with the pressure created by the policies.
- "While the teachers' fear is in part described on the basis of wanting the best outcomes for students, the 'best outcomes' are understood as performance-related outcomes, rather than whether the assessment tasks and content are actually inclusive of students' diverse needs" (p.11).
- Subject area impacted assessment diversity and flexibility as subjects that had an externally assessed end-of-year exam (e.g., Maths) were less flexible in their assessments as they reflected the structure and content of the exam to help prepare students and teach them the skills needed to succeed in high-stakes exams. Subjects without an end-of-year exam were not driven by a focus on such which enabled teachers' greater flexibility in developing their assessments.
- The SACE website offered limited exemplar assessment types which demonstrated diversity in student achievement level, background, and learning context. Teachers used the exemplars offered on the website to work with students, as well as guides to understand subject requirements and possible assessment submission results. Teachers recognised the complexities for the SACE Board to offer diverse exemplars, however, they did not perceive that the exemplar assessments offered demonstrated ways to enact the Learning and Assessment Design policy, which created perceived risk to teachers submitting student work for moderation which did not conform to the design of exemplars.
- Moderation practices to ensure consistency in assessment standards were a major impact on student assessment types, with teachers feeling this process limited flexibility in assessment design. The importance of moderation training was highlighted by teachers as it impacted assessments in all subject areas, and "markers and moderators really come from a limited set of experiences and traditions and educational institutions" (p.14). Some teachers had previous negative experiences with diverse work reflecting refugee background students' diverse language and personal and cultural backgrounds being marked down during moderation despite being

	perceived as having been of excellent quality which caused hesitancy, fear, and perceived risk to allowing and creating flexible and diverse assessments for students. To "enable the genuine inclusion of students from refugee backgrounds, practices must be sought and policies developed which enable a true recognition of the students' skills and assets". Core argument: Policy shapes the education experiences of refugee background students. There are tensions and conflicts between the SACE policy for Learning and Assessment Design and the policy for Assuring Assessment Integrity which results in school staff limiting assessment diversity and flexibility in the high-stakes assessment environment of the SACE which ultimately limits the visibility of refugee background students' diverse skill sets. Enactment of the current policies for diverse and flexible assessments reflective of students' diverse experiences and backgrounds is limited due to the Assuring Assessment Integrity policy remaining "rooted in traditional assessment practices that value written assessments in English" (p.15). Teachers prioritise the Assuring Assessment Integrity Policy over the Learning and Assessment Design Policy due to fear of the perceived potential negative impacts on students' results when flexible and diverse assessment design is used (e.g., students' grades and outcomes being reduced during moderation), undermining their motivation to use assessments which are flexible and respond to students' needs.
Bacher, J., Fiorioli, E., Moosbrugger, R., Nnebedum, C., Prandner, D., & Shovakar, N. (2019). Integration of refugees at universities: Austria's more initiative. <i>Higher Education</i>, 79(6), 943–960. AUT Annotation written by Isabelle Hoagland and Haley Skeens Keywords: <i>Integration theories, Refugees, University, MORE initiative</i>	Context: The context for this study is the MORE initiative in tertiary education in 22 public universities throughout Austria. The MORE Initiative provides opportunities for students with refugee backgrounds to become more integrated into Austrian society through language classes and social opportunities. Aim: This study analyzes the MORE Initiative, founded by Universities Austria (uniko), to determine whether it has been successful in integrating refugee students into Austrian institutions of higher education and society. Methodology: This analysis took place between October 2017 - October 2018, and collected data through surveys of students and coordinators and classroom interviews. Researchers sought to analyze the MORE initiative by measuring: 1. Demand - overall participants 2. Implementation- number of participants in each of type activity and rating of activity by participants

	3. Outcome - measured by: a. German language competencies b. Transition to the educational system and/or labor market (structural integration) c. Social interaction By conducting a path analysis, researchers explored the MORE initiative in terms of exogenous variables such as gender, age, and country of origin to more deeply understand its effects and role in the process of social integration. Findings: 1. Demand - There is demand for the program, even though it is lower than the demand was during the wave in summer 2015. 2. Implementation - 85% of students enrolled in German language courses and the majority of students were satisfied with the initiative activities as a whole. 3. Outcome - a. 38% of students achieved a German language level of B2 or higher. b. 22% transitioned to the labor market, and ~22% transitioned into the educational system. c. The path analysis showed that successful integration is dependent on the characteristics of the refugee group, societal and political climate surrounding refugees, and Austrian society's attitudes towards each specific refugee group. German language skills and assimilation into Austrian society did not result in a higher transition rate into the educational system. Conclusions/Core argument: This study concludes that the success of the MORE initiative (and similar programs) is dependent on the current societal and political climate surrounding refugees, and on laws surrounding refugee rights to education and support. Given that many countries have seen a rise in nationalist and populist sentiments, programs such as MORE have faced practical and systemic challenges since 2015.
Bailey, L., & Williams, S. (2018). The Ethical Challenges of Researching Refugee Education. <i>Qualitative Research Journal</i>, 18(4), 359–370.	Context: Working with refugees and asylum seekers in Malaysia (as a country of first/second asylum/ displacement). Authors open with a critique of procedural approaches to ethical approval. Authors both work in a transnational context: working for the University of Nottingham at the Malaysia campus, meaning that they are required to impose UK-centric ethical protocol in a

MAL/ UK Annotation written by Sally Baker Keywords: <i>Reflexivity, Refugee, Confidentiality, Consent, Reciprocity, Research ethics, Refugee education</i>	complex context that is not necessarily or always relevant. Critique of procedural ethics offered on p.4. Aim: To ask/ respond to two questions about the application of established institutional ethical approval procedures to complex research with marginalised/ ‘vulnerable’ groups, particularly in contexts like the one described (where refugees/ asylum seekers are particularly precarious, having no legal status because Malaysia has not signed Refugee Convention): “(1) Moral: if we apply established ethical procedures, are we actually protecting the interests of marginalized groups? (2) Practical: do practical difficulties in applying these procedures impede research so that their unintended consequence is to silence the marginalized?” (p.2) Methodology: Essay/ ‘conceptual paper’ Findings: Discussion of ethical complexities in the Malaysian context are organised around the following themes: access and gatekeepers; consent; reciprocity; and confidentiality <i>Access and gatekeepers:</i> In Malaysia, access is facilitated by the UNHCR, who also act as a powerful agency with regard to assessing/determining refugee status, meaning that there may be a sense of obligation amongst local refugees/ asylum seekers with regard to participation. Authors also note challenges with the power dynamics/ hierarchies within particular ethnic groups, and the difficulties with identifying singular/categorical ethnic identities (see also Palmgren, 2016). Authors also note McAreavey & Das’ (2013) argument for phronesis rather than bureaucracy leading ethical decision-making. Consent: Authors note challenges associated with asking people who have no legal status to sign a consent form, which can be exacerbated by the quasi-coercive issues relating to UNHCR or other agencies’ involvement as gatekeepers: “The procedure of requesting consent therefore inherently raises issues of power, and may in itself cause anxiety and therefore harm” (p,6). Authors also note the complexities of gaining informed consent for children in the migration/ displacement context (p.6). <i>Reciprocity:</i> Authors discuss complexities of offering incentives (and the impoverished scholarly discussion on this issue), and note the challenges of prefiguring the incentives; they argue “[i]t is not until the researcher is in the field that they can accurately assess the participants and establish

	what incentives would suit, and in what manner they should be provided” (p.7). Authors advise reflexive decision-making on what counts as appropriate/ non-coercive incentives. <i>Confidentiality:</i> Discussion of use of pseudonyms or real names (p.8). Core argument: The “moral complexity of working with marginalized and excluded groups is not reflected in existing approaches [to gaining institutional ethics approval]” (abstract). Established ethical codes could be harmful. Authors advocate for more reflexive approaches to ethics/ ethics in practice (Guillemin & Gillam, 2004). They propose the following questions for initiating reflexive thinking around the four thematic issues discussed: “(1) Access and gatekeepers – How is access to the community being obtained and what role are gatekeepers retaining in the project? (2) Consent – How is consent being defined by the community and agreed upon? (3) Reciprocity – How do research participants believe they are being compensated for their time? (4) Confidentiality – How does the community understand and value this concept?” (p.10) They also advise engaging in ethical dialogue with a mentor for impartial/ outsider critique.
Bajaj, M., Argenal, A., & Canlas, M. (2017). Socio-Politically Relevant Pedagogy for Immigrant and Refugee Youth. <i>Equity & Excellence in Education</i>, 50(3), 258–274. USA Annotation written by Jenn Read Keywords: <i>migrant youths; newcomer youth; socio-politically relevant pedagogy</i>	Context: “Although many studies on immigration and education have importantly examined language acquisition and the academic success of immigrant newcomer youth, fewer studies have examined the types of approaches that newcomer programs and schools employ to meet the needs of students and families” (p.259). Aim: The authors in this article aim to “contribute to the literature on newcomer youth and ways to make schooling relevant to their transnational lives and unique realities.” (p.259) They intend to do this by highlighting three principles of a socio-politically relevant pedagogy that schools could implement. Methodology: Using a three-year qualitative study, researchers observed students in classrooms and at other school events at a “newcomer public school.” This school was part of a wider network known as the ‘International Network for Public Schools’ which specialises in meeting refugee and migrant youths’ needs. In addition to the observations, semi-structured, one on one interviews with school officials and students from the human rights club were used to collect data and identify themes over weekly meetings that took place over a two-year period. Participant profiles included 25 migrant students from the human rights club between the ages of 14–21 and 15 teachers, school

	staff, and district officials. Findings: Three tenets of socio-politically relevant pedagogy emerged from the data. (1) Curriculum and pedagogy towards critical consciousness and global citizenship; (2) the creation of formal and informal opportunities for reciprocal learning between families, communities, and schools; and (3) attention to the material conditions of students and families related to poverty, legal, housing, etc (p.271). The school's implementation of these 3 tenets through various initiatives (community walk days, specialized services, etc) showed positive results and offered students a vision into what is possible and available when seeking support with their challenges. The socio-politically relevant pedagogy teaches newcomers how to advocate for themselves in future scenarios after graduating high school. Core Argument: "Newcomer students can greatly benefit from resources that address their social and emotional well-being, curricula, and pedagogy that allow them understand their lives and past experiences within a framework of global citizenship and attention to their multiple identities as students, workers, caregivers, migrants and so forth" (270–271).
Bajwa, J., Couto, S., Kidd, S., Markoulakis, R., Abai, M., & McKenzie, K. (2017). Refugees, Higher Education, and Informational Barriers, <i>Refuge: Canada's Journal on Refugees</i>, 33(2), 56–65. CAN Annotation written by Sally Baker	Context: Lower rates of access for students from refugee backgrounds in Canadian post-compulsory education, contributed to by lower rates of schooling (achievement). Adult SfRBs are more likely to attrit than people who migrated during childhood. Lower access rates = lead to reduced economic and social mobility (resulting in more likely to live in poverty/ impact on mental health). Authors make strong argument for providing education so that refugees can contribute more (and more meaningfully) to Canadian society. Outlines issues that SfRBs face (compared with non-forced migrants). Issues include: lack of capacity to prepare for leaving/ lack of evidence of identification and qualification/ lack of information = resulting from lack of preparation/ lack of English fluency: longer study time, less information for making educational and career decisions/ mental health and associated low self-esteem Aim: "The purpose of the qualitative study was to explore the experiences, needs, barriers, and expectations of survivors of torture and/or war, interested in entering post-secondary education in Canada" (p.56). Methodology: Community-based participatory action research: interviews with participants from Canadian Centre for Victims of Torture (n=38; 18 m, 23 f), 10 interviews with CCVT staff and a focus group with 3 x Tamil participants (then translated into English). Participants received \$25

honorarium. Project had 3 phases: 1) exploration of experiences, needs, barriers, expectations; 2) development of innovative program intended to address needs; 3) pilot implementation of program. Paper focuses on phase 1. Analysis = constant comparative approach. Participatory part = interview schedule negotiated by steering committee. Thematic, iterative and axial coding for analysis. Importantly, no demographic information was collected to ensure the participants felt safe and unidentified.

Findings: All participants had completed secondary school –either pre or post-arriving in Canada, participants had varying proficiency with English, diverse educational/disciplinary backgrounds and previous employment experiences. Some participants had gaps in their education due to flight, and they had diverse educational goals [take away = not homogeneous].

Information barriers: Many participants = lack of information available about how to navigate educational pathways, including: “a lack of information on what types of secondary school and/or post-secondary education programs are available to them and for what purpose, what requirements they must meet

in order to pursue post-secondary education, how to apply to post-secondary education, which institutions are better suited to their needs, the differences between private and public post-secondary institutions, what educational options they have to continue in the professional careers they had in their country of origin, and how future employment might be linked to their educational choices” (p.59). One participant said “you don’t know where to begin” (p.59). Lots of participants asked research assistant for advice.

Access to professional support: some participants received useful information, often from settlement/ shelter workers or school guidance counselors/ academic advisors they encountered at open days/ campus tours. But lots of participants reported = received “unreliable, unhelpful, or inaccurate guidance, from social service, education, and government institutions” (p.59). Others received wrong information, particularly being mistaken for international students. Misinformation about immigration status and educational entitlements = persistent.

Participants relied on word of mouth advice

Participants reported lack of transparency about credentials/ qualification assessment (from home country to Canada). Also misinformation about financial support and varying proficiencies with English and computers = problematic for some (lower proficiency level).

	Impact = “disappointed, confused, frustrated, and overwhelmed” (p.61) and saw themselves wasting time. Recommendations from participants: individual support person; customized supports to help with navigating textual gatekeepers (forms etc.); peer mentorship (for human connection) Core argument: Lack of preparation for flight: “lack of preparation and support can make refugees vulnerable to informational barriers” (p.57).
Bajwa, J., Kidd, S., Couto, S., Lidkea, N., Abai, M., Jackman, A., & McKenzie, K. (2018). Support for the Transition of Refugees and Victims of Torture into the Labour Market through Access to Higher Education. In E. Sengupta & P. Blessinger (Eds.). <i>Refugee Education: Integration and Acceptance of Refugees in Mainstream Society Innovations in Higher Education Teaching and Learning</i>, Volume 11, 109–124. Emerald Publishing Limited. CAN Annotation written by Sally Baker <i>Keywords: Refugees; torture; survivors; mental health; post-traumatic stress; integration; migration</i>	Context: Mental health/ PTSD for refugees and resettlement barriers in Canada, specifically through education and employment: “In addition to providing refugees with pertinent skills, education also offers opportunities for meaningful contributions to the wider society, and for working to find durable solutions to the problems, which affect refugee communities” (p.110) Aim: To “outline the specific needs and barriers that refugees with experiences of war and/or torture face as they try to pursue higher education in Canada, and provide an educational-programming framework intended to meet these needs” (p.110). Methodology: Community-based participatory research (CBPR), meaning “the research is driven by community needs and the knowledge is mobilized within the community” (p.115) with refugee community in Ontario. Three phases: 1) exploration of refugees (n=41) and settlement providers (n=10) wanting to access higher education; 2) develop innovative education program based on findings from phase 1; 3) pilot and evaluate program designed in phase 3. Grounded theory Findings: Program helped students to develop familiarity with higher education/ education systems and create plan to being a post-secondary program, particularly with higher education. This is necessary because “In Canada, higher educational institutions rely heavily on their websites making it difficult to navigate the complex education system with limited English language skills. This may force refugees to get information regarding their higher education options from less reliable sources such as word of mouth, from extended family or within their cultural community” (p.117). Program connected students with professionals from universities to help develop individual plans. Targeted supports available (particularly with trauma/ mental health). Conditions for cultural safety established and creation of community = clear benefit (through eval + research) of the project. Practice recommendations: • Identify population

	• Collaborate with agencies who work with identified population • Include identified population in decision making • Employ a compassionate facilitator • Create space for customisation of supports • Gather formative and summative feedback
Baker, S., Bellemore, P., & Morgan, S. (2023). Researching in fragile contexts: Exploring and responding to layered responsibility for researcher care. <i>Women's International Studies Forum</i>. AUS Annotation written by Rebecca Murray Keywords: <i>Researcher care; Fragile contexts; Collective biography; Vicarious trauma; Community of ethical inquiry; Forced migration</i>	Context: A significant body of research explore issues pertaining to sensitive research encountered by researchers operating in fragile aka 'sensitive' contexts, exemplified here in the context of forced migration. However, there is a deficit of scholarship that prioritises the emotional impact of sensitive research on researchers. Aim: The article extends the discussion around practices of care towards participants when undertaking research in fragile contexts, such as the need to mitigate or minimize trauma, experienced by researchers. Theoretical frame: <i>Ethical frameworks</i> and their relationship to institutional processes in the context of forced migration research - in particular, their lack of fluidity in responding to research that is co-designed and / or co-produced, as well as research that is embedded in the field and managing ongoing reciprocal relationships with participants. <i>Care</i> is explored here as a relational concept. The paper identifies what constitutes care and why it is imperative to focus on this within the neoliberal university. The authors reject the onus on researcher's individual responsibility for both their own self-care and care for their research participants, proposing that both should be a collective responsibility. The article identifies the inherent tension within current research practices, that often fail to accommodate researchers having the time, opportunity and training to practice self-care within institutional ethics processes. Methodology: Data was collected during regular meetings between the three authors over the course of a 16-month period to explore and discuss questions relating to: i) the emotional impact working in the field of forced migration has on researchers; ii) factors and strategies that mitigate harm and who should be responsible for their operationalisation; iii) attributes of listening as a methodology when working in fragile contexts. The range of issues explored generated multiple themes, reflecting both the complexity and reinforcing the lack of existing scholarship in this area. The authors represent the findings in a diagram that demonstrates the connections between stakeholders and themes, providing the foundations for a series of tangible recommendations.

	Findings: the discussion covered: '<i>Emotions & vicarious trauma</i>'; '<i>Care, reciprocity, and co-design</i>'; '<i>Policing and negotiating boundaries</i>'. Collectively the findings surmised that there needs to be a road map for engaged and relational research i.e. that includes enduring care for researchers and research participants. Multilayered tensions are highlighted alongside the challenges between the different external and internal stakeholders involved in research projects. The authors advise that researchers undertake their own mapping to fully explore the context that they are working within and in doing so prioritise sharing ethical dilemmas and experiences, sensitively and appropriately with others. Develop listening as a methodology that centres on engaged reflective practice throughout the research process. The findings and discussion are translated into three key recommendations: (1) Training module/s developed to prepare researchers to work in fragile contexts; (2) Establish a community of ethical inquiry where a panel of experts can respond to and deliver advice regarding specific ethical dilemmas; (3) Establish and include in funding applications costs to cover researcher debriefing, led by mental health professionals not directly connected to the research project.
Baker, S., & Naidoo, L. (2023). Developing trauma-informed university supports for refugee background students in Australia: Refocusing through an ethics of care lens. <i>The Australian Educational Researcher</i>. AUS Annotation written by Lisa Brunner Keywords: <i>Students from refugee backgrounds; University supports; Higher education; Trauma informed; Ethics of care</i>	Context: Specialized supports for post-secondary students from refugee backgrounds (SfRBs) are limited/highly variable in the Australian higher education sector. Baker & Naidoo critique this oversight, which is rooted in a dominant 'one-size-fits-all' approach to student supports. They offer an alternative, more nuanced approach in hopes of creating more inclusive experiences for SfRBs. Aim: To counter the dominant neoliberal logics of 'undercaring' higher education institutions by reframing support for SfRBs through a trauma-informed ethics of care, which will simultaneously benefit <i>all</i> students. Theoretical frame: Baker & Naidoo weave together two conceptualizations: (1) trauma, and (2) ethics of care. First, trauma occurs following experiences with "lasting adverse effects on the individual's functioning and mental, physical, social, emotional, or spiritual wellbeing" (SAMHSA, 2014, p. 7). A trauma-informed approach requires the ability to (1) realize trauma's impacts and recovery paths; (2) recognize trauma in others; (3) respond by integrating knowledge of trauma into policies, procedures, and practices; and (4) resist re-traumatization. Second, Tronto's (2013) notion of ethics of care offers a western feminist-critical approach to ethics of justice. It contains five elements: (1) attentiveness (caring about); (2) responsibility (caring for);

(3) competence (caregiving); (4) responsiveness (care receiving); and trust (caring with). Baker & Naidoo note alignment of the key concepts in each approach as follows:

Trauma-informed	Ethics of care
Realising; recognising	Attentiveness; responsibility and competence
Responsiveness	Responding
Solidarity	Resisting

Findings: Baker & Naidoo outline the potential for applying a trauma-informed ethics of care to the context of SfRBs by systematically working through each of Tronto’s five elements.

Core argument: Baker & Naidoo are essentially calling for a focus on relationality and a recognition of the ways “we are all deeply imbricated in webs of care and caring” (p. 12). By applying this to higher education’s approach to SfRBs, they point to the potential for new, more responsive, and more ethical post-secondary approaches.

Baker, S., Xavier, A., Due, C., Dunwoodie, K., & Newman, A. (2023). [Disrupting assumptions about graduate employability: exploring culturally and linguistically diverse university students’ graduate capitals in Australia](#). *Journal of Higher Education Policy and Management*, 45(2), 174–191.

AUS

Annotation written by Tim McLennan

Keywords: *Employability; higher education; culturally and linguistically diverse migrant and/or refugee students; graduate capital; monolingual bias; Australia*

Context: Explores the development of graduate capitals by CALDMR students in Australian HE.

Aim: To identify the factors that shape as well as challenge the development of graduate capitals by CALDMR students. Also, to explore how cultural and linguistic marginalisation is considered in the conceptualisations of employability (based on research questions, p. 178).

Theoretical frame: Michael Tomlinson’s (2017) model of graduate capitals (human, social, cultural, identity and psychological).

Methodology: Focus group interviews with CALDMR students (n=7) from five different Australian universities, as well as interviews with university staff (n = 10) who worked as careers advisors (CA), equity practitioners (EP) and work-integrated learning (WIL) staff working in 10 public Australian universities. Part of a wider national, mixed-methods study that explored university careers support for CALDMR students.

Findings:

	• Human capital: Staff made the most reference to human capital, particularly when describing the type of careers support on offer. • Social capital: Staff recognised the need for bespoke support to enhance CALDMR students' social capital. This is especially important because CALDMR students may not have access to international student support. Staff suggested that CALDMR students may be underprepared to participate in WIL placements and internships due to a lack of familiarity with Australian workplaces, limited access to networks and English proficiency issues. Some staff would connect students with LinkedIn. Some employers seem reluctant to employ CALDMR students, so staff take a proactive approach by directly approaching networks or hosting career fairs. • Cultural capital: Professional language was identified as a barrier for CALDMR students – but there is no bespoke support available. Online self-help services are not effective for CALDMR students. Two universities partnered with refugee support agencies to build cultural capacity. • Identity and psychological capital: Little mention of activities or supports for this, although some staff perceived that CALDMR students built up confidence through one-to-one sessions with careers advisors. Challenges to employability: CALDMR students were critical of generic skills focused careers advising. Some students found careers fairs to be valuable, while others felt that they were too narrow in focus. Careers events with refugee support agencies were viewed favourably by students. Authors note that refugee specific conferences are valuable but need to be careful of homogenising and othering students. Staff identified a lack of funding was a key barrier to developing bespoke support. The invisibility of CALDMR students (as domestic cohort) also makes it difficult to provide tailored support. Conclusion/Core argument. This study shows how a lack of tailored careers support for domestic CALDMR students may impact on their graduate and employment outcomes. The authors argue that “universities should invest and consult with CALDMR students to ascertain their needs, and then provide equitable supports to respond to these” (p. 187).
Baker, S., Anderson, J., Burke, R., De Fazio, T., Due, C., Hartley, L., Molla, T., Morison, C., Mude, W., Naidoo,	Context:

L., & Sidhu, R. (2022). [Equitable teaching for cultural and linguistic diversity: Exploring the possibilities for engaged pedagogy in post-COVID-19 higher education](#). *Educational Review*, 74(3), 444–459.

AUS

Annotation written by Tim McLennan

Keywords: *COVID-19; culturally and linguistically diverse migrants and refugees; engaged pedagogy; higher education; care*

This paper explores possibilities for reimagining HE post-covid through the lens of CALDMR students.

Aim: To identify the “equity challenges and opportunities for CALDMR students and university staff navigating the post-Covid-19 remote learning context” (p. 449).

Theoretical frame: Bell hooks ‘engaged pedagogy’.

Methodology: Australian wide, mixed methods approach involving online surveys with staff (n= 29, 4m and 25f) and students (n=70, 33m and 38f), follow up interviews with staff (n=8, 1m and 7f) and photovoice interviews with students (n=5).

Findings:

Three key themes were identified:

- **Complex challenges:** CALDMR students perceived that they were less engaged with course materials, less confident in their abilities to study and less prepared for learning during COVID-19 compared to their peers (p. 451). Harder to understand concepts, identify relevant material and understand requirements of assessment during COVID-19. Reported a greater sense of exclusion and that they were less able to engage with staff and less feedback was available. Preference for in-person contact with staff emphasized in qualitative interviews (allows for discussion of educational needs). Difficult for students to build relationships online and they may lack confidence communicating online. Educators also discussed difficulties of monitoring students’ engagement online with muted computers. Lack of access to services for students was noted. Educators also highlight personal challenges for CALDMR students “including some students having domestic pressures, such as feeling pressured to help with home duties and family responsibilities, cramped living situations and shared space that hindered comfortable learning and studying environments.” (p. 453). Uneven access to technology and internet a concern.
- **Structural opportunities:** In some cases, students perceived that power imbalances between teachers and students were reduced with online learning. Both had experienced an unplanned shift online – and educators shared more of themselves in the online environment.
- **Tactful engagement:** Online lectures were useful for some students due to the increased flexibility. Some students felt less afraid to email/contact staff and enjoyed the availability

	of additional tutorials online (although appreciation of face-to-face teaching also emphasized). Educators emphasized bringing a human element to teaching. Conclusion/Core argument: The transition to online learning during COVID-19 created challenges and opportunities for CALDMR students in HE.
Baker, S., & Irwin, E. (2021). Disrupting the dominance of 'linear pathways': how institutional assumptions create 'stuck places' for refugee students' transitions into higher education. <i>Research Papers in Education</i>, 36(1), 75–95. AUS Annotation written by Alex Pennycuick Keywords: <i>Australia; transitions; higher education; adult students; students from refugee backgrounds; liminality; stuck places; linguistic and cultural diversity</i>	Context: Part of a larger project exploring SfRBs transitions into HE from TAFE to an enabling program, high school to university, IECs to further study. This study focuses on a group of adults from refugee-backgrounds in a regional Australian city, and considers how 'traditional' understandings of transition into higher education (HE) – i.e 'linear' and 'predictable' – may result in SfRBs having a more complex lived experience of access and participation in HE. Study underpinned by past research highlighting education as critical to effective integration in a settlement context, and yet people from refugee backgrounds experience significant barriers to access and participation in HE, and often struggle to adapt to navigate unfamiliar education systems and institutions (Morrice 2009; Naidoo et al. 2015; Baker et al. 2018a). Aim: An analysis of the ways in which 'traditional' understandings of transition may result in SfRBs having a more complex lived experience of access and participation in HE. Methodology: Longitudinal, ethnographic study, focussing on students' pathways from TAFE to enabling education. 7 adult SfRBs from the middle east who arrived in Australia in 2014. 6 = M, 1 = F. Repeat interaction methodology. 'Interested not only in the narratives through which [our participants] interpret their experiences, but also in the cultural, social and material conditions and positions through which they live their lives and plan for their future' (Gordon and Lahelma, p. 249, 2003). Participants interviewed 8 times over 3 years. 3 = focus groups, 5 = individual interviews. Findings: 7 participants; 3 experienced a 'relatively linear' (p. 10) transition from enabling programs to their chosen undergraduate programs. 2 participants = clear plans for their own studies when they arrived in Australia (Politics and Engineering). Remaining participants didn't begin enabling studies or did not complete = no access to undergrad programmes. Returned to TAFE, focussed on family and work commitments. One participant who transitioned to undergraduate study, discussed the connection between clear goals upon arrival in Australia, more 'seamless transition', and completion of study. Success = clarity of aspirations and goals. Authors acknowledge value of autonomous engagement, while also citing past research showing the impact of 'neoliberal drivers' in HE resulting in often confusing and

	neglectful practices for students. Limited examples of ‘strength-based’ approaches for new students to design plans and goals. Core argument: Dominant concept of ‘transition as linear’ creates simplistic thinking, resulting in reductive practice and policy (p. 15). Additionally, the concept of transition as having a concrete entry and exit point denies a student’s right to pause study. Further provisions should be in place for students who have to move away from the ‘linear’ pathway, so as to not disadvantage students should they choose to return to study at a later date. Especially the case for: 1. Students with culturally and linguistically diverse backgrounds (CALD) 2. Adult students without previous educational experience in country of settlement Ultimately, by exploring the experience of adult SfrBs, the ‘unitary’ and ‘ritualised’ transition to university is an inaccurate reflection of the experience of many students. The study also finds that certain academic practices assuming student’s general language and cultural understandings create ‘stuck places’ (p.15) for students as they try to move along a pre-formed, homogenous pathway.
Baker, S., Due, C., & Rose, M. (2021). Transitions from education to employment for culturally and linguistically diverse migrants and refugees in settlement contexts: what do we know? <i>Studies in Continuing Education</i>, 43(1), 1–15. AUS Annotation written by Tim McLennan Keywords: <i>CALD migrants and refugees; transitions out; tertiary education; higher education; pathways to employment; pathways to further study</i>	Context: This article synthesises literature on the HE and employment experiences of CALDM/R with a focus on the Australian context. Aim: To “identify what support is needed for students who are ‘transitioning out’ of their studies and into meaningful employment” (p. 5). Methodology: Interpretive qualitative review, synthesising literature relating to transition, HE and employment of CALDM/R. Searched for articles and reports with the terms: cultural, linguist, drivers, refugee, migrant, employ and education. 163 articles identified (38 relating to employment, 44 on migration/settlement, and 81 on HE). 110 Australian articles selected. Findings: • Access and participation: Access typically improves in resettlement country, but CALDM/R students still face barriers affecting engagement and completion of studies. Notes that “students who do succeed in their tertiary education do so in spite of, rather than because of, institutional responses to cultural and linguistic diversity.” (p. 6). • Transitions out of HE/into employment: Little scholarly attention on CALDM/R students transitions out and into employment. Under/un-employment appears to be higher than average for CALDM/R.

	• Transitions into employment (Australia): Un and Under-employment also a significant issue in Australia. Several barriers for CALDM/R including “limited English language proficiency, a lack of Australian (or host country) employment experience and references, lack of qualifications and/or difficulties with recognition of qualifications, skills and experience, as well as the impact of trauma and torture” (p. 7-8). Human and social capital that CALDM/R bring with them is not recognised by potential employers. Speaking English appears to ‘count’ the most in terms of human capital – however there is limited provision of support in this space. Racism and discrimination are a factor. Location of settlement can create issues. Also, a gender gap, with women less likely to access HE and employment. Neo-liberal practices and lack of policy attention in Australia mean that issues relating to high levels of unemployment are unaddressed. Conclusion/Core argument: Identifies need for further research into 1) the role of culture, ethnicity, language, skin colour and religion on educational and employment experiences of CALDM/R, 2) the reasons why CALDM/R experience a sense of exclusion (and intersectional aspects), 3) the role of gender, 4) capturing perceptions of social relations from the perspective of employers etc., and 5) how CALDM/R’s life experiences affect their sense of employment satisfaction and support needs.
Baker, S., Field, R., Burke, R., Hartley, L., & Fleay, C. (2021). Discursive constructions of equity in Australian higher education: Imagined worlds and the case of people seeking asylum. <i>British Educational Research Journal</i>, 47(4), 836–854. AUS Annotation written by Tim McLennan Keywords: <i>equity in higher education; people seeking asylum; critical discourse analysis; Australia</i>	Context: Exploring the inclusion of RTP/PSA students in HE equity practice in Australia Aim: To explore the relationship between statements of university equity practice and commitments to practice specifically for PSA/RTP in Australian HE (p. 841). Theoretical frame: Critical Discourse Analysis Methodology: Critically examined institutional documents such as annual reports, strategic plans, website content and public pages of websites. Searched the following terms on the home page of university websites Equity, Asylum seek, Refugee, Scholarship, Social justice, Humanitarian, Cultural linguistic diversity (limited to two clicks from home page). 340 documents from 38 institutions, with most being media releases. Institutional responses to equity examined using a three-part heuristic looking at <i>statements, practices, connections</i>. Findings • Statements: Only 3/38 institutions recognised PSA/RTP as a disadvantaged group in Australia, and only 5 institutions refer to people with refugee and humanitarian status. This,

	despite some of the institutions offering scholarships or financial support for students in these cohorts. “In light of the significant barriers to accessing higher education confronting PSA/ RTP, institutional statements regarding universality of access to higher education based on merit but without specific reference to PSA/RTP, or in the absence of associated ‘practices’ and ‘connections’, are more akin to expressions of intent or aspiration.” (p. 847) • Practices: 22/38 universities had at least one scholarship for PSA/RTP students, however, only one university offered a full-fee waiver scholarship with an additional bursary to support living costs. Scholarship conditions were often lacking in clarity. Five universities provided English language support. Four universities had a designated support worker for SfrB. • Connections: No universities made a public statement relating to improving the educational experiences of RTP/PSA. Seven universities held events, mostly during refugee week, relating to the experiences of PSA/RTP and people with refugee status. Two universities partnered with local community organisations. In six universities, the main ‘connection’ was through individuals or networks researching forced migration. 15 universities included ‘success’ stories on SfrB in media releases, which the authors problematise noting that it can be a way for institutions to gain ‘reputational currency’ (p. 849). Conclusion/Core argument: RTP/PSA are excluded despite public commitments to equity and inclusion by universities. The authors challenge us to take up to the fight “for PSA/RTP to be included as an ‘equity group’ in universities’ equity statements, commitments, and practices” (p. 852).
Baker, S., Irwin, E., & Freeman, H. (2020). Wasted, Manipulated and Compressed Time: Adult Refugee Students’ Experiences of Transitioning into Australian Higher Education. <i>Journal of Further and Higher Education</i>, 44(4), 528–541. AUS Annotation written by Simon Williams	Context: Refugee students transitioning into higher education in Australia. Aim: To explore how students navigate the temporal dimension of higher education. Methodology: Longitudinal ethnographic study of with two phases of data collection conducted with a group of participants for 3.5 years, and another group for 2.5 years. Data were collected through interactive semi-structured interviews, and focus groups. Findings: These are presented as themes adapted from Liao et al.’s (2013) typology.

Keywords: <i>students from refugee backgrounds; time; temporality; timescapes; higher education (HE); Australia</i>	<i>Wasted/ing time</i> - A significant theme centred around the desire not to waste time, due to commitments at home, which was compounded by the pressure to manage education work and family life. <i>Time as a Goal</i> - Feeling the need to make up for time, participants sought to manipulate it by shortening time spent on English course, which impacted their English. Another strategy employed included taking multiple courses simultaneously. Both strategies were unsuccessful and promoted a change of direction to take only one course. <i>Compressed time</i> - Authors reported participants experienced two types of time: macro (whole of life) and meso (recent departure/arrival), which provided challenges for fitting in with a fixed concept of time that was used by the university. Core Argument: “The competing tempos – the urgency of integration and the urgency of HE– did not create the conditions that would lead to successful educational outcomes (in the traditional sense). Instead, we argue that HE’s colonised timescape actively erodes the conditions needed for CALD students to be successful – slow time for contemplation, deeper understanding and questioning. Similarly, HE’s temporal structure and pace does not permit the kinds of flexibility needed to accommodate complex lives, nor does it offer time for educators to provide care and support” (p. 12).
Baker, S., Irwin, E., Taiwo, M., Singh, S., Gower, S., & Dantas, J. (2019). Methodological diversity as an asset for transition-focused higher education research with students from refugee backgrounds. <i>Review of Education</i>, 7(1), 5–32. AUS Annotation written by Dr Megan Rose MULTIMETHODS QUALITATIVE LONGITUDINAL HIGHER EDUCATION TRANSITIONS	Context: Ethical and multimethodological research of students from culturally and linguistically diverse backgrounds in Australian higher education Aim: To explore the complexities, methodologically and logistically, that underpin research of vulnerable communities that is longitudinal and relies on multiple methodologies and sites. Methodology: Experimental curriculum development and evaluation; longitudinal and cross sectional qualitative study; focus groups and interviews; national audit of pathways talked by CALD to enter into higher education; thematic analysis Findings: The view that transition through higher education is the responsibility for the individual has serious implications for students from CALD backgrounds Qualitative longitudinal research across multiple sites is a robust way of determining the breadth of the social and institutional issues students from culturally and linguistically diverse backgrounds face.

PATHWAYS	It can be a challenge to process the research data for timely discussion of findings and policy recommendations. Students transitioning from high school to higher education face their own set of challenges that can make it difficult to maintain contact with participants (such as change in contact details, location, etc.). Core Argument: Higher education institutions struggle to provide sufficient resources for culturally and linguistically diverse students. Qualitative longitudinal students provide opportunities for researchers to collaborate with these communities in exploring and identifying these insufficiencies in support.
Baker, S., Ramsay, G., Irwin, E., & Miles, L. (2018). ‘Hot’, ‘Cold’ and ‘Warm’ Supports: Towards Theorising Where Refugee Students Go for Assistance at University. <i>Teaching in Higher Education</i>, 23(1), 1–16. AUS Annotation written by Sally Baker Keywords: <i>Students from refugee backgrounds; inclusivity; support; higher education; literacy and cultural brokers</i> HIGHER EDUCATION SUPPORT	Context: Set in regional Australian higher education, in relatively monocultural and monolingual university landscape. Previous work by authors (see Ramsay et al., 2016) speaks to the challenges and barriers experienced by a group of undergraduate students from refugee backgrounds. Aim: To examine how sfrb seek support for their studies (and other activities) Theoretical frame: Draws on the ‘hot’ and ‘cold’ forms of information offered in Ball & Vincent (!998) and the addition of ‘warm’ information by Slack et al. (2014) to develop a heuristic for understanding how students seek and access support Findings: Participants prefer to seek support from ‘hot’ (familiar, community, family) people/networks but these people do not necessarily have developed understandings/ personal experience of university study. Students generally eschew ‘cold’ (formal, institutional) forms of support (‘the services are not for us’) because there are significant barriers (e.g. online ‘gatekeepers’ that hinder students from accessing preferred face-to-face support, particularly with/for language issues; lecturers and tutors, central support services). ‘Warm’ people (who work for institution but have familiar relationships – often from being in contact from other spaces, such as English classes or community events) = important brokers for students and a key and repeated/ anchoring point of support. Conclusions: Universities need to work on ways of embedding and recognising the work undertaken by ‘warm’ individuals: “This work may see them encounter difficult stories, pedagogic challenges outside of their mainstream training; and the rewarding burden of the trust of a student from a refugee background facing the myriad challenges outlined earlier in this paper. With universities nurturing the conditions in which trusted relationships between SfRBs and staff can

	form, comes a responsibility for those institutions to acknowledge and value the work which providing such support entails” (p.25-26 of draft text).
Baranik, L., Hurst, C., & Eby, L. (2018). The stigma of being a refugee: A mixed-method study of refugees' experiences of vocational stress. <i>Journal of Vocational Behavior</i>, 105, 116–130. USA Annotation written by Anna Xavier Keywords: <i>Employment; stigma; vocational stress</i>	Context: Refugees often experience high levels of post-settlement stress as they try to adapt to their new home. Aim: 1) To uncover the vocational stressors of refugees and their coping mechanisms to respond to these stressors. 2) To examine differences in “self-reported strain” (p. 118) in the absence or presence of the coping mechanisms identified. RQs: RQ1 - What are the vocational stressors experienced by refugees and which are most common? RQ2 - What coping mechanisms do refugees use and which are most common? RQ3 - Do refugees reporting specific types of coping mechanisms report lower levels of anxiety? RQ4 - Do refugees reporting specific types of coping mechanisms report lower levels of depression? RQ5 - Do refugees reporting specific types of coping mechanisms report lower levels of sleep disturbances? Methodology: Overall methodological approach: Mixed-methods; Data collection method: Open-ended surveys; Participants: Refugees (n=159; male=68%; female=32%; top 3 countries: Syria (n=36), Afghanistan (n=32), Iraq (n=25)); Data analysis: Thematic analysis (Miles, Huberman & Saldaña, 2014). Theoretical framework: The Transactional Theory of Stress and Coping (Lazarus & Folkman, 1984; 1987) – the theory argues that individuals engage in coping mechanisms to minimise the effects of stressors in the environment they perceive to be “potentially harmful” (p. 117). Findings: 1) Vocational stressors: Most frequently reported refugee vocational stressor - access and opportunity (31% of comments). This meta-theme encompasses feeling as though past work experience is discounted in the job search, struggles with the job search, and exploitation (e.g., low pay). Other meta-themes: acculturative (22%), discrimination (13%), interpersonal (11%), financial (7%) and personal vocational stressors (5%). 2) Coping mechanisms: Most commonly reported coping mechanisms: reflection and relaxation (25%), problem-solving actions (24%) and refugee-specific coping mechanisms (17%), including building language proficiency, participating in assimilation and multicultural activities, and seeking social support from other refugees. 3) Connection of self-reported strain to stressors: Experiences of discrimination stressors caused higher levels of self-reported anxiety, depression, and sleep disturbances. The use of avoidance-

	oriented coping mechanisms led to maladaptive outcomes: depression, sleep disturbances, and anxiety. Core argument: Refugees often face multiple vocational stressors often studied in the occupational health literature (e.g., underemployment) in their resettlement. Receiving countries can commit to cultivate environments that ease rather than amplify “post-resettlement stressors” for refugees.
Barnes, M. (2021). Creating ‘advantageous’ spaces for migrant and refugee youth in regional areas: A local approach. <i>Discourse: Studies in the Cultural Politics of Education</i>, 42(3), 456–470. AUS Annotated by Anna Xavier Keywords: <i>Australia; Bourdieu; regional education; secondary schooling; English as an additional language</i>	Context: In Australia, due to the overpopulation in metropolitan areas and a population decline in regional areas, there has been a policy shift promoting the regional settlement of newly arrived migrants and refugees. However, in the regional context, there has been a ‘lack of appropriate policy and adequate funding’ to equip teachers with the required knowledge and skills to address the needs of CALD students (p. 4). In addition, there is limited literature on the beliefs of regional teachers, who also have limited exposure to cultural and linguistic diversity, about EAL students in their classrooms (Mellom et al., 2018). Aim: This paper aims to examine the ‘perspectives of principals and teachers from two regional schools in Victoria, Australia, by exploring their beliefs and dispositions towards EAL students in mainstream classrooms and their capacity to build student capital within a regional educational field’ (p. 2). Theoretical framework: Bourdieu’s thinking tools & concept of ‘habitus’ (Bourdieu, 1977) Methodology: Methodological approach: Qualitative study. Data collection methods: Interviews & mixed-method surveys. Participants: School principals (n=2) & school teachers (n=25). Research setting: Two public secondary schools in regional Victoria (approx.. 150 km from Melbourne). Findings: General findings: Two key themes – 1) ‘Accessibility in regional areas can be problematic & the need for strong community connections is vital for building EAL students’ capital’ (p. 7); regional context creates an isolating environment for EAL students, highlighting the need for community connections; students’ involvement in community organisations and activities provide opportunities for capital building and enable students to experience the benefits of a close community. 2) ‘Regional schools become reliant on outside help – particularly state policies and funding – to help them meet the needs of their EAL students’ (p. 7); Teachers and principals both expressed ‘difficulty and/or frustration in navigating the policy landscape in regards to the classification and/or identification of EAL students; Many teachers and principals sympathized with

	the positioning of EAL students, but do not perceive themselves as ‘dominant actors’ to address this – prevalence of the notion that supporting EAL students is ‘someone else’s responsibility’ (p. 9); Both principals highly supported the EAL Cluster Program, but expressed the need for more funding and resources; However, principals acknowledged that external help to support EAL students may not be received, and highlighted that they should build capacity within their respective schools which addressed regional needs and allows for a more sustainable approach. Discussion: a) Disrupting teacher & principal habitus and building student capital: Although participants acknowledge how their EAL students are struggling in the social space, their ‘existing dispositions about the time-consuming nature of supporting EAL students effectively’ hinders change. b) A lack of time to support EAL students and to internalize new ways of knowing: Greatest challenge for teachers to include EAL students in their classroom – time constraint; Teachers feel that an EAL aide should provide this support. c) Students’ blighted hope – the need for capital building: While teachers and principals recognise that EAL students struggle without the adequate cultural and linguistic skills needed in secondary school, they insist that they have insufficient time to support EAL students and build their cultural capital adequately. d) Creating spaces for EAL students to aspire in regional areas -Considering local approaches: Recommendations: A local approach to supporting EAL students is required to disrupt the beliefs of teachers, who perceive supporting EAL students as not part of their responsibility; Professional development for both teachers & principals is vital to consider new ways forward that enable ‘meaningful change’ (p. 12). Core argument: Regional schools have the capacity to provide advantageous spaces for the migrant and refugee group in Australia, through a whole school approach and local community connections. Therefore, regional schools ‘must consider how they disrupt and restructure what they know about EAL support, and find ways to create an advantageous space for EAL students through a whole school approach and community partnerships, consequently decreasing the reliance on external government support.
Bartlett, L., Meadenhall, M., & Ghaffer-Kucher, A. (2017). Culture in acculturation: Refugee youth’s schooling experiences in international schools in New York City. <i>International Journal of Intercultural Relations</i>, 60, 109–119.	Context: As the number of refugee youth increases globally, the needs of refugee populations require more sustainable attention. Therefore, this study will be focusing on the specific academic and socio-emotional needs of refugee students in New York City, keeping in mind how culture itself can interfere with these efforts.

USA

Annotation written by Sophia Kelleher

Keywords: *Refugee education; Culture; Acculturation; New York City; International school*

Aim: This study explores the specific academic and socio-emotional needs of refugee students in New York City and examines how the notion of culture itself can interfere.

Theoretical frame: This study is done through a social theory lens. The theory that culturally sensitive and inclusive schools will cultivate a more welcoming environment for refugee students, and allow more opportunities for them to succeed, was done by conducting interviews and focus groups of newly arrived students and school staff. Through their interviews and discussion, they were able to find a correlation between a culturally sensitive school, and the contentment of their newly arrived students.

Methodology: The qualitative methods inherent to the interpretivist approach taken in this study primarily included interviews and focus group discussions with study participants. Using qualitative research methods and drawing on the literature on refugee students' school experiences and acculturation theory, in this article we ask how refugee students describe the key features of international high schools that foster students' academic success, social and cultural integration, and academic well-being.

Participants:

- Twenty-three refugee students participated in this study
- Students hailed from a number of countries of origin: Guinea (7), Honduras (2), Iraq (3), Ivory Coast (1), Myanmar (1), Nepal (5), Pakistan (2), Sri Lanka (1), and Tibet (1)
- three teachers
- two guidance counselors
- six staff members at the IRC
- collected a written questionnaire from a group of university tutors who worked regularly with this student population

Data Collection:

- Initial phase: Students from one of the IRC leadership programs took part in focus group discussion.
- Second phase: Focused on two participating public high schools in NYC. Both schools cater to youth newcomers, where focus groups and interviews were conducted with students and staff.

	Findings: The youth that were interviewed were clear and consistent in their descriptions of school cultural practices that foster refugee youth development. They described schools that foster a sense of safety; focus on a relational model of trust building among peers and between students and teachers; reduce stressors; and build on “immigrant optimism.” In addition, they were appreciative of the ways in which their “culture” was supported and valued by their schools. However, as they discuss in this article, both staff and students tended to have more fixed than fluid notions of “culture,” which might inadvertently set up unconstructive dichotomies. Core argument: With a growing refugee student population within New York City (and in the United States) we must create schools that are diverse and sensitive to the unique experiences of refugee students, their culture, and the difficulties they face when trying to adapt to a new school system and society.
Ben-Moshe, D., Bertone, S., & Grossman, M. (2008). Refugee Access and Participation in Tertiary Education and Training. Melbourne: The Institute for Community, Ethnicity, and Policy Alternative, Victoria University. AUS Annotation written by Dr Georgina Ramsay	Context: Access and participation of HEB students in Victorian HE institutions Aim: What factors assist and impede refugees from accessing and completing tertiary education programs? How can HE providers develop the employability of students from HE backgrounds? What policies and programs need to be developed to better advance refugee access to HE? Conclusions: Barriers to HE include: Financial; Access to and affordability of transport (and public transport); Housing problems affecting continuity of studying; English language barriers; Psychological barriers (from past trauma, but also loneliness, depression, isolation, anxiety in the resettlement country); Child care barriers; Citizenship barriers (permanent residency requirements); Gender barriers for female students in particular; Understanding the systems of formal education; Language training. Core argument: Emphasises the gap in this area in the literature (refugee experiences in HE); and also provides some excellent kinds of policy responses we could platform on. I particularly like the inclusion of housing as disrupting continuity of study, which has not been picked up in other literatures I have read.
Beadle, S. (2014). Facilitating the Transition to Employment for Refugee Young People. Melbourne: The Centre for Multicultural Youth. AUS	Context: Young people with refugee backgrounds transitioning to employment in Australia Aim: To provide an overview of the literature on young people from refugee backgrounds transitioning to employment in order to guide future philanthropic programs. Methodology: Literature review Findings:

Annotation written by Dr Megan Rose	Experiences of refugees and newly arrived young people: Some of the key barriers faced include: • Language barriers • Lack of familiarity with the service system • Lack of financial resources • Lack of information and educational pathways • Difficulty in gaining recognition for prior qualifications • Navigating application processes (Beadle 2014, p. 7) Language proficiency is a key factor and stressor that influences integration of migrants as well as education and employment outcomes (p. 17-18). The mainstream schooling system does not provide sufficient support for young people from refugee backgrounds due to: • Limited language support prior to entry • Difficulties in transitioning to mainstream schooling including: feelings of inadequacy in English skills, decreased teaching support, increased instances of racism and discrimination and decreased levels of enjoyment, belonging safety and perceived achievement. • Inflexible school education systems Post-compulsory education does not appropriately adapt for the diverse needs of young people in Australia, particularly those with disrupted education. Confusing post-compulsory education systems results in preferences for mainstream schools and universities. High expectations of career outcomes also result in resistance to TAFE and other alternatives to university education (p. 17-18). University sectors need to better accommodate young people from refugee backgrounds through pathway advice in high school, additional support in the first year of study, provision of bridging courses and increased financial support (p. 18). <u>Strategies for facilitating positive transitions:</u> The following key principles of good practice were identified: • Recognition of the distinct and diverse needs of young people from refugee backgrounds • Taking a holistic approach to address education and employment pathways

	• Providing flexible options and multiple pathways for young people from refugee backgrounds, particularly those with disrupted schooling • Involving the broader community through mentorship, work experience programs and language support • Cohesion and coordination between health, social, education and employment sectors • Regular and adequate consultation with young people from refugee backgrounds • Including families and communities • Addressing racism and discrimination (Beadle 2014, p. 28-30). Core argument: The needs of young people with refugee backgrounds are currently not being sufficiently catered to. There is a specific need for specialised support programs and a greater awareness of how institutionalised racism creates structural disadvantages for individuals from culturally and linguistically diverse backgrounds.
Bellino, M., & Dryden-Peterson, S. (2019). Inclusion and exclusion within a policy of national integration: refugee education in Kenya's Kakuma Refugee Camp. <i>British Journal of Sociology of Education</i>, 40(2), 222–238. AUS/KEN Annotation written by Simon Williams Keywords: <i>Educational quality; global education policy; inclusion; social integration; refugee</i>	Context: Integration of refugees in schools in Kenya. Aim: To explore the global policy shifts towards integration in Kenya with a focus on those who go to government schools, and those who go to segregated camp schools. Methodology: Data collected from semi-structured interviews with staff members in refugee camps and urban areas (n=26), refugee national teachers (n=36) and secondary school teachers (n=33). The interviews explored participants' views on the UNHCR Global Education Strategy. In addition to interviews, class observations, memos, and field notes were used as data sources. Findings: Two approaches were identified. 1). Integrating down - "...despite efforts to integrate camp schools via curriculum, staff, and credentials, there are persistent beliefs that camp schools remain parallel structures of lesser quality" (p.10). 2). Integrating up - "...Opportunities to build social networks and capital while integrating "up" counter – although do not necessarily offset – experiences of discrimination and violence in non-camp spaces" (p.12). Core Argument: The implementation of education for segregated groups will face limitations. Education should remain at the forefront of the conversation over policy plans to structurally integrate schools. "We argue that global policy can foster structures for physical integration; however, social integration, integrally connected to protection and opportunity, depends on local strategies and practices, encompassing formal decisions about adapting policy, as well as

	embedded beliefs about the purposes of educating refugees and their long-term inclusion in host societies” (Taken from Abstract).
Benezer, G., & Zetter, R. (2014). Searching for Directions: Conceptual and Methodological Challenges in Researching Refugee Journeys. <i>Journal of Refugee Studies</i>, 28(3), 297–318. Annotation written by Sally Baker ISR/ UK Keywords: <i>refugee journeys, exodus, flight, transit, crossing, life-changing events, narratives, trauma, forced migrants, new concepts, methodology</i>	Context: Focuses on ‘exilic process’ of refugee journeys, which authors argue is under-explored in refugee literature. Core argument offered: “refugee journeys are powerful life-changing events that greatly influence whoever experiences them” (p.297). Refugee journey = in contradistinction to ‘static conditions’ which come before and after, and that refugees “construct the journey ‘as a period in itself, with specific meaning and significance for the rest of their lives’” (p.299). Research on refugees = predominantly occupied with causes and results of forced displacement, which insufficient attention paid to the interim [liminal] journey: “What happens in between—the actual exilic process, the medium that connects the two ends—is largely ignored or forgotten” (p.299). Notion of ‘journey’ includes both physical/geographic (the ‘flight’, the physical journey) and conceptual/identity (repatriation, becoming, smuggling, trafficking). Aim: To offer a review of what is known and where are the gaps in knowledge for SfRBs. Conceptual frame: Kunz’s (1973, 1981) model of modes, typologies and timings of refugee movements Conclusions: Setting out a rationale for a frame and agenda for research on journeys based on argument that refugee journey = “a profoundly formative and transformative experience and a ‘lens’ on the newcomers’ social condition” (p.302), resulting in and from powerful processes which have transformative effects. At individual level = narrowing or widening of boundaries; at group level = can impact on group (self-)perception and social identity. Analysing journeys can offer insight into: 1) psychosocial impacts of journeys: “the relations between meaning and coping, social and individual resilience, issues of trust, how communal and cultural resources are drawn on to deal with trauma, and the encounter with and adaptation to the new society” (p.303) 2) give voice, with potential to “challenge the competing voices that come from more socially powerful exogenous agents which may often discount or minimize the refugee experience” (p.304). 3) better informing policy, which more detailed and developed understandings able to “provide a valuable and distinctive medium through which to develop new insights into the expectations, the challenges and often the pathological and dysfunctional reaction that

	refugee communities appear to display in exile, encampment and longer term adaptation and settlement” (p.304) Analysis of journeys (drawing on Kunz) Temporal characteristics: is the journey time-limited/ bounded or ongoing? – do time and space align/ occur in parallel? <i>When does the journey start?</i> At point of movement or prior? <i>When does the journey end?</i> “for many refugees and forced migrants, arrival at their first destination is not necessarily the end of their journey” (p.306) – who gets to say when it is ‘done’? what about ‘mid-stations’ (mental rather than physical)? <i>How long does the journey last?</i> Is there a relationship between duration and meaning for individual? Drivers and destinations <i>What reasons provide the impetus to flee?</i> “the underlying drivers can be more complex, subtle and reflect intricate webs of causation” (p.307). Kunz’s typology (later developed by others) of events that predate flight – important to differentiate because it impacts the modes and perspectives of migrants: • Partition (countries dividing) • Political persecution/ ethnic cleansing/ genocide • Disaster/ development-induced • Environmentally-induced <i>Is the destination important?</i> What do people imagine of the destinations? Do refugees ‘plan’ for one place? Is it the first or final stop? Process/ content of journeys (“research into the relation between the process and characteristics of the journey and their contingent impact and meaning for the wayfarers” (p.309) <i>Mode of travel</i> – does this impact on experience/ meaning made? What about linguistic/cultural journeys? Is the journey and places traversed hostile or friendly? Is it intended to be a one-way journey or “the journey may be a semi-permanent, micro/macro spatial, and multi-phase process, an almost post-modernist experience in which nothing is stable/static and everything is on the move/on a kind of a journey” (p.310) Characteristics of those on the move

	Individuals or groups? Gender, age, nationality, language background, religion, sexuality? Opportunity to subvert/ challenge typical gender roles? Methodological challenges When should the research take place? During? After? At the beginning? “The challenge here is finding out whether the same research method suits all these points of time, or whether different methodologies fit the various phases of the journey” (p.312) What methods can be deployed? What are strengths/ weaknesses of narrative research? (p.313) How to ‘overcome’ intercultural differences? How to address issues relating to interviewing around traumatic events? “As researchers, we should be aware of the fact that our interviewee has to navigate between painful memories and thresholds of memory which they cannot be sure how to cross, and which we are unlikely to have experienced ourselves. Thus, great sensitivity is needed” (p.314) – but interviewing can have therapeutic consequences also.
Benseman, J. (2012). Adult refugee learners with limited literacy: needs and effective responses. <i>New Zealand English Language Partners Annual Conference, Conversations about diversity: inclusion in practice</i>. Auckland, May 25–27. NZ Annotation written by Sally Baker ADULT LEARNERS REFUGEES LANGUAGE LEARNING	Context: Funded-research (by English Language Partners NZ) to explore learning needs of adult refugees with low literacy/ language/ numeracy (LLN) proficiencies. Notes a paucity of pedagogically-focused literature on refugees. Refugees in NZ identified as ‘high-need target group’ for educational interventions because of low employment rates 2 years after arriving (between 12-53%, see p.5). Low levels of literacy in L1/ fragmented educational backgrounds = acknowledged as having considerable impact on capacity to develop literacies in L2. This research set against backdrop of critique of adult educational provision in NZ (see p.6). See p.7-11 for review of challenges of learning from low literacy L1 adults and challenges for teachers (e.g. identifying and working with impact of trauma on memory and capacity to learn) Aim: To “document and analyse the learning needs and issues of adult refugees with low language and literacy skills by looking at how their prior experiences and current contexts affect their educational participation and learning” (p.4) and identify educational strategies/ develop teaching resources.

	Methodology: Qualitative: interviews with program coordinators (2), course tutors (5), bi-lingual tutors (6) and learners (36: 29f, 7m) in English language centres in Auckland and Palmerston North. Learners = spread across 6 classes/ 5 venues. Findings: <i>Students:</i> Diverse journeys to NZ – many had received limited or no education and we pre-literate in their L1. Only ‘a few’ knew any English prior to arriving. 1/3 had been in literacy class for up to 6m; 1/3 for 6-18m; 1/3 for 2 years or more. Some participants dropped in/out of class, depending on circumstances or because they found the class too difficult. Reasons for taking the class: to develop functional/social/transactional proficiency, to progress to further study, to achieve independence, to get a job (for half), to help with health issues (esp. for older men), to be able to contribute to community. Most participants felt that the course helped them to meet their goals. There was agreement that the bi-lingual tutors facilitated learning (other key factors listed on p.18). <i>Course tutors:</i> were chosen for experience teaching pre-literate students; all = female, all qualified and with average of 13 years’ teaching experience. Tutors described what counts as success (p.19) and noted the differences between teaching refugees and people with non-refugee backgrounds, reporting that trauma impacts on refugees’ learning, as well as family separation. Low literacy levels = most frequently noted, resulting in lack of independence/ inability to complete tasks independently. Tutors’ strategies for success (on p.21-22), including ‘being human’, catering to everyone in the class, scaffolding learning, pitching lessons at the right level, making learning relevant to everyday life, approaching teaching in different ways, using different strategies, reviewing learning. Tutors = all positive about use of bilingual tutors. <i>Bilingual tutors:</i> mixed backgrounds and educational levels – all had completed a 2-day course. Perceived challenges included constant changes in students (new arrivals throughout the year), large classes and confined space, multi-level classes.
Berg, J. (2023). International or refugee students? Shifting organisational discourses on refugee students at German higher education organisations. <i>International Studies in Sociology of Education</i>, 32(2), 511–530.	Context: German higher education + responses to Syrian ‘refugee’ crisis (2015–2016) – Syrians formally differentiated from international students. Later, narrative shifted and refugees became collapsed with international students. Author focuses on organisational responsiveness, which “cannot be planned and often has to be mapped out on a very short notice due to sudden changes

Keywords: <i>Refugee students; higher education for refugees; discourse analysis; international students; discourse and structure; equity; inclusion</i>	and challenges such as rapidly rising numbers of prospective refugee students applications or the Covid-pandemic” (p.512). Author reviews the literature on the discursive representations of international students (inc. forced migrants): consumers/ customers; “future assets for national labour markets”, strivers/ productive contributors (p.514). Author describes this in terms of “competing discourses of vulnerability and support needs on the one hand, and high achievement and employability“(p.514). There is less analysis of refugee students; the analysis that exists “seem to focus on deficit and need, or, when more positively framed, on the great support they receive” (p.515). Aims: To explore “the rapid and well-funded development of support programmes for refugee students as an example of HEO responsiveness to the needs of a newly emerging, or rather, in this case, newly defined target group” (p.512); to illustrate “how discourses justify and shape organisational structures and shows the interplay between organisational discourse and structural development during and after organisational responses to urgent social developments” (p.512). Author has two RQs: 1. How are the organisational discourse on refugee students and the creation of support structures interrelated? 2. How did organisational discourses on refugee students change throughout the duration of the student support projects? Theoretical framework: Systems theoretical framework (Luhmann, 1970), which focuses on communicative adaptability (communicative acts, structural consequences, structural factors, which “limit the reception of communication along the lines of expectations and existing organisational settings and routines” (p.516). Author conceptualises universities as organisational systems, including sub-systems (such as international offices), all of which “have defined roles and include a set of communicative expectations for valid or relevant actions and information that are understood to be part of the organisation or organisational unit” (p.516) Methodology: Qualitative; interviews with heads of international offices and first contacts for refugee students (n=25) from 8 German universities between 2017–2018, including follow-up interviews in 2019–2020 with first contact officers (see p.517–518 for detail). Findings: <i>First phase of data collection</i>

Prior to 2015, refugees were conflated with international students and had to meet language requirements, complete a university entrance certificate, meeting other criteria. Following the 'Syrian refugee crisis', Germany responded by providing bespoke support for refugee students and provided funding for counselling and staffing. This necessitated a decoupling of refugees from international students for universities to respond. "Thereby, supporting them became a communicative expectation, or in other words, an expectable and thus valid communication which allowed the formalisation of respective support structures" (p.519). This communicative expectation marked refugees out as a targeted group and legitimise support for them. Interviews with university staff suggest assumptions about students' familiarity/ needs; a second function of the discourse was to outline how refugees contribute to academic experience, similar to how international students are sometimes discussed. University staff differentiated between international and refugee students in terms of "their everyday living situations and the circumstances of their migration" (p.520). Participants' talk suggests a perception of refugees' needs as 'indeterminable', which "seems to reflect practitioners' insecurities about dealing with a new group of students" (p.520). Refugee students also described as passive and broadly in deficit terms; this contrasts with more nuanced understandings of international students. Author notes consensus between participants that refugees should assimilate/ "quickly become 'regular' international students in order to avoid isolation, discrimination and stigmatisation" (p.521)

Second phase of data collection

By the time of the follow-up interviews, circumstances had changed because of the fixed-term funding for supports for refugee students, and evolving support needs. The author articulates the difference between the initial funding call and the next phase in 2019 (see p.521–22). Notably, the updated version included international students in the scope, therefore not delineating between international and refugee students; instead, refugee students were to be included in activities delivered for international students, albeit with specific instruction to support study preparation for refugees. Six of the 8 universities had applied for the updated funding. Data collection about refugees remained vague, particularly with the removal of need to differentiate them from international students. Staff participants positively appraised the bringing together of students to avoid isolation: "first contacts that had applied for further funding welcomed the integration of programmes for refugee and international students and felt that this integration was in line with

	their perception of refugee students as international students with additional challenges and their motivation to quickly integrate them with the general student body” (p.523). Core argument: The article “contributes to higher education research by investigating how discourse shapes organisational responsiveness to acute developments. It shows that structural development is not self-evident, but related to the way functional needs and ways to address them are constituted by discursive representations” (p.513). Systems of meaning-making “create knowledge about refugee students that is compatible with HEOs as organisational systems. They can thus result in, and also be reshaped by, corresponding structural developments” (p.525).
Berg, J. (2023). Higher education for refugees: relevance, challenges, and open research questions. <i>SN Social Sciences</i> 3, 177. GER Annotation written by Tim McLennan Keywords: <i>Higher education for refugees; Literature review; International higher education; Equity and inclusion; Refugee students</i>	Context: An international literature review on higher education for refugees. Aims: “To survey the main characteristics of and issues in this newly emerging field to identify implications for further research” (p. 177). Methodology: Integrative literature review of 104 papers focused on study preparation or higher education for refugees published between January 2016 and December 2019. The review is structured by three key questions: “How has the field of research on higher education for refugees changed along with growing public and academic interest? What are the central topics, results, and research questions that remain unaddressed? How can further research build on and advance studies of higher education for refugees?” (p. 177). Findings: • Prior to 2016 most research in this area was from English speaking countries. Between 2016 and 2019, Germany was found to have the most country-specific studies, likely reflecting the war in Syria (also see an increase in studies from countries neighbouring Syria such as Jordan and Turkey). A lot of publications were from Europe, Australia, USA, and Canada, but also a few Asian and African countries. No studies were from South or Central America. • 80/104 studies were empirical, with 59 qualitative, 10 mixed methods and 9 quantitative/standardized research designs. Small sample sizes were common. 7 papers classified as conceptual, 7 desk papers, 7 papers described individual support programs, 4 papers outlining methodological implications or frameworks for research on and with refugee students.

	• Main topics were the “experiences of refugee students, institutional contexts, the challenges faced by and support available for refugee students, and the evaluation of these support programs” (p. 176). • 8 papers on HE in refugee camps and 6 papers focused on online education. “Of the 80 empirical studies, 60 either solely focused on (38) or included the perspectives of refugees (22) as part of mixed samples” (p. 176) • The review discusses several potential benefits to providing support for refugee students on a social, individual and institutional level, but also raises several challenges for refugee students. Institutional challenges include the absence of HE policy relating to refugees, a lack of policy alignment between relevant sectors (e.g., education, welfare, legal and asylum policies) and unfitting institutional contexts. • Also raises challenges for institutions including a lack of staff training/specialists to support SfRB, staff insecurity around addressing SfRB-specific needs and challenges, a lack of information and guidelines in policy, and a lack of public funding. Discussion and research implications: Suggests further research that: • Takes a “comparative, multi-perspective and multi-level approach” (p. 176). • Avoids a deficit lens/adopts a strengths-based approach. • Explores the learning strategies that refugees use. • Investigates the whole organisation (e.g., “institutional rationale, decision-making processes, and potential organizational changes”, p. 176). • Examines the implications of the COVID-19 pandemic.
Berg, J., Gottburgsen, A., & Kleimann, B. (2021). Formalising organisational responsibility for refugees in German higher education: the case of first contact positions. <i>Studies in Higher Education</i>, 47(6), 1243–1255. GER Annotation written by Lisa Brunner	Context: Despite playing a central role in integrating refugees into higher education, most German higher education organisations (HEO) did not provide specific/formalized support for their refugee students before 2016. However, following a significant increase in asylum applicants from Syria and other countries in 2015/2016, German HEOs began providing “the most extensive package of support measures for refugees embedded in the most comprehensive policy approach in Europe” (Berg et al., 2021, p. 1244). These shifts are largely understudied. Aim: To understand the organisational responses of German HEOs to the demands of refugees, especially how structural changes regarding supports for refugee students became formalized.

Keywords: <i>Access to higher education; refugee students; organisational responses; first contact positions; formalisation</i>	Theoretical frame: Berg et al. utilise Luhmann’s conceptualization of organisation sociology, which views organizations as a specific variety of social systems containing a set of organisational structures: (1) goal and conditional programmes (also described as ‘decision’ programmes); (2) communication channels, and (3) personnel. Methodology: Berg et al. set out to examine the goal programmes of ‘first contact’ positions for refugees from the perspective of (1) first contacts themselves, and (2) heads of international offices. In 2017-2018, Berg et al. conducted 18 interviews with at least one person from each of the 2 categories (first contacts and international office heads) at eight German higher education organisations. Findings: There were three external changes in the HEOs’ environment: (1) discourse on the need to support refugees’ academic goals; (2) direct contact with refugees at HEOs; and (3) public funding to create or expand supports. There were also internal shifts: matriculation and international offices recognized an influx of refugees due to their ‘boundary position’ in the institution, and ‘pioneers’ within the organization (starting with students, but later staff) started to offer informal and formal supports. Three types of structures were established: (1) those newly/exclusively for refugees; (2) those newly for refugees, but also available for other groups of students (e.g., international); and (3) the inclusion into, or altering of, existing structures. These changes are understood as formalisation, meaning “previously non-regulated issues are explicitly decided upon and assigned to specific organisational positions or units” (p. 1249). The authors also discuss in more detail the establishment of first contacts as specific boundary positions and new internal and external communication channels. Core argument: In German HEOs, discursive pressure and other factors prompted pioneers to initiate (in some cases temporary) formalised structural shifts in refugee supports, especially when external funding was available. However, because the supports were limited by time limitation, locality and specificity, the HEOs’ internationalisation and diversity offices remain relatively untouched. The authors conclude that many such support programs will likely expire before coming to fruition.
Berg, J., Grüttner, M., & Baker, S. (2023). Durable supports for refugees in higher education through resisting short-termism and organisational memory	Context: Despite increased attention paid to the access to/participation in higher education for students from refugee and asylum-seeking backgrounds (SRABs), it is unknown (1) if higher education institutions learned from their experiences with SRABs, and (2) how well they share/draw

loss: illustrative cases from Australia and Germany. <i>Journal of Higher Education Policy and Management</i>, 45(1), 36–52. AUS/ GER Annotation written by Lisa Brunner Keywords: <i>Refugee and asylum-seeking students; organisational memory; political short-termism; neoliberalism; higher education</i>	on this experience to provide supports. This is important to understand in relation to equity, diversity, and inclusion (EDI); for example, SRABs’ intersectional education disadvantages due to siloed organisational experiences are overlooked. Aim: This desktop study uses the concept of organisational memory, with an emphasis on neoliberal logics, to discuss the importance (and difficulty) of preserving knowledge of SRAB support in higher education. It focuses on the Australian and German contexts. Theoretical frame: Berg et al. focus on (1) organizational memory, and (2) the impacts of neoliberalism on higher education, both which make transferring and sharing knowledge challenging. First, organizational memory refers to “processes of information acquisition, retention, and retrieval” (Walsh & Ungson, 1991, p. 57, as cited in Berg et al., 2023, p. 39). The complexity of higher education institutions tends to produce siloed and fragmented organisational memory, and their bureaucratic structures limit quick responses to changes in SRAB cohorts. Second, neoliberal logics/marketization emphasize economic rationlization and thus higher education’s role in contributing skilled labour for the labour market. This makes justifying support structures for small/diverse populations, such as SRABs, difficult. Short-term funding models produced by ‘political short-termism’ also negatively impact the creation of organizational memory. Findings: In both Australia and Germany, neoliberal contexts emphasize the ideals of self-sufficiency, independence, and productivity, which equity policies need to defy. SRABs could be recognized as an equity group of their own in order to be included in institutional mandates; however, structural reform, including the building of organizational memory, is also required. To this end, Berg et al. recommend (1) strengths-based approaches and co-designed supports; (2) robust evaluation of programs; (3) inter-institutional sharing of resources; and (4) harnessing staff and student investments. Core argument: To create flexible and durable supports for SRACs within resettled countries’ higher education, it is important to develop durable systems to protect organisational memory, especially due to current austere conditions which impact the capacity to support students.
Berry, J. (1997). Immigration, Acculturation, and Adaptation. <i>Applied Psychology: An International Review</i>, 46(1), 5–68.	Context: Cross-cultural psychology/ cultural transitions – do people behave in the same ways if they move to new cultural concepts Aim: To present concepts to discuss cross-cultural behaviour, to present empirical evidence, to

Annotation written by Sally Baker

ACCULTURATION STRATEGIES

ASSIMILATION-INTEGRATION-SEPARATION- MARGINALISATION

Concepts: Acculturation: although seemingly neutral, in practice acculturation usually involves change in one group over another. Acculturation can be assimilation, reactive, creative and delayed (see p.7) – but over time it has been elided with assimilation.

Cultural plurality (multiculturalism): diverse cultural groups cohabiting but with different power dynamics at play ('mainstream'/ 'minority/ies') – three factors impact on cultural plurality: voluntariness, mobility, permanence. Assumptions are made that cultural processes of adaptation are the same.

Acculturation strategies: based on *cultural maintenance*, *contact* and *participation*, which can be configured across two attitudinal dimensions – whether something is considered to be of value to maintain identity/ culture and whether something is considered to be of value to maintain relationships with broader society (p.9-10). Four strategies: *assimilation* – “when individuals do not wish to maintain their cultural identity and seek daily interaction with other cultures”, *separation*: “when individuals place a value on holding on to their original culture, and at the same time wish to avoid interaction with others”, *integration*, “when there is interest in both maintaining one’s original culture, while in daily interactions with other groups”, and *marginalisation*, “when there is little possibility or interest in cultural maintenance (often for reasons of enforced cultural loss), and little interest in having relations with others (often for reasons of exclusion or discrimination)” (all p.9). Berry points out that this model is based on an assumption of distributed agency; however, this is not the case. When the dominant group chooses, different terms need to be used: separation becomes *segregation*; forced assimilation moves from ‘melting pot’ to ‘pressure cooker’, which often leads to marginalisation. Integration depends on the openness of the host culture – mutual accommodation is needed (see p.10). Multicultural societies need pre-conditions:

- widespread acceptance of cultural diversity
- relatively low levels of prejudice
- positive mutual attitudes among cultural groups
- sense of attachment to broader society (see p.11)

Integration can only be pursued when there is a shared desire to maintain cultural heritage (collective approach), whereas assimilation is more individual. Constraints may include different physical features that distinguish from mainstream culture.

Different groups have different attitudes towards multiculturalism, and therefore show different behaviours, and can be evident in national policies

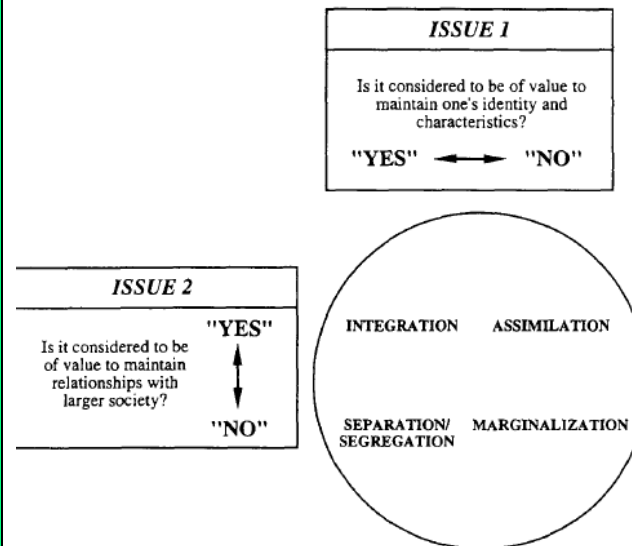


FIG. 1. Acculturation strategies.

Bhabha, J. (2022). [The imperative of sustaining \(rather than destroying\) frontline empathic solidarity for distress migrants](#). *Boston University International Law Journal*, 40(49), 49–77.

USA
Annotation written by Dr Sally Morgan

Context: Current global forced migration, the need and possibilities for frontline solidarity in 'host' communities, broad review of literature pertinent to current global migration landscape and possible useful individual and institutional responses.

Aim: To provide a useful concept of 'empathic solidarity' and argue for multi-level political support for practices that enable and comprise it.

Theoretical frame: Concept of empathic solidarity ... "as a democratic resource" (p. 51), as a dynamic process, and as distinct from charity, involving citizens and "distress migrants" in authentic reciprocal relationship.

	"Empathic solidarity specifies the term solidarity by suggesting the process – empathy – through which the response of solidarity towards outsiders arriving in one’s community is generated. Though related, it can be distinguished from the political or ideological types of solidarity... Humanists interested in the processes that link thinking to feeling, and that drive changes in both, identify “empathy” as a quintessentially human trigger of behavior." (p. 54) Recommendations: Researchers: a refocus of academic gaze, to bring scholarly attention to the host society, and the attitudes and conduct of non-migrant community members, rather than the distress migrant. Governments and international philanthropists: vigorously support and resource local host empathic solidarity and [so] slow the spread of xenophobic hostility. When empathic community level "solidarity is sustained over time, supported by proactive policies that enable it, it engenders virtuous cycles of inclusion that form new living spaces and relationships." (p, 76) Core Argument: "The key players that shape the migrant/host encounter and that have the capacity to replenish or undermine empathic solidarity among frontline community members are both individual and institutional. Both depend on adequate infrastructure and an inclusive meta-narrative that celebrates non-discriminatory access to human rights protections." (p. 74) "If effective communities of [empathic] solidarity can be created and sustained, spontaneous migration can generate win-win outcomes, enriching local settings in unexpected ways." (p. 50)
Bigelow, M., Vanek, J., King, K., & Abdi, N. (2017). Literacy as social (media) practice: Refugee youth and native language literacy at school. <i>International Journal of Intercultural Relations</i>, 60, 183–197. US Annotation written by Priyanka Bose	Context: Refugee newcomer students in Minnesota, U.S., all speaking Somali language, with limited or interrupted formal education in early stages of development of print literacy skills with the knowledge and application of social media as a primary means of communication, locally and globally, in various languages, oral and written. Communication in native language through social media is common but its effect on English learning is unknown.

Keywords: <i>Immigrant, Adolescents, ESL, Bilingualism, Facebook, Social media</i>	Aim: The authors investigate how pedagogical methods motivate refugee youth in utilizing their native language as a part of their writing process through different communication modes, and finally, interpret these practices qualitatively in context. Theoretical frame: Literacy and social media (here, Facebook) as social practices. Provides the idea of Somali culture through Facebook interaction among students in a ‘secret group’ in diverse languages, including their use of native language. Methodology: Participants = 14 adolescent Somali refugees/newcomers. Qualitative data-analysis with attention to students’ use of their language during Facebook interactions. Conclusions: Literacy= regarded as power/tool in the form of the use of native language (Somali). Facebook= exemplifying how Somali youths “contribute to collective intelligence” using “digital networks” that “shapes the web environment” (p.196). The development of native language and English literacy among refugee youth through remixing and translanguaging (combining Somali and English) together when posting in social media (Facebook), evident in the study.
Bilic, S., & Thai, T. (2023). “One day I will make it to university”: students from refugee backgrounds in university pathway programs. <i>International Journal of Learning, Teaching and Educational Research</i>. AUS Annotated by Sally Baker Keywords: <i>students from refugee backgrounds; pathway programs; culturally responsive</i>	Context: Enabling education / university pathway program at the University of South Australia (UniSA) Aim: To explore “cultural and learning experiences of SfRBs in a university pathway program” (abstract); to “argue that endorsing culturally responsive approaches and developing appropriate cultural and social settings are vital for meaningful participation of SfRBs in higher education” (p.219) Methodology: Based on data gathered from a transition and success pilot at UniSA; mixed methods = quant survey with refugee students (n=59) + follow-up focus group (n=10); interviews with Peer Support Officers (PSOs) Findings: Factors that influence attendance for SfRB/ aspirations: student participants described attending the pathway program because they didn’t get on well at school; other themes included pride (for trying something new). Survey responses suggested that improving English language is a major motivator for enrolling in the program, as well as developing career pathways, build social networks, and to ‘give back’. Time is a significant driver (“make good use of their time”, p.222). Other motivations include status.

Challenges: English language (mentioned most; 18% of participants); trouble asking for help (11%), managing time (11%), lack of material resources (11%), not knowing about support services (11%), navigating university/academic culture (10%).

These are corroborated by PSOs – especially language and unfamiliarity with support services (see quote on p.224–5). PSOs observed students’ reticence to contribute because they feared being misunderstood. English/ academic literacies also discussed, particularly with regard to assessment (writing, understanding the task, etc.). Other challenges relate to social isolation and feeling like “nobody wanted to talk to her” (p.227); PSOs identified racism as a challenge. Balancing study with other responsibilities is also described as challenging; observations from PSOs that some students are tired because they are trying to work/ look after siblings alongside study.

Desired supports: p.229

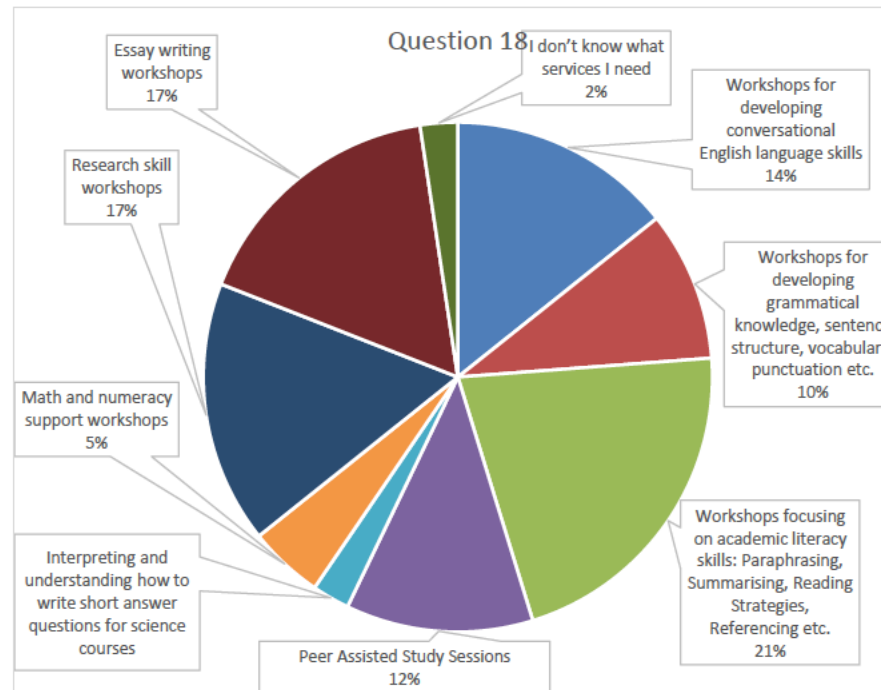


Figure 4. The study support services students feel they need at University

Source: UniSA College

PSOs note how important peer-led approaches are.

Recommendations for culturally responsive student support:

- Remember how to spell students' names
- Social platform for students to express their views
- Refugee-specific workshops by university services
- Culturally responsive training for all staff
- Dedicated PSOs to assist/ monitor students' progress

Core argument:

Binder, W., & Jaworsky, B. N. (2018). Refugees as icons: Culture and iconic representation. <i>Sociology Compass</i>, 12, 1–14. EUR Annotation by Maia Gunn Watkinson Keywords: <i>Refugee photography; Cultural sociology; Cultural/Iconic turn; Icons;</i>	Context: the ubiquitous presence of images of suffering and distant refugees, yet only few that become iconic. Specifically, the iconic image of Alan Kurdi, a 3-year old Syrian lying facedown and dead on a Turkish beach. Aims: To answer the following questions: “How does an image gain the necessary currency to sway public opinion or even policy making? Why do some photographs elicit profound compassion that transcends the borders of its particular context?” And drawing upon the specific case of Alan Kurdi, they ask: “How could the photos of one child galvanize such an overwhelming response in such a brief period?” (p.6) Methodology: Cultural sociology which focuses on meaning-making and recognises the independent and powerful role that cultural meanings play, allowing for autonomous analysis. Method used is a review. Theoretical Frame: Draws significantly upon Panofsky (1955; 2012). Background: Discussion of cultural turn in sociology, and relatively late recognition of the role of visuality in sociology. Theoretical shift represented by Boehm’s and Germany & Mitchell’s work on the iconic and pictorial turns, respectively, in the early-mid 1990s; Boehm noted difference from text-based (e.g., not “telling” but “showing”) and Mitchell that the picture has agency. These turns meant that despite the long use of images, “implications of visuality and iconicity had to be reconsidered theoretically as well as methodologically” (p. 3). Tendency of sociologists, even once cultural turn underway, to treat images as “empty vessels that had to be filled by discourses, by verbal or written interpretation” (p. 3). Shift to recognising and interest in material and visual culture. There were methodological ramifications for this recognition in sociological theory: range of textbooks published, revisiting of Panofsky’s method for interpreting visual in art history. Photography work on both symbolic and real level: it is an <i>icon</i> and an <i>index</i> (Peirce 1998). Growing body of literature concerning refugee photography; result of refugee photography often creating distance between privileged viewer and the refugee <i>object</i>. Many studies on refugee photography use vague or unspecified interpretive methods yet “several are concerned with the role of icons or outline a particular analytical strategy related to the iconic turn” (p. 4). For example, Wright’s three

image types of refugees based on Christian iconography (Fall of Man, Flight into Egypt, Exodus), and classic image of Madonna with child.

Discussion: Image of Alan Kurdi circulated rapidly, reaching the screens of 20million people in 12 hours. Authors notes several effects such as volunteering, campaigning, shift in public discourse from “migrant” to “refugee”. Evidence to support this includes change in the ratio of terms migrant and refugee used in tweets, the increase in Google searches for Syria, and increase in monetary donations. Two of the four images of Kurdi published were particularly influential and authors argue these were not down simply to the reality portrayed but the “cultural motifs and codes that regulate their reading” (p. 6).

A strictly visual reading with no context suggests ambiguity (Kurdi could be alive or dead, sleeping). The recognition of the pose, like the awkward way children can sleep, and juxtaposition with images of children sleeping and playing on the beach, likely to have impacted reception.

Another theme is the innocence of the child – but it is not enough that it is a child, boundaries of belonging also play a part here “in the moral evaluation of distant suffering” (p. 6) – white skin and Western clothing of Kurdi important to his reception. Individual rather than a mass important to “encourage a reading of the refugee crisis as humanitarian tragedy even more, superseding any concerns for security” (p. 7). Several scholars have identified links to Christian art including the Passion of Christ, of sleeping angels, of sleeping children, and (referring to the image of the police officer carrying Kurdi) of “Mary’s lamentation over the dead body of Christ (Aulich, 2015, p. 50). “Deep cultural meanings [underlying the image] include the sacralization of children, the Eurocentric binary between ‘ourselves’ and racialized ‘others,’ as well as a Christian understanding of suffering, death, and redemption” (p. 7).

Difference between appropriations that decontextualise the icon (respecting its iconicity) and recontextualisations (add meanings and explicate) (Mortenesen, 2017). Online, the image was edited and circulated, turning sacred into profane, which Topinka argued was a kind of “racist nationalism” but the authors suggest some were also “transgressions for their own sake” (p. 8). Textual analysis of the text that circulates with the image(s) shows that refugee children like Kurdi can be portrayed as both the “ideal victim” (Mortensen & Trenz, 2016, p. 352) and as part of anti-refugee discourse (e.g., blame the parents for the child’s death). There was also debate over

	authenticity. The story attached to the image matters, but the “it is often the affective power, iconic quality, and symbolic meaning of an image that raise our curiosity in the first place” (p. 9) Core argument: Cultural sociology gives us the tools to understand, engage with and conceptualise images. As a framework, it highlights the cultural meanings that underlie images, how they contribute to meaning-making processes, and their power. The context of the photographs also matter as they are culturally complicated and framed and read (sometimes creatively and/or subversively) with geopolitical implications.
Blake, H., Bennetts Kneebone, L., & McLeod, S. (2019). The impact of oral English proficiency on humanitarian migrants' experiences of settling in Australia. <i>International Journal of Bilingual Education and Bilingualism</i>, 22(6), 689–705. AUS Annotation written by Sally Baker Keywords: <i>English proficiency; humanitarian migrants; refugees; participation; self-sufficiency; settlement</i>	Context: Spoken English language proficiency and its impact on newly arrived refugees' settlement experiences. Australia has 4th largest population born overseas (see p.2). Overall, Australians are generally supportive of immigration (but not for all forms of migration). Out of 23% of Australians who speak another language at home, 13% report that they also speak English well or very well (see p.3) Aims: To identify the impact of spoken English proficiency on settlement. RQs = “(1) To describe the cultural and linguistic diversity of humanitarian migrants in Australia from the first wave of the BNLA (home language, age, gender, etc.). (2) To describe humanitarian migrants' self-reported English proficiency (i.e. understanding, speaking, reading, and writing) and their efforts to improve their English proficiency. (3) To determine humanitarian migrants' perceptions of how their oral English proficiency (i.e. understanding and speaking) affects their participation in activities that may help them to settle and become self-sufficient (get a job, make friends, etc.)” (p.693) Methodology: Data drawn from the first wave of data collection of ‘Building a New Life in Australia: The Longitudinal Study of Humanitarian Migrants’ (n=2399; from 35 countries/ 50 languages spoken). Majority from Middle East (most common language spoken at home = Arabic), aged 15–75 years, 55% male/ 45% female, 61% had been in Australia for 3–5 months, and most not in paid work. Educational background varied from 16% never having attended school to 10% with university qualifications. Data analysed with Chi-square and regression analysis techniques. Oral proficiency = speaking English and understanding spoken English. Findings: • Before arrival in Australia, 80% = did not speak/ spoke English ‘not well’

	- English language proficiency = statistically most significant predictor of ‘self-sufficiency’ (getting a job, getting help in an emergency), followed by age, gender and length of time in Australia: “having poor oral English skills, being female, never attending school, being a recent arrival and coming from Afghanistan or Bhutan predict humanitarian migrants will be less self-sufficient and will require more support to settle in their destination country” (p.700). - Most participants had studied English since arriving in Australia (71.4%). Reasons for not studying = men: looking for work, working, women: caring for children, illiteracy. Both: health, pregnancy, age, disability, waiting for a class. - Participants with poor proficiency generally described settlement as hard/ very hard, compared with refugees with better settlement experiences reported oral English. Poor proficiency affected capacity ability to engage in settlement activities/ engage in activities designed to help social integration (making friends)/ find housing/ find employment (e.g. knowing how to look for jobs)/ cause of stress Core argument: Newly arrived adults with developing or no literacy in home language need additional targeted support in AMEP, and provision should also be designed to respond to the fact that the AMEP is voluntary and not all new arrivals will start or continue with English language learning.
Blake, H., McLeod, S., Verdon, S., & Fuller, G. (2018). The relationship between spoken English proficiency and participation in higher education, employment and income from two Australian censuses. <i>International Journal of Speech-Language Pathology</i>, 20(2), 202–215. AUS Annotation written by Dr Megan Rose/ Sally Baker Keywords: <i>Multilingual; participation; cultural and linguistic diversity; English proficiency; intelligibility</i>	Context: Article written for speech-pathology audience. Offers a consideration of the advantages multilingualism for the individual and society, with reference to current debates regarding migrants integration into their new communities. Authors offer analysis of participation in higher education on p.204 Aims: To explore the relationship between English proficiency of residents of Australia and their education, employment and income. To draw on ABS data to answer these RQs: “(1) To describe the spoken English proficiency of the Australian population; (2) To explore the relationship between spoken English proficiency and multilingual speakers’ participation in Australian society ascertained by considering higher education qualifications attained, employment status and income. (3) To explore differences/similarities between spoken English proficiency and speakers’ age and sex” (p.205).

enhancement; spoken language proficiency; Australia; census	Methodology: Quantitative analysis of Australian census data from 2006 and 2011, drawing on self-reported spoken English language proficiency. Findings: in 2014, 28.1% of Australian population were born overseas. Proportion of people who report speaking a language other than English at home increased to 23.2% in 2011 census (from 21.5% in 2006). Multilingual groups with good English levels were more likely to have postgraduate qualifications, full-time employment and high income than their monolingual Australian counterparts. However, multilingual speakers who reported not speaking English well were much less likely to have post-graduate qualifications and full-time employment. <u>Closer analysis (sticking to 2011 data):</u> Postgraduate certificate holders: 2.4% = English language speaking only; 7.9% = spoke another language and spoke English <i>very well</i>; 5.4% of people who spoke English <i>well</i>; 0.8% who spoke English <i>not well</i>; 0.1% of people who <i>did not</i> speak English <i>at all</i> (increases for all categories from 2006 ABS data) – see p.207. Employment: “In the 2011 census, full-time employment was undertaken by 31.6% of people who spoke English only, 36.1% of people who spoke another language and spoke English <i>very well</i>, 25.0% of people who spoke English <i>well</i>, 12.6% of people who spoke English <i>not well</i>, and 3.5% of people who <i>did not</i> speak English <i>at all</i>” (p.208). Multilingual speakers with very good levels of English = more likely to be in higher income bracket (5.9% compared to 5.6% of English only speakers). Conversely, people who speak English poorly or not at all are more likely to be in the lowest earning bracket (see p.208). Core argument: Spoken English proficiency may impact on participation in Australian society (with regards to education, employment and income). Furthermore, multilingual individuals have much to offer Australia.
Block, K., Warr, D., Gibbs, I., & Riggs, E. (2012). Addressing Ethical and Methodological Challenges in Research with Refugee-background Young People: Reflections from the Field. <i>Journal of Refugee Studies</i>, 26(1), 69–87. AUS	Context: Examines the ethics of researching with people from refugee backgrounds, based on qualitative study of newly-arrived refugee youth and social networks/well-being. Starts by scoping the distinction posited by Guillemin & Gillam (2004) between ‘procedural ethics’ (doing what is needed to obtain approval from ethics committee) and ‘ethics in practice’ (or ‘microethics’) = constant ethical reflexivity and flexibility; adapting to challenges of the ongoing research environment/ interactions. Unpacks notion of ethical reflexivity as “arguably essential when researchers and research participants have disparate lifeworlds” and where “the most

Annotation written by Sally Baker Keywords: <i>ethics, informed consent, reflexivity, methodology, cross-cultural research, vulnerable youth, social networks, refugee settlement</i>	disempowered participants are the most vulnerable to being subjected to symbolic violence through research” (p.71). Also considers arguments for research as advocacy for political/social changes – needs to be grounded in intention to understand and change for better experiences and systemic conditions that open and constraint possibilities for vulnerable populations (see bottom of p.73). Discussion of settlement, including attendance in IECs: p.74 Aim: To discuss the ethical and methodological challenges of researching with young people from refugee backgrounds (especially those who are newly arrived); documents how researchers engaged in ethical reflexivity in research on Ucan2 project Theoretical frames: Draws on Bourdieu’s essay ‘Understanding’ (1996) – highlighting ‘asymmetry’ of research in pursuit of ethical reflexivity, particularly in terms of the forms of legitimate participation and knowledge generated through research = primarily decided on by researcher in advance, thus highlighting the importance of participatory methodologies and methods Conclusions: Particular areas of consideration/ discussion: Informed consent: Need to consider cultural conception of/ assumptions underpinning notion of consent and what it means to participate in (Western) research: “Participants’ lack of familiarity with research processes and evolving research directions point to the need to gain informed consent at more than one stage” (p.73); thus it may be necessary/ desirable to consider gaining consent as an ongoing process. Discussion of ‘meaningful’ consent: p.78 Discussion of building rapport/ trust (+research design) = p.75 Use of interpreters = p.76 Adapting focus group methods = p.81-2; “While focus groups were anticipated to be procedurally suitable for eliciting the views of vulnerable participants, in practice they failed to do this in a meaningful way” (p.82). Suggests drawing from Gomez et al.’s (2011) notion of ‘Critical Communicative Methodology’ (CMM) = making social transformation possible by making academic knowledge available to participants Core argument: There are tensions between procedural and in practice approaches to ethics when researching with vulnerable populations. Authors advocate for ethical reflexivity. Foregrounds importance of active and methodical listening (p.84) and designing “research activities that are

	themselves useful and empowering for participants rather than simply seeking data for our own purposes” (p.84-85).
Block, K., Cross, S., Riggs, E., Gibbs, L. (2014). Supporting schools to create an inclusive environment for refugee students. <i>International Journal of Inclusive Education</i>, 18(12), 1337–1355. AUS Annotation written by Sally Baker Keywords: <i>inclusive education; refugee education; schooling; whole-school approach</i>	Context: Set in context of increasing migration, refugee children likely to enter Australian schools as part of settlement (and important for strong settlement outcomes and inclusion) but have to learn new language and adapt to new cultural/educational systems (also see list of psycho-cognitive issues on p.1338-9). Young people and their families may not have strong level of literacy in own language and may suffer effects of trauma (all abstract). From 2002-2012, over 40% of HEB intake were under 18 (DIAC, 2012). Schools = “a critical site for promoting successful settlement outcomes and social inclusion” (p.1338). Absence of support/ responsiveness by schools impacts on education (HEB students; presumably other students and teachers) and score lower on national standardized tests [see Paxton et al, 2011; also Pastor 2014]. This “result[s] in a deteriorating cycle of disadvantage” (p.1339). There are few interventions for sfrb young people, especially in mainstream schools (p.1340). When sfrb are acknowledged, tend to be treated as homogeneous group and deficit views are dominant Aim: To discuss ‘School Support Programme’ in Victoria, Aus (joint initiative between Victorian Foundation for the Survivors of Torture and VID DEECD, see p.1341-3) = provided to network of schools and facilitates networks between schools and community agencies/organisations [stakeholders]. Provides a holistic, whole-of-school based on learning, social, emotional needs Methods: Evaluation of ‘School Support Programme’ based on Arnot & Pinson (2005) – advocated for holistic approach, rather than bolt-on EAL support. Researchers from Uni Melb commissioned to undertake evaluation in 2011: changes to school policies, assess improved awareness, knowledge and understanding of needs of sfrb, assess how much training opportunities taken up by staff, assess strength of partnerships, capacity of partner organisations to support/implement change, identify barriers/facilitators Findings: ‘School Support Programme’ = “an appropriate and feasible model” (abstract) for supporting school capacity. Partnerships = had significant impact on capacity of partner organisations to support/implement change; school staff appreciated level of expertise and support (p.1345)

	School capacity = generally reported improvement in ability to support sfrb, especially whole-school Professional Learning workshops (enhanced understandings of sfrbs' needs and "deeper empathy" p.1346) Changes = "commonly made to schools' enrolment procedures, transition processes and the use of interpreters" (p.1347) and sometimes led to prioritization of improvements in curriculum and teaching and learning. But not all schools had significant shifts (sometimes students = resistant) Schools = more attempt to involve parents (more effective in primary schools than secondary) Barriers: whole-of-school approach difficult in large, multi-campus schools (without support of school leadership); high demand/ resources made it difficult in some schools/ when sfrb numbers waned, difficult to justify engagement in programme; time constraints and competing priorities, staff turnover Facilitators: school leadership support, raised awareness amongst school staff, parental engagement Conclusions: "schools can act as a key link for refugee-background students and their families to support offered within the wider community" (p.1350) Implications for future: 1) could streamline programme to account for time constraints; 2) involvement of school leadership is vital; 3) whole-of-school approach could allow DEECD to oversee more than EAL, and include well-being/ multicultural education.
Boese, M. (2014). The role of employers in the regional settlement of recently arrived migrants and refugees. <i>Journal of Sociology</i>, 51(2), 401–416. AUS Annotation written by Dr Megan Rose Keywords: <i>employment, inter-ethnic relations, labour relations, migration, immigrants</i>	Context: Migrants and refugees in regional settlement in Victoria Aim: To identify and analyse the various roles carried out by regional Australian employers with regards to employment and support of migrants and refugees Methodology: • Policy Analysis • Web survey- 106 service settlement providers and government representatives • Focus groups with over 90 stakeholders involved in local settlement • Semi-structured interviews with 85 former migrants (African, Middle Eastern, East and South East Asia) • Expert interviews with government Findings: Roles taken on by regional employers are as follows:

	• Attractor to the regional location • Provider of settlement support • Host and cultural ambassador • Determinant of current and future residency • Perpetrator of discrimination or exploitation (Boese 2014, p. 407) Core argument: Current settlement policy for regional areas are seemingly highly reliant on employers as providers of support on an official and unofficial basis. Employers can embody contradictory roles in both perpetuating the discrimination and exploitation of refugees and migrants, as well as offering settlement support. Given the reliance on employers in current policy, this assigns this group a disproportionate degree of power over the migrant or refugees under their care. This complex relationship has a significant impact on the regional settlement process and further research is required to ascertain how this might influence the regulation and implementation of regional settlement.
Bowen, A.L. (2014). <i>Life, learning, and university: An Inquiry Into Refugee Participation in UK Higher Education</i>. PhD: University of the West of England. UK Annotation written by Dr Georgina Ramsay	Context: 'Mature' refugee students in England and Wales, who are going to university Aim: Explore how the HE experience intersects with being in exile/asylum/resettlement in the UK context Conclusions: Students engagement in HE can produce further displacements; undermining the extent to which participating in university is understood as a means to facilitate social and cultural integration. Core argument: The HE experience of refugees is not straightforward, and can encompass specific kinds of challenges related to their background as exiles. These need exploring from their own lived experiences.
Brooker, A., & Lawrence, J.A. (2012). <i>Educational and Cultural Challenges of Bicultural Adult Immigrant and Refugee Students in Australia</i>. <i>Australian Journal of Adult Learning</i>, 52(1), 66–88. AUS Annotation written by Dr Georgina Ramsay	Context: Adelaide; college for recently arrived migrants to learn English Aim: Assess 'educational challenges' to newly arrived migrants. Ascertain whether language/educational challenges are related to cultural challenges. Focus on prevalence and size of educational challenges, and how students approach handling these challenges. Conclusions: The development of bicultural identities is significant to negotiating challenges in educational environments for newly arrived migrants. Students who are more committed to bi-cultural lifestyles appear to experience advantages within their challenges of resettlement.

	Commitment to being bicultural can help refugees find a place for themselves both within their new culture and their heritage culture. Methodological comments: Use of a computer survey interview to rate their commitment to Australian culture and to their own heritage. This method would seem to miss the complexity of refugee lived experience. Also, the authors frame the study from the perspective of 'problems', thereby not allowing the migrants themselves to identify the dimensions of their experience of settlement. The development of the bicultural identity is referred to uncritically as an inherently positive development, without considering the complexities this may encompass. Core argument: Work with newly arrived refugees needs to be focus on the lived experiences of refugees themselves; rather than refract their experiences through presumptions.
Brooker, A., Lawrence, J., & Dodds, A. (2017). Using Digital Concept Maps to Distinguish Between Young Refugees' Challenges, <i>Journal of Interactive Media in Education</i>, 1(4), 1–11. AUS Annotated by Anna Xavier Keywords: <i>Refugees; Challenges; Computerised concept mapping task; English Language</i>	Context: Young refugees encounter various challenges when settling in a new country, and these challenges are often not isolated but 'experiences that overlap and interact' (p. 1). In addition, authors argue that a single form of challenge is unlikely to be experienced in a similar way, but is likely to be dependent on each individual's context. Aim: To investigate the multiple challenges that refugee young people (teenagers and young adults) may encounter during settlement, using a digital media tool (computerised mapping task). Research questions: (1) What is the magnitude (size) of English language challenges for young refugees relative to other challenges during resettlement? Does this vary across different educational or cultural contexts? (2) How do young refugees' experiences with their English language challenges vary? Do these experiences vary across different educational or cultural contexts? Theoretical framework: Not specified in study. Methodology: Overall methodological approach: Mixed-method; Data collection methods: 1) Digital conceptual mapping – 11 challenges were presented in the program: 'English language, money, family, health, skills, time management, discrimination, other people's expectations, culture, school tasks, and school rules' (p. 4); Participants could create other challenges to be included in their concept map; Once the concept map was completed, the following question is asked: "Which of these is your biggest challenge?" 'Participants typed their response into a designated space below the map. Two follow-up questions, presented on two subsequent screens, prompted for further elaboration about his or her experience with that biggest challenge: (i) "How does your

biggest challenge affect the things you do at school?” and (ii) “How does your biggest challenge affect the way you feel about school?”” (p. 4); 2)Interviews; Participants: Young people (n=74) (female n=40; male n=34); 1st sample: Teenagers (n=30) between age 15 – 19; 2nd sample: Young adults (n=32) in a specialist high school with bridging and vocational courses for adult immigrants in Adelaide (aged 18 – 29); 3rd sample: Young adults (n=12) studying at university in Melbourne between age 19 – 29; Data analysis: Rasch analysis – to identify items that were more readily endorsed as challenges in relation to the other challenges (i.e., were frequently included in the maps, and were frequently located as bigger challenges in the maps) (p. 4); Analysis of Variance – used to identify differences in the distribution of groups throughout the model: for gender, educational setting (the three samples), cultural background (region of birth) and both age and time spent in Australia (years) as covariates; Second research question: qualitative thematic analysis was employed (Clark & Braun, 2014); Chi-Square analysis was employed to test whether different proportions of various groups used the different themes in their accounts (for gender, educational setting (the three samples), and cultural background (region of birth)); The Adjusted Standardised Residuals ($\hat{e}$) was included to indicate the strength of any significant associations, where $\hat{e}$ of greater magnitude than ± 2.0 indicates the statistical differences in the comparative proportions of groups, following recommendations by Haberman (1973).

Findings: RQ 1: English as the biggest challenge for all three groups – most readily endorsed challenge among 74 participants, regardless of educational setting, cultural background, time of stay in Australia and gender; However, marginal difference for age was observed: older participants had a higher tendency to endorse items as challenges compared to younger participants; The next most commonly endorsed challenge was money. Least endorsed challenges: School rules and discrimination; Research Question 2: Experiences of English language challenges varied – Three main themes: i) schoolwork – most frequently mentioned; issues faced: completing assignments & difficulty adapting to specific study practices, ii)communication & social lives – issues faced: experiences of social withdrawals/isolation & difficulties in communicating with others, iii)employment - difficulties in finding jobs due to low English proficiency.

Core argument: Findings from the study not only reiterates the difficulties surrounding the English language, but highlights the ‘dominance of the English language as a challenge’ compared to other challenges faced by refugee young people settling in Australia. In addition, the varying descriptions

	of their challenges with English indicates that ‘support with learning English is context specific rather than universal’ (p. 9).
Brown, J., Miller, J., & Mitchell, J. (2006). Interrupted schooling and the acquisition of literacy: Experiences of Sudanese refugees in Victorian secondary schools. <i>The Australian Journal of Language and Literacy</i>, 29(2), 150–162. AUS Annotation written by Sally Baker HIGH SCHOOL LANGUAGE ACQUISITION LITERACIES DISRUPTED EDUCATION	Context: Sudanese students (who all had disrupted education) in high school in Victoria, Australia. Aim: To respond to this question: “What is happening to Sudanese students placed into the mainstream after one year or less in a language centre?” (p.150); to focus on links between “students’ literacy development and their social backgrounds and practices” (p.150). Authors give overview of complex situation in Sudan, and the challenges created by disrupted/ missing education (p.151) and an overview of the educational provision then available in Victoria to newly arrived refugee young people (p.152). Authors also offer a review of literature on challenges of acquiring literacy for people who have experienced disrupted or missed education, drawing on Hakuta, Butler & Witt’s (2000) estimate that it “takes three to five years to develop oral language proficiency and four to seven years to gain academic English proficiency” (p.153). Authors note that students’ relatively quick acquisition of oracy can be misleading for teachers [see argument about Gen 1.5 students – e.g. Williamson, 2012]. Authors argue that “Students with interrupted education lack the topic-specific vocabularies of academic subjects, understandings of register and genre, cultural background to scaffold their understanding and learning strategies to process content” (p.154-5), as well as understanding of social contexts and norms. The challenges are thus compounded if a student does not have sufficient knowledge of their L1 literacy to help decode English literacy, which are compounded by anxiety and stress about starting and adapting to school. Methodology: Qualitative case study of 8 Sudanese students and their teachers in 2 high schools in outer metro Victoria. Data collection = focus groups and interviews. Details about participants on p.156. Findings: Key themes = academic language and literacy; social language and literacy (but line between the two is blurred). <i>Academic language</i> – first challenge noted relates to subject-specific language – students = concerned that their language/ vocabulary prevented them from demonstrating subject knowledge. Cultural knowledge of disciplines and valued practices also noted as key barriers. Students also struggled with taken-for-granted practices like note-taking from videos and group work. Having their

	own textbooks was unusual, but noted as important for learning (rather than printed worksheets). Participants agreed that dictionaries were not helpful for remedying perceived language issues. <i>Social language</i> – strongly related to making friendships, with development of social language supporting the development of academic language. Playing sport = seen as a good way to make friends (but homework was seen as getting in the way). Many students reported feeling isolated because of feeling behind other students/ failing tests. Participants described having high aspirations for the future, often involving higher education. Students made these recommendations to better support their learning/ the learning of other newly arrived refugee young people: • more teachers • more help with English in mainstream subjects • peer support with ‘someone from your own culture’ • time to ‘learn more before you come to high school’” (p.160). Core argument: Learning language and literacies can be highly challenging for newly arrived students who have previously experienced disrupted education, and this can also create tensions for teachers. More urgent work needs to be done to develop better understandings and educational strategies to support these students.
Brown, S. (2021). The emancipation continuum: analysing the role of ESOL in the settlement of immigrants. <i>British Journal of Sociology of Education</i>, 42(5–6), 864–880. AUS Annotation written by Jenn Read Keywords: <i>ESOL, immigration, integration, emancipation, social inclusion, empowerment</i>	Context: In this article, Brown explores the settlement of immigrants and proposes how immigration and education models are influenced by structures with competing agendas that create inequalities and injustices for immigrants and refugees. Aim: The aims of this article were to present an analytical framework in order to identify and evaluate the impact of ESOL programs on immigration settlement, and be able to apply the framework in context (p.13-14) Methodology: Brown uses an analytical framework to compare assimilation, integration, and inclusion models commonly used in Scotland’s immigration and education structures. The framework itself is presented as a continuum linking indoctrinatory, empowering, and emancipatory approaches used in immigration models. Furthermore, it explains educational approaches (prescriptive, need based, and co-created curriculums) to explain how differing priorities influence classroom content and instruction. The national ESOL Strategy for Scotland (2015) is also presented and highlights how the country refreshed its strategy to include the following objectives:

	allow learners to co-design their learning experiences, ESOL learners transform their lives and communities through learning choices in personal work, family, and community settings; and ESOL learners effectively influence strategy and policy at the local and national levels (Scottish Government, 2015, 20-21). These objectives, as Brown observes, imply a desire to involve ESOL learners in ESOL provision and for learners to be able to contribute to the development of Scottish society (p.12). Findings: Despite Scotland’s ESOL strategy containing discourse that is intended to promote emancipation and inclusion, social structures and power locations that have created inequalities and injustices towards immigrants in the past have remained the same and are still ongoing. Core Argument: Brown concludes by stating “the only way for ESOL to contribute to a more socially just societal model is to make an emancipatory approach where students participate in the positive transformation of society by engaging with and challenging existing structures that naturally disadvantage immigrants” (p.14).
Brunner, L., Streitwieser, B, & Bhandari, R. (2023). Classifications and clarifications: rethinking international student mobility and the voluntariness of migration. <i>Globalisation, Societies and Education</i>. CAN/USA Annotation written by Sally Baker Keywords: <i>International students; international student mobility; refugee students; forced migration; immigration; edugration</i>	Context: Internationally mobile students in higher education; critical gaps between international education and migration studies (see Murray, 2022), despite “HE institutions [being] increasingly positioned as migration actors within a larger HE-migration <i>edugration</i> nexus” (p.2). ISM literature often fails to distinguish between immigration status or fails to mention HE’s role in migration. Aim: To “introduce a new approach to analysing international student mobility (ISM) as higher education, migration, and mobility intertwine in increasingly complex ways” (abstract); to create an expanded typology of IMS; to draw attention to the complexity in ISM. Theoretical frame: New approach uses existing conceptualisations: 1) Streitweiser’s (2019) 3-part heuristic (“nesting dolls”, p.2) of international education: voluntary/ ‘migration for enlightenment’; education for economic migration/ ‘migration for opportunity’/ international education + forced migration/ ‘mobility for survival’ 2) Bivand Erdal and Oeppen’s (2018) spectrum of forced and voluntary migration. Discussion of other forms of educational migration (e.g., scholars/ ‘intellectual mobility’) are omitted to focus on students. Methodology: Conceptual essay

Discussion: ISM falls under umbrella of ‘academic mobility’; ISM has been under-theorised. Authors note the history of migration discourses (potential security risks, others) following WWII, then the ‘transnational turn’ shifted perceptions, recognising “links between places can be maintained without the assumption of a structural dependency or privileging the scale of the nation-state, allowing migrants increased agency (p.3). E.g., shift from discussions of ‘brain drain’ to ‘brain circulation’. Transnationalism = part of broader interest in migration (aka ‘mobility turn’), and shifted the temporality (focusing more on short-term migration with likelihood of return, rather than long/er-term settlement; ongoing, unfixed, fluid), and spatial considerations (stillness/ stuckness). Recent thinking has noted the role of colonisation on ISM, and is “a violently and unfairly distributed resource” (citing Montegary and White, 2015; on p.4).

Distinct features of ISM: governance of student visas, regulation, knowledge acquisition/ qualifications as migration driver. Changes brought by technological developments and partnerships between states (e.g., EU). ISM is dominantly seen/ approached as a pathway to upward mobility and progress, blurred with other forms of mobility (economic, geographical, vocational, social, and personal; see p.4). Other focus is on inter- v. intranational mobility. ISM has a lack of clarity and thus connectivity; this is partly due to mismatches between national HE and migration systems and policies. ISM as educational/cultural exchange = form of diplomacy and soft power; contemporary ISM is more degree mobility (whole program) than credit mobility (e.g., course/ semester), thus pushing individual gains, rather than cultural /social/ietal benefits.

Difficult to pin ISM down and previous attempts to categorise and conceptualise risk oversimplification (“In other words, the full complexities of the intersections between HE, mobility, and migration risk being collapsed”, p.4). Important to scope the messiness in this endeavour:

- 1) Messy terms - inconsistent plethora of terms used which obfuscate and create slippage; this in term erases nuance and overlooks power dynamics. Some terms/ definitions have aged and fail to account for contemporary movements, leading to Brunner’s (2022) term of ‘edugration’
- 2) Messy data – messy terms lead to conflation and difficulties with disaggregation. Also, ways of capturing and measure add to confusion (authors give example of OECD/ UNESCO/ Eurostat definition of international student with a duration of 12m;

see p.7). Brunner (2022) argues that edugration data are not readily collected (aka students who transition to permanent residency). Moreover, refugees education are not captured as international students [despite having similar experiences/ learning needs].

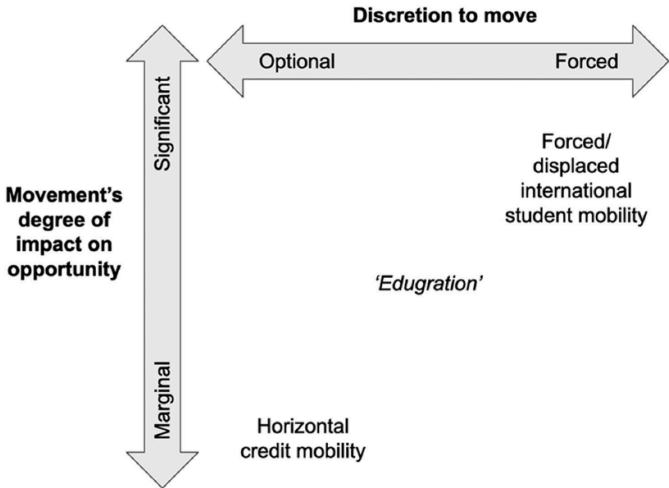
- 3) Messy practices – examples from US and Canada about how students are categorised (e.g., as domestic or international in US); authors argue this binary is messy (e.g., documented dreamers). Similar classifications in Canada (international students pay 429% more than domestic students). Short mention of WUSC SRP on p.8 for private refugee sponsorship.

Core argument: Authors argue for conceptual shift from typology to landscape; they use Bivand Erdal and Oeppen's (2018) thinking about voluntariness to recraft Streitweiser's 3-part heuristic by "separating out the elements they hinge upon: (1) the discretion to move (i.e. voluntariness of mobility), and (2) movement's degree of impact on opportunity" (p.9).

Discretion to move "should be thought of as a spectrum, as layers of less (if not entirely non-) consensual forms of international movement driven by displacement are influenced by inequities driven by both historical and ongoing forces of empire and capitalism" (p.9). Authors give examples of people who move and technically sit outside of legal/ established definitions (e.g., "a student from a relatively affluent country and socioeconomic class who does not meet the limited definition of a refugee, yet utilises edugration in order to live in a gender-affirming way otherwise unavailable to them, may also fall to some degree in a realm of involuntariness", p.9). Voluntariness is therefore an ambiguous and context-driven notion.

Opportunity through movement: where education is a source of capital for upward mobility and part of a longer-term migration strategy. ISM = "continuum of *opportunity*" (p.9, italics in original) to account for the challenges (resisting simple binaries) – authors give example of the precarity that international students live in/with and they work and study; also, edugration is not always successful.

Figure 1 (p.10) visualises these dimensions:

	 “Horizontal credit mobility” = student exchange/ similar GDP. Authors end with 5 provocations (p.11–12): 1) What about people who are still/stuck? 2) How could institutions reconsider archaic definitions of international students? 3) What of connections with equity, diversity, inclusion, decolonisation, and social justice? 4) What about HE’s own bordering practices? 5) “how is HE <i>itself</i> engaged in ISM for enlightenment, opportunity, and/or survival as a sector?” (p.12, italics in original)
Buchanan, Z., Abu-Rayaa, H., Kashima, E., Paxton, S., & Sam, D. (2018). Perceived discrimination, language proficiencies, and adaptation: Comparisons between refugee and non-refugee immigrant youth in Australia. <i>International Journal of Intercultural Relations</i>, 63, 105–112. AUS	Context: Comparative study of adaptation of refugee and non-refugee young migrants in Australia, with perceived discrimination and language proficiency examined. Authors explored “impaired psychological adaptation (i.e., emotional well-being and satisfaction) and socio-cultural adaptation (i.e., effective social and cultural functioning skills)” (p.105). Authors argue that the main differences between refugees and non-refugees (in terms of adaptation) is suddenness of exile and cultural loss. Aims: To compare effects of perceived discrimination and language proficiency on refugee and non-refugee youth.

Annotation written by Sally Baker Keywords: <i>Refugee, Perceived discrimination, Adaptation; Perceived discrimination, Language proficiency</i>	RQ1: “Do refugee youth in Australia report poorer adaptation outcomes compared to their non-refugee immigrant peers?; RQ2: Are there any differences between refugee and non-refugee immigrant youth in Australia in their perceived discrimination and language (English and ethnic) proficiencies? RQ3: What are the roles that perceived discrimination and language proficiencies and their interaction play in adaptation as reported by refugee and non-refugee immigrant youth in Australia, and do these roles differ between the two groups? (p.107) Methodology: Quantitative/ survey study with refugee (n=106) and non-refugee (n=223) non-refugee young people. See p.107-8 for details of participants. Measurements for perceived discrimination, socio-cultural adaptation and language proficiency all from Berry et al., 2006a/b Findings: Refugee youth = reported higher levels of ethnic language/ lower levels of English language proficiency, irrespective of length of stay in Australia Refugees had (surprisingly) lower levels of perceived discrimination, in the context of negative discourses/ media. Authors argue these factors may be due to “close-knit ethnic enclaves” (p.111) Proficiency in English language correlates with psychological adaptation (higher proficiency, higher adaptation), and learning host language benefits refugees more than non-refugees, and aids socio-cultural/school adaptation Core argument: Refugee young people experience more ‘maladjustment’ through lower psychological adaptation and poorer sociocultural adaptation (correlated with ‘ethnic language proficiency’), with people who experienced high levels of perceived discrimination being more maladjusted. Proficiency in English language appears to be a benefit for refugees’ sociocultural and psychological adaptation. Recommendations: “Findings from the current study indicate that any intervention programs aiming to improve immigrants’ adaptation should first, take into consideration the migrant group status (refugee vs. non-refugee) and second, acknowledge that social and cultural factors (e.g., perceived discrimination and language proficiency) implicated in immigrants’ adaptation experience would be differentially important depending on the migrant group status” (p.111).
Burford-Rice, R., Augoustinos, M., & Due, C. (2020). ‘That’s what they say in our language: one onion, all	Context: Negative media reporting and political discourse around African refugees (specifically South Sudanese) in Australia

[smell': the impact of racism on the resettlement experiences of South Sudanese women in Australia.](#)
Language and Intercultural Communication, 20(2), 95–109.

AUS

Annotation written by Sally Baker

Keywords: *South Sudanese; women; refugee; racism; media; community-based participatory research*

Aim: To explore the impact of negative media reporting on psychological health and well-being of South Sudanese women in South Australia; women who participated in study on mental health support-seeking “consistently highlighted the impacts of these negative depictions of their community on their psychological health and well-being during interviews” (p.98)

Theoretical frame:

Methodology: Community-based participatory research (CBPR) with South Sudanese community members and leaders (n=7f, 2m; average time in Australia = 13 years). Data collection = semi-structured interviews on how women seek help for mental health concerns. Data analysed with thematic discourse analysis

Findings: Clear issue in broader study = experience of racism and discrimination. Authors offer linguistic, discursive and paralinguistic analysis of interview data.

Negative stereotyping: participants spoke of distress at the impacts of media reporting on ‘African gangs’, which authors argue “work as a form of institutionalised racism which functions to perpetuate and reinforce negative public sentiments towards South Sudanese Australians, including those with refugee backgrounds” (p.101). Onion metaphor in title used to capture how the whole community is tainted by negative stereotyping. Lack of alternative perspectives/ framings = described as unfair and unrepresentative and creates dichotomous racialised ‘other’ category that is misrepresentative of community. Authors note how ‘Leah’ uses contrast structure (some are good, some are not) to describe South Sudanese young people to normalise as like other communities; authors also note how this “functions discursively to position Leah as someone providing a fair and balanced evaluation of her community before continuing her argument that she is not supportive of ‘what the kids are doing’” (p.102).

Experiences of racism: participants described personal experiences of racism (e.g. ‘Grace’s daughter’s experience of working in care and a man saying he didn’t want a black girl, p.103), which is described as ‘that’s just life’ by Grace. Authors note how Grace laughs in her descriptions of two racist incidents that impacted her daughter and son: “the laughter in this extract may function to emotionally de-escalate descriptions of two arguably extreme and confronting experiences of racism” (p.104).

Core argument: “Participants consistently indicated that negative depictions of young people from their community and intense media and political scrutiny compounded and exacerbated these

	intergenerational tensions and resettlement stressors” (p.105). Women tended to respond in more collective/community-based ways: “The often unheard voices of the South Sudanese women as represented in this study are extremely important and demonstrate the need to consider how marginalised communities are being represented, and the effect that this has upon the wellbeing of all community members” (p.105). Authors note how undertaking CBPR means departing from intended focus if the participants want to discuss a different topic.
Burridge, N., Payne, A.M., & Rahmani, N. (2016). ‘Education is as important for me as water is to sustaining life’: perspectives on the higher education of women in Afghanistan. <i>Gender and Education</i>, 28(1), 128–147. AFG Annotation written by Sally Baker Keywords: <i>women; gender; higher education; Afghanistan; tertiary access</i> HIGHER EDUCATION (IN AFGHANISTAN)	Context: Examines experiences of being a female in higher education in Afghanistan – context = only approx 5% of population go to university and only 20% of those students are female. Education in Afghanistan = unstable Aim: To examine female students’ perspectives; “to listen to the voices of Afghan women to ascertain what they see as the best ways to improve their educational outcomes” (abstract). Methodology: Qualitative with grounded theory and participatory observation techniques with women students in Kabul (n=29). 12 male students were also interviewed. Some interviews = audio recorded/ transcribed and translated into English. Other data = from questionnaires and translated into English Findings: The women reported wanting to study in higher education to serve their country [civic duty], for employment and ‘to have a better life’, to get more independence, to honour sacrifices of family, to prove women can be successful in education, to improve women’s rights, Interesting data on family’s literacy levels (p.132-33) Barriers include: national security issues, financial barriers/ cost, lack of job opportunities post-university, social values with regards to role of women and issues of marriage, Women’s recommendations: more security for female students, more financial support, support affirmative programs (e.g. in schools), raise awareness of women’s rights more generally . Media could play a very important role in changing attitudes towards education of women/ status of women more generally
Cameron, R., Dantas, J., Farivar, F., & Strauss, P. (2017). Minimising Skills Wastage: Maximising the health of skilled migrant groups. BCEC Research	Context: Skilled migration in Western Australia Aim: To report on the challenges facing skilled migrants in Western Australia and determine strategies to minimise skill wastage.

Report No. 8/17. Bankwest Curtin Economic Centre: Perth. AUS Annotation written by Dr Megan Rose	Methodology: The report relies on a 3 stage research program as follows: Phase 1: Literature review and analysis of the 2006 and 2011 census data as well as data from the Department of Immigration and Border Protection. Phase 2: Semi structured interviews with 13 key stakeholders Phase 3: Online survey of 508 skilled migrants and in-depth interviews with 14 skilled migrants. Findings: The key findings are summarised (Cameron et. al, p. v) as follows: • Skill migrants are currently being underutilised, with 53.1% reporting that that their current job is at a lower skill level. • Skilled migrants are also under employed with 54% of female and 65% of male respondents in full time employment. • Skilled migrants face multiple barriers to employment including non-recognition of qualifications and work experience, language ability, lack of local experience and references, discrimination, lack of professional networks, lack of the Australian job market (job searches, application practices etc.), professional standard structures, professional regulation and domestic competition (p. vi). • Australian employers are reluctant to hire skilled migrants with overseas qualifications, and skill requirements between overseas and Australian jobs can differ. • Underemployment and settlement issues affect the mental and emotional wellbeing of skilled migrants. There is limited support for skilled migrants who experience these issues compared to humanitarian entrants. Core argument: The Department of Immigration needs to better support skilled migrants so as to minimise skill wastage, which is important as Western Australia relies on this sector of the workforce. The Bankwest Curtin Economics Centre has developed a skilled migration transition framework for government, industry and employment to assist with skilled migrants transition to the Australian labour market.
Campion, E. (2018). The career adaptive refugee: Exploring the structural and personal barriers to	Context: Identity shifts and ‘career adaptability’ of refugees in resettlement contexts; employment as marker of settlement; current organisational/vocational scholarship on employability has not always included the specific and nuanced circumstances of refugees/ forced migrants, such as “language

[refugee resettlement](#). *Journal of Vocational Behavior*, 105, 6–16.

US

Annotation written by Sally Baker

Keywords: *Refugees; Career adaptability; Social networks; Objective resettlement success; Subjective resettlement success*

and cultural differences to discrimination, in addition to uncertainty, separation from family, and coping with pre-flight trauma” and underdeveloped or no networks (p.7). Career adaptability = significant factor for resettlement success because it “provides a refugee with the internal resources necessary to modify expectations, and implement adaptive coping strategies to manage resettlement [and] will recognize the potential employment opportunities available by creating and utilizing a social network, thus prioritizing social connections” (p.9)

Author distinguishes between:

objective settlement success = “the status of a current job relative to previous employment (also called occupational mobility, Chiswick, Lee, & Miller, 2005), pay, and opportunities for host country language growth” (p.7)

subjective settlement success = “mental and physical health, strength of social ties, and life satisfaction” (p.7)

Aim: To “advance a job-search model to explain the structural and personal barriers between career adaptability and refugee resettlement success” (abstract); to counter the human capital/ decontextualised ideas behind ‘career construction theory’, through the lens of refugees

Theoretical frame: refugee ‘career adaptability’ = “the ability of an individual to navigate career transitions”, extending Savickas’ concept; brings three bodies of literature into dialogue: career construction theory, social networks, and job search

Methodology: Essay

Findings: Author advances four propositions based on her reading of the literature:

- *Proposition 1. Career adaptability is positively related to the generation and use of a social network in the refugee job search process.*
Career construction theory (CCT)/ career adaptability = “self-regulatory construct” (p.9) that ignores the sociocultural and psychosocial challenges that forced migrants are likely to face. Even if more qualified, refugees are more likely to “struggle the most with fewer social connections and weaker fluency in the host country's language” (p.9). Notion of homophily = also significant (stronger associations with similar types, such as gender, ethnicity, race, nationality, or language) — both for refugees and employers.
- *Proposition 2. Social network generation and use will mediate the relationship between career adaptability and objective resettlement success*

	Underpinning CCT = assumption about objective success resulting from “qualifications, the alignment between a job seeker's self-concept and work, and his or her career adaptability” (p.9); however, without considering the external (sociocultural and structural) barriers that impact on people like refugees, this theory is ungeneralisable. This is not only the case for refugees (e.g., considering childcare and transport needs), but forced migrants are stymied by language, cultural familiarity, networks and knowledge of host employment culture/ workforce. • <i>Proposition 3. Social network generation and use will mediate the relationship between career adaptability and subjective resettlement success</i> Social and cultural expectations are also significant and impacted by homophily/ network knowledge for job seeking and work opportunities. Refugees offer interesting paradox because of disruption of forced migration: “while the work may be of lower status, perceptions of success may be high” (p.10) • <i>Proposition 4. A refugee's perception of discrimination threat will moderate the relationship between career adaptability and social network generation and use such that a career adaptive refugee who perceives discrimination threat will generate and use social ties for employment information and obtain jobs with similar others, resulting in lower objective resettlement success and higher subjective resettlement success.</i> Discrimination threat from marginalisation and negative discourses about refugees + discrimination against accent and unfamiliar (non-Anglo) names: “This type of discrimination restricts ethnic minorities from obtaining experience- or education-commensurate work and, instead, settling for jobs below their skill level” (p.10). Such discrimination may be new to refugees, who may not have previously experienced discrimination in their home countries/ country of asylum + refugees are likely to trust in institutions of host country (in comparison with native workers who have long faced discrimination and who have low trust in institutions). • <i>Proposition 5. A refugee's host country language ability upon arrival will moderate the relationship between career adaptability and social network generation and use such that a career adaptive refugee who is more proficient in the host country language will be more likely to generate and use weak ties for job information, resulting in higher objective resettlement success than a career adaptive refugee who is less proficient in the host country language.</i>

	• <i>Proposition 6. A refugee's gender will moderate the relationship between social network generation and use and objective resettlement success such that women who rely on their network will be more likely to accept jobs in cleaning, child care, and elderly care, while men who rely on their network will accept more physically demand labor.</i> • <i>Proposition 7. A refugee's education and experience will moderate the relationship between social network generation and use and objective resettlement success such that a more educated and experienced refugee who relies on his or her social network for job information will experience greater downward occupational mobility than a less educated and experienced refugee who relies on his or her social network.</i> Demographic barriers likely to impede career adaptability/ settlement + employment success: language proficiency, gender, educational experience Core argument: “Career adaptability's relationship with objective success is more sensitive to barriers beyond the individual's control, such as gender role expectations or host country language ability upon arrival, than its relationship with subjective outcomes” (p.7). “the current framework could help employers more accurately conceptualize the arduous resettlement process and better match refugee employees to jobs that utilize their skills. Managers should also recognize refugees' unique cross-cultural perspective for the benefit of the firm as prior experiences may provide opportunities for creativity and enhancement of current systems” (p.14).
Cassity, E. (2007). Voices shaping education: Young African refugees in Western Sydney high schools. <i>International Education Journal: Comparative Perspectives</i>, 8(3), 91–104. AUS Annotation written by Sally Baker Keywords: <i>transition, education, refugee education, access and retention</i>	Context: Challenges created by refugee young people entering the Australian/ NSW public school system; schools as sites of citizenship and sites of transition. Anecdotal evidence suggested that NSW school system was not functioning well for recently arrived African children (in terms of integrating into a new and unfamiliar system). Aim: To call “attention to the need for constructive policy solutions focusing on students and their schools, as well as the long-term participation of refugee young people in new societies” (p.91) Methodology: Draws on the Young Africans in School Project (YASP) – a qualitative/ arts-based study involving 65 recently arrived African young people in 3 Western Sydney high schools Findings: Focuses on the participants’ experiences of two transitions: IEC to high school and transitions out of school/ pathways to work or further education.

HIGH SCHOOL AFRICAN STUDENTS NSW TRANSITIONS	<i>IEC to high school</i> = students described high school as “patently different” from IEC and described as “their most troubling and difficult period since arriving in Australia” (p.97), perhaps due to students’ expectations of the workload and how much study they would need to do – all of which was made worse by disrupted/ missed education before arriving in Australia. The IEC teachers commented on how much they knew about each student, and argued that high school teachers would benefit from having similar levels of information/ understanding, and that buddy systems should be implemented to support students’ transitions to high school. <i>Pathways to future</i> = all students had future plans/ ambitions and most considered further education as vital to their successful realization of those plans. Most intended to complete HSC, go to university and then get jobs. Most frequent comment was that the students wanted to have a ‘happy life’. Most frequent concern was financial cost of pursuing education/career pathways, especially with the need to financially support other members of the family. Core argument: Policy recommendations: 1) take a community development approach (community liaison person, specific responsibility for communicating with family and community) 2) NSW DET should provide professional learning opportunities and resources 3) Find ways to establish and valorise role models in community (e.g. older student mentoring)
Cassity, E., & Gow, G. (2005). Making up for lost time: The experiences of South Sudanese young refugees in high schools. <i>Youth Studies Australia</i>, 24(3), 51–55. AUS Annotation written by Sally Baker HIGH SCHOOL AFRICAN STUDENTS NSW	Context: Australia in mid-2000s, following large intake of Africans from Somalia, Eritrea and Ethiopia in 1990s, and latterly South Sudanese intake after 2000. Most arrived initially in Melbourne, after which the government purposefully tried to relocate people to regions/ other cities (e.g. Launceston and Coffs Harbour) – however, anecdotal evidence suggested that these relocated people returned to the large metro cities shortly after. Authors argue that at the time of writing, there was relatively little known about African refugees in Australia. Authors note the challenges for young refugees; “Young refugees must locate themselves within a new cultural space, yet also try to find security within the spaces of their own, albeit fractured, families and communities” (p.52). Discussion of legal definition of ‘youth’ on p.52. Schools are identified as ‘citizenship sites’, which “are endowed with the task of transforming these young people into national citizens and coordinating their cultural identities” (p.52).

Aim: To argue that experiences of South Sudanese young people can be best understood as relational (as opposed to dominant focus on mental health at the time), viewed in the context of schooling

Methodology: Draws on the Young Africans in School Project (YASP) – a qualitative/ arts-based study involving 65 recently arrived African young people in 3 Western Sydney high schools, which “mapped the ways these young people relationally negotiated new learning in public school contexts and, as a consequence, contributed to the cultural dynamics of their schools. More broadly, it explored how these young people related to citizenship and experienced belonging in urban Australia” (p.52). Participants created a portfolio of drawings, paintings, collages, plays = data.

Findings: Overall, schooling system was not working well for participants and for school staff (who authors reported were overwhelmed by growing numbers).

- Participants described struggling with post-trauma effects of traumatic memories and the impacts of missed or non-existent prior education.
- When asked about the future, the participants described tensions between family obligations and their personal ambitions (including getting work and returning to Sudan to find a wife, or getting a high status profession to help families, communities, general society – see p.53).
- Participants spoke of importance of finding friends who spoke their language and act as broker to introduce them to conventions of school, community, Australia. Authors mention a grouping of African students at one school, the success of which suggests there is a need for opportunities for young refugees to debrief.
- Participants believed that schools needed to do more culturally-sensitive liaison with community, not just primary care givers: “Dealing directly with the young person's guardians was often considered inadequate because the family is situated as part of a complex web of communal obligations based around ethnic, clan and language ties” (p.54).

Core argument: Authors propose recommendations for schools/ people working with newly arrived refugee young people:

- 1) Take a community development approach
- 2) Implementing formal peer mentoring systems

Castles, S. (2003). Towards a sociology of forced migration and social transformation. <i>Sociology</i>, 37, 13–34. UK Annotation written by Sally Baker Keywords: <i>migration / refugees / social transformation</i>	3) Encourage students to have variety of educational aspirations Context: Forced migration has increased and “become an integral part of North-South relationships and is closely linked to current processes of global social transformation” (abstract). Forced migration is crucial part of globalisation. Author gives overview of different types of forced migration (p.15; see also p.18 for reasons for forced migration). Aim: To analyse forced migration as a social process/ set of social processes which foreground human agency and social networks; to craft a sociology of forced migration Argument: Starts with Bauman and inequitable mobilities – globalisation is based on economic integration and migration – globalisation has blurred the boundaries between economic and forced migration: “Failed economies generally also mean weak states, predatory ruling cliques and human rights abuse. This leads to the notion of the ‘asylum-migration nexus’: many migrants and asylum seekers have multiple reasons for mobility and it is impossible to completely separate economic and human rights motivations – which is a challenge to the neat categories that bureaucracies seek to impose” (p.17). Ignoring inequities in the global south by the global North (on the assumption that they don’t matter because they don’t explicitly contribute to the global economic order) can be dangerous “because the South connects with the North in unexpected and unwanted ways: through the proliferation of transnational informal networks, such as international crime, the drug trade, people smuggling and trafficking, as well as migrant networks which facilitate irregular mobility” (p.19). Forced migration brings social diversification, and sometimes challenges established ideological barriers (author gives example of Indo-Chinese refugee program in 1970s contributing to end of White Australia policy). Migration = led to growth in transnational communities – multiple associations represents a challenge to the traditional notion of the nation state as focus of identity and belonging (see p.20-21) – under globalization, exile diasporas = “taking on new characteristics” (p.21). As such, sociology (as a macro field) needs to adapt, because sociology as a discipline was built on the science of national industrial societies (see Wieviorka, 1994; on p.23). Author discusses assimilation theories of 1950s (Chicago School, specifically Robert Park) – whereby a person’s pre-migration culture is viewed as useless or dangerous – a more nuanced view of assimilation is still dominant now. Author argues that the view of nation as ‘container’ for shared characteristics is challenged by transnationalism and a barrier for migration research (having constrained migration

	research for many years – see p.24), particularly with respect to policy development. Author offers examples of where national policies/ programs have failed to maintain monocultural make up of a country (p.25). Author offers thoughts on theoretical framings and methodological considerations for sociology of forced migration (p.28-30) Methodology: Essay Core argument: “The key point is that policy-driven research can lead not only to poor sociology, but also to bad policy. This is because narrowly-focused empirical research, often designed to provide an answer to an immediate bureaucratic problem, tends to follow a circular logic. It accepts the problem definitions built into its terms of reference and does not look for more fundamental causes, or for more challenging solutions. The recommendations that emerge are chosen from a narrow range of options acceptable to the commissioning body. Migration policies fail because policymakers refuse to see migration as a dynamic social process linked to broader patterns of social transformation. Ministers and bureaucrats still see migration as something that can be turned on and off like a tap through laws and polices. By imposing this paradigm on researchers, the policymakers have done both social scientists and themselves a disservice” (p.26).
Castles, S. (2006). Global perspectives on forced migration. <i>Asian and Pacific Migration Journal</i>, 15(1), 7–28. UK Annotation written by Anja Wendt Keywords: <i>definitions; Southeast Asia; international refugee regime; migrations patterns</i> SOCIOLOGY OF FORCED MIGRATION	Context: At the time of the article several countries in Southeast Asia where undergoing political change and faced high degrees of instability. Castles is looking at the global refugee situation, defining refugee related terms and providing statistical overviews. He discusses recent changes in refugee patterns and examines the international refugee regime – the way states, international organisations and NGOs interact to solve humanitarian emergencies. Aim: Provide background information for the analysis of forced migration in Southeast Asia. Methodology: Essay Findings: Numbers of the statistical section relate mostly to the years 2003/2004. At that time Asia produced the largest number of people of concern (incl. refugees, some returnees and some internally displaced). The people of concern were equally distributed between women and men across regions. 46% of people of concern were children under 18. Asylum seeker application had fallen in the 90s, mostly due to changes in legislation in Germany and Sweden. Sudan, Republic of Congo, Colombia and Burma had the largest IDP populations. The duration of all major refugee

situations had risen from nine years in 1993 to 17 years in 2003 – these numbers leave out the Palestinians (covered by UNRWA) whose refugee situation has spanned for generations. Most refugee producing countries are poor/low-income countries with just a few middle-income and no high-income countries contributing to forced migration.

The changes in refugee reception differ between flows. While refugees from communism and the Soviet Union were welcomed with open arms, refugees from Vietnam and Indochina in the 70s were somehow accepted and dealt with. Refugees from liberation wars in Africa mainly landed in camps in the region. When the Cold War ended and wars in former Soviet states and Yugoslavia as well brutal conflicts in African and Asian countries broke out, Western countries but also countries within war regions were reluctant to take up more refugees and asylum seekers. Strategies of containment and closure kept refugees increasingly in their countries – as IDPs.

The international refugee regime is well-established. However, “regimes for IDPs, returnees and other types of forced migrants exist only in fragmentary, incipient forms, and therefore provide limited and often inadequate protection. Lack of clear rules and institutional responsibilities is clearly at the heart of the problems faced by the international community at present, so it is important to identify gaps, overlaps and deficiencies, in order to work towards more comprehensive and effective solutions” (p.22). The most serious gap in international protection concerns IDPs. Internally displaced people are the responsibility of their own government – even though governments might cause displacement in the first place.

Durable solutions need to be linked with development efforts which improve the economic, political and social conditions in the conflict area.

The roots of displacements lie in significant power changes like decolonisation and formation of new states after the Cold War. Profound social transformations in less-developed countries cause often violent conflicts which lead to forced migration. Proxy-wars in the Cold War, economic interests of the Global North in resources like diamonds, coltan and oil and weapon sales of the Global North to conflict regions exacerbate the situation.

Core argument: “Deep historical and cultural roots create differing forms of path dependence in the various societies and communities, leading to complex forms of response to global economic and political forces. It is these multi-layered and often contradictory patterns of conflict and forced migration [...] that the studies presented here seek to unravel” (p.26).

Ceri, O., & Zaman, T. (2021–2022). [Higher Education as a Complementary Pathway to Protection for Afghan Students: Historical and Current Experiences, and Thoughts for the Future](#). *Migration Policy Practice* XI (4), 15–21.

AFG

Context: The article is part of a special edition of Migration Policy Practice (MPP), focusing on the migration situation in Afghanistan post-Taliban takeover.

Aims: To explore the role of higher education as a pathway to protection for Afghan students, including its limitations and challenges.

Methods: The study adopts two primary methods: 1) desktop research exploring the history of international scholarship opportunities for Afghan students since in the 1960s; 2) auto-ethnographic research reflecting on the authors personal and academic work with Afghan students who attended the University of Sussex in the United Kingdom as Chevening scholars.

Findings: Education pathways are complex programs that typically involve bilateral or trilateral agreements with national governments, charitable foundations and individual universities. While “traditional” refugee resettlement is based on vulnerabilities and protection needs, educational pathways include other criteria, including qualifications, age and language skills. International scholarships are more a tool of diplomacy and ‘soft power’ influence than a means of protection. The Chevening scholarship, for example, explicitly targets students identified as future political and cultural influencers in their country of origin. The scholarship exposes students to the cultural, economic and political norms of the donor country, with the implicit intention that this will lead them to propagate such norms in their country of origin. After the Taliban takeover in 2021, students in Afghanistan who were already approved as the next cohort of Chevening scholars were advised they would need to defer their studies. These scholars, however, used their connections and alumni networks to lobby the British government to accelerate their visa processing and were evacuated to the U.K. The Chevening scholarship demonstrates how education pathways can be used by the educated elite in conflict countries to access safety, without having to apply for refugee status. It also demonstrates the limitations of education pathways as a substitute for permanent protection. At the time of publication, the immigration status of the Afghan Chevening scholars remained unclear, raising many questions about the utility of education pathways in crisis settings (e.g., Who holds responsibility for protection? Will scholarships become de facto resettlement programmes? Will protection routes be offered to those already at universities outside Afghanistan? What logistical and financial support will be offered for those who have had assets in Afghanistan frozen?).

	Conclusions: Education is a possible pathway to protection for a small subset of Afghans; however, in practice, implementation is complex and often ad hoc, and should not be used by Western governments as a political justification for eroding or erasing other routes to protection. There is scope for educational pathways to provide innovative solutions to displacement, but the experience of Afghan students post-Taliban takeover in 2021 indicates a trend of improvisation and informal networking (with all the inequalities of access contained within that) than innovation.
Chamorro, G., Garrido-Hornos, M. del C., & Vázquez-Amador, M. (2023). Exploring ESOL teachers' perspectives on the language learning experiences, challenges, and motivations of refugees and asylum seekers in the UK. <i>International Review of Applied Linguistics in Language Teaching</i>, 61(2), 201–226. UK Annotation written by Jana Berg Keywords: <i>ESOL; language learning; motivation; refugees and asylum seekers; teachers' perspectives</i>	Context: The authors argue that learning the language of the host country can support refugees to overcome psychological, economic, and social challenges in re-settlement and dealing with the experience of forced migration. At the same time, they point out that learners deal with various difficulties in learning English and identify age, literacy in their first language, previous educational experiences, and the level of similarity between the learners first language and English as main factors. Given the diversity of language learners with the experience of forced migration, as well as the potential struggles related to their situation, the authors point at difficulties for teachers to foster a productive and stimulating learning environment for all learners. Aim: The authors aim to investigate the motivations, challenges, and experiences of English language learners after forced migration, but also the main challenges English language teachers experience in teaching students with the experience of forced migration. Theoretical frame: The authors mention “literature on approaches to needs analysis in language learning” (p. 8) as relevant to their development of a questionnaire for refugees and asylum seekers, which was not actually included in the study. They do not go into further detail about theoretical framework or considerations. Methodology: Research questions: “(1) What are the perspectives of teachers with regards to the main language learning challenges that RAS face when learning English? (2) What are the perspectives of teachers with regards to the main motivations for RAS to learn English? What are the main reasons why they lose motivation? (3) What are the main challenges that ESOL teachers experience when teaching RAS students? What are the most successful techniques they use to teach them?” (p. 8) The authors “conducted a series of informal interviews with 20 teachers working with RAS at different charities and colleges” (p. 8)

Based on this, the authors attempted to gather data from refugees and asylum seekers. “However, we found that these participants were unable to answer the questions, even with help from their teachers and translations, as they were unfamiliar with concepts such as grammar or pronunciation and not aware of learning strategies or teaching techniques due to their lack of exposure to educational and language learning contexts.

Consequently, we decided to gather this information directly from teachers working with RAS, as they would be able to comment on the language learning challenges of their students as well as their own experiences and teaching techniques with this specific group of learners, which we were also interested in.” (p. 9)

Finally, they created an online survey for teachers:

“The sample consisted of 72 teachers (54 females, 18 males) from different UK institutions that teach English to RAS: 15 teachers from charities, 18 teachers from councils, and 39 teachers from colleges.” (p. 11) The teachers were asked to rank several pre-defined challenges and motivations and additionally had the opportunity to add factors in open ended questions.

Findings:

“In relation to language learning difficulties, teachers were in agreement that the two main reasons why RAS struggle in their language learning were related to the students’ prior language background: their low level of English and the lack of literacy in their L1.” (p. 23) Given the diversity of students, teachers did not find the use of first languages very helpful, but rather opted to “several techniques that involve adapting their language use to the learners’ proficiency level (i.e. simplifying language, repetition and paraphrasing, slowing down speech rate, and pronouncing words clearly) and helping with their comprehension (i.e. using gestures and body language, and using visual and written aids to support oral explanations)” (p. 23). Further, the teachers identified reading and writing as the key challenges for their refugee and asylum seeking learners. The authors see a close connection to a lack of literacy in the first language as a main challenge. Another challenge they mention is the impact of difficulties around social and financial security that results from the precarious situation of refugees and asylum seekers.

Fittingly, “the main motivations for RAS to learn English were related to fulfilling basic/practical needs to integrate into the receiving country, such as securing education or work and being part of the community” (p. 25).

	In order to support refugee and asylum seeking language learners, the authors emphasize exposure to the language and native speakers, conversational practice and “the use of materials and methods tailored to the students’ needs” (p. 26) as relevant measures to improve English learning success and create “cultural awareness” (p. 27). Core argument: The diversity of refugee and asylum seekers makes it difficult to provide tailored English education. According to the authors, teachers report a lack of literacy in the first language and a lack of similarity between the first language and English, as well as the diverse educational backgrounds of learners as key challenges in obtaining English language proficiency. They argue for more language exposure, training teachers to prepare them for the challenge, and providing tailored course materials.
Chao, X., & Mantero, M. (2014). Church-Based ESL Adult Programs: Social Mediators for Empowering "Family Literacy Ecology of Communities". <i>Journal Of Literacy Research</i>, 46(1), 90-114. US Annotation written by Angela Yang Keywords: <i>Latino and Asian immigrant parents, social mediators, family literacy, home language, power of communities</i>	Context: Increasing immigration populations of Latinos & Asians in the US southern states - trends of language disjunctures and acculturation between immigrant parents and their children / loss of parental auth./ negative impact on family interaction and literacies. <i>The study focuses on church based ESL programs- linguistic assimilation or social mediator?</i> Aim: to address a gap in literature - to focus on the literacy development of immigrant parents - (p.91) “examine the ways in which Latino and Asian immigrant parents’ English learning through 2 church based ESL programs in a Southeaster US city may affect their family literacy and home language use” Methodology: multi-sited ethnographic study - 2011-12- 11 immigrant parents from two programs (Latino & Asian background) research design included- weekly observations and analytical memos, semi-structured interviews, participants’ documents e.g journals, texts, emails - comparative analysis and coding Findings: the programs in various ways empowered the immigrant parents: a) the teachers’ practices (<i>their perceptions of their learners’ needs, their own teaching roles, class content and delivery</i>) —> developed ELL’s indirect and direct literacy practices b) enhanced family literacies (parents could interact with their children’s schools, engagement with their children’s literacy learning such as homework) c) gave parents autonomy and self-efficacy (learning survival english but also becoming a life jacket for others - <i>parents helped others in their own communities</i>)

	d) helped parents reclaim ownership of their home language (e.g. developed a sense of appreciation of Spanish through Bible reading and teaching it to their children) Core argument: Church ESL programs should not be undermined because they can serve as powerful social mediators of family interactions and literacy practices - help immigrants assume new identities of not only being a learner and a parent - but also an active member of their community and parent of possible 'bilingual' children by passing on the home language. Perceived 'survival english courses' can strengthen immig. parents' ability to care for their family.
Cheng, Z., Wang, B., Jiang, Z., Taksa, L., & Tani, M. (2021). English skills and early labour market integration: Evidence from humanitarian migrants in Australia. <i>International Migration</i>. AUS Annotation written by John van Kooy	Context: The labour market situation of humanitarian migrants in Australia has usually been examined through small-scale qualitative studies or with an emphasis on outcomes, rather than mechanisms through which outcomes are achieved. There is a need for more research utilising longitudinal data. Existing research is sometimes contradictory with respect to the role of language proficiency for refugees' economic integration. There is also limited evidence on whether government-funded English training effectively increases refugees' English skills. Aim: To examine the potential mechanisms through which English language skills affect refugees' labour force outcomes in Australia, specifically: • Self-efficacy (confidence) and self-esteem • General health, post-traumatic stress disorder, and mental health-related indicators • Perceived discrimination • Study/training experience in Australia • Job-searching knowledge Theoretical frame: Investing in the host country language is a critical form of local-specific human capital acquisition which influences economic outcomes. Three categories of potential mechanisms or mediators play roles in facilitating or fostering refugees' labour market integration: personal psychological resources, health, and contextual/social experiences. Methodology: Draws on panel data from Waves 1-4 of Building a New Life in Australia (BNLA). Uses random-effects logit regressions to obtain coefficients of factors associated with labour force participation

	and being employed. Random-effects instrumental variable regressions are used to examine the effects of age and being born in an English-speaking or non-English speaking country. Findings: • English proficiency and participation in English language training is associated with higher labour force participation rates, partially mediated by self-esteem, self-efficacy, health status, and mental illness. • Perceived discrimination does not play a mediating role between English proficiency and labour market outcomes, although it is positively correlated with probabilities of labour market participation and getting a job. • English-speaking is the only specific domain of English proficiency that is associated with labour force participation and employment outcomes. Core argument: The findings empirically demonstrate three processes through which a high level of English proficiency facilitates humanitarian migrants' early labour market entry (via psychological resources). The findings also support the Australian Government's investment in English and employment skill training programmes for humanitarian migrants.
Cheng, Z., Wang, B., & Taksa, L. (2021). Labour Force Participation and Employment of Humanitarian Migrants: Evidence from the Building a New Life in Australia Longitudinal Data. <i>Journal of Business Ethics</i>, 168, 697–720. AUS Annotation written by John van Kooy Keywords: <i>Australia; Humanitarian migrant; Human capital; Labour force participation; Employment status; Settlement</i>	Context: in Australia, humanitarian migrants have encountered greater difficulties finding a job compared to other migrants, though the second generation performs at a higher level. A better understanding of the determinants and consequences of refugee labour market performance is required; yet only a few studies have used longitudinal data to examine employment status and work attitudes of humanitarian migrants. Aim: examines early labour market behaviour and outcomes of humanitarian migrants; focuses on significant human capital factors. Overall question is 'what is the role of human capital for humanitarian refugees in the Australian labour market?' Theoretical frame: framed by human capital theory, which states that different forms of productive and embodied skills, abilities, and knowledge determine labour market outcomes. The study distinguishes human capital acquired abroad from human capital acquired post-migration. Methodology: Uses the Building a New Life in Australia (BNLA) longitudinal dataset, Waves 1 and 2. A random effects logistic regression model is applied to the BNLA data to account for unobserved heterogeneity.

	Findings: controlling for other personal characteristics, humanitarian migrants who were employed before coming to Australia, completed study or job training in Australia, understood how to search for a job and spoke English well had a higher probability of participating in the labour force. Those who had unpaid work experience in Australia, knew how to search for a job and had better health also had increased chances of being employed. Those who had better overseas education had a lower probability of being employed. There is also strong heterogeneity across humanitarian migrants in terms of gender and immigration pathways. Core argument: the findings imply the need for better support and training for humanitarian migrants. Employment agencies should focus on more than just the first transition of migrants into the labour market; linking people to jobs that are more appropriate to their skills is a means of preventing the perpetuation of skill underutilisation. Government policies should account for the heterogeneity of the refugee cohort and the correlation of gender and migration pathways.
Cheung, S. Y., & Phillimore, J. (2013). Refugees, social capital, and labour market integration in the UK. <i>Sociology</i>, 48(3), 518–536. UK Annotation written by Dr Megan Rose Keywords: <i>labour market integration, language fluency and literacy, refugees, social capital, social network</i>	Context: New refugees in the UK Aim: To examine the relationship between social capital and labour market in the integration of new refugees in the UK. Methodology: Quantitative analysis of the Survey of New Refugees in the UK- longitudinal study of 5631 refugees over 18 months. Findings: Language competency, pre-migration qualifications and occupation, and length of residency in the UK are key factors influencing new refugees’ access to work. Social networks and capital do play some role in the integration of new refugees — while networks can assist with housing and access to work, they do not significantly impact the quality or permanency of employment. It is noted that lack of social capital does influence access to work but is not completely detrimental to employment. The length of residency and associated development of language skills play key roles in extending the social networks of new refugees. Core argument: Refugees have diverse types of social capital, which is influenced by the type of housing they have, their level of language and length of time in the UK. Improving language competency levels in new refugees is important for access to employment. This involves improving the accessibility and

	quality of TESOL programs. Increasing housing and family reunions for new refugees would also contribute to increased rates of employment.
Choi, J., & Najar, U. (2017). Immigrant and Refugee Women's Resourcefulness in English Language Classrooms: Emerging possibilities through plurilingualism. <i>Literacy and Numeracy Studies: An international journal in the education and training of adults</i>, 25(1), 20–37. AUS Annotation written by Dr Rachel Burke WOMEN; ENGLISH LANGUAGE LEARNING; LITERACY; PLURILINGUALISM	Context: The study explores issues impacting women with immigrant/refugee backgrounds who are learning English in Australia. The authors identify low print literacy in first language(s) and a history of disrupted education, together with lower English language proficiency, and ongoing discrimination in resettlement contexts, as shaping women's experiences. However, the authors also call for greater attention to immigrant/refugee background learners' "chunks of plurilingual resources" (p.23) and how these may be utilised in English language learning contexts to build on learners' existing strengths. Aim: The authors explore findings from a study in which they co-taught English to immigrant and refugee background women in a housing estate in Melbourne. In particular, the study focuses on the women's "plurilingual resourcefulness" or "the purposeful use of a variety of semiotic resources including multilingual, multisensory and multimodal elements as well as the 'cooperative dispositions' (Canagarajah 2013) that teachers and learners bring and negotiate together for purposes of learning and communication" (p.21). The authors do not promote a particular language teaching approach, but "suggest the value of ongoing critical reflection on the underpinning ideas of plurilingualism" (p.20). The authors focus on the experiences of three learners who attended the classes regularly. These women had previously lived in Iraq, Iran, Somalia, Ethiopia, and Kenya and had various linguistic resources. Theoretical Framework: The authors adopt a plurilingual approach, in which different languages are seen as part of the totality of linguistic resources that speakers utilise, rather than considered to be separate codes operating discretely from each other. In observing the ways that learners draw on these various resources to engage with meaning, the authors explain: "The lens we see their utterances through is not a lens of deficit but windows into different possibilities of how a whole set of knowledges and skills comes together to achieve communication goals" (p.23). Methodology: The authors utilised a duoethnographic approach, which aims to study a certain phenomenon through detailed conversations between researchers (Sawyer and Norris 2013). The authors analysed recorded classroom dialogues, classroom observation notes, and worksheets produced by the learners during 12 two-hour classes. Qualitative analysis was based on grounded theory (Charmaz 2006) and the researchers' dialogues.

	Findings: Using extracts from classroom conversations, the authors demonstrate the plurilingual resourcefulness of immigrant and refugee background women, and “the ways in which the women’s resourcefulness enabled real-life stories and individual needs to emerge” (p.27). The authors identify three themes related to the women’s use of multiple languages in class: • <i>the enabling of the formation of a ‘group connection’</i> via the various gestures, sounds, laughter, and languages the women bring to the classroom, and what Davies (2016) calls ‘emergent listening’, which the authors explain as “the kind of listening that uses all one’s senses – a listening that opens up the not-yet-known, where something new has the potential of emerging” (p. 28). • <i>making way for digital literacy skills</i>, which refers to opportunities for plurilingual resourcefulness to be interconnected with the use of tools such as phones, apps, websites, etc. Learners showed complex linguistic and cognitive creativity in using various tools to translate from one language to another, in order to engage with meaning. • <i>the creating of possibilities for plurilingual literacy development</i>. Providing examples from the classroom dialogues, the authors discuss how critical literacy and plurilingual approaches to language learning open spaces for learners with backgrounds of disrupted education to be aware of and utilise the many linguistic resources they bring to language learning. The authors identify these possibilities for plurilingual literacy development as essential to the provision of language learning that is relevant to students’ lives, disrupts deficit notions of language learners, and builds on existing strengths. Core argument: The authors identify plurilingualism as means of “productively engaging both teachers’ and learners’ various semiotic resources for the purposes of effective teaching and learning” (p.31). Importantly, the authors assert the relevance of these approaches to “those who are in precarious and vulnerable legal situations” suggesting that these resources “can be the very threads that sustain their sense of hope and survival as they work towards rebuilding their lives in a new country” (p.31).
Choy, S., & Wärvik, G.-B. (2019). Integration of learning for refugee and migrant students: VET teachers’ practices through practice theory lens. <i>Journal of Vocational Education & Training</i>, 71(1), 87–107.	Context: In VET education, practical training often requires students to engage in physical and social environments that prepare them with vocational competence and skills to be productive members of the workforce. In these courses, teachers play important roles in the planning, design, and facilitation of such opportunities which affect different aspects of refugee and migrant

AUS

Annotation written by Jenn Read

Keywords: Vocational education & training; adult learning; workplace learning; pedagogy; teacher development

students' learning experiences. Whether or not teachers feel prepared in their training to best support refugee background students who have greater social and linguistic needs is what the authors here intend to investigate further.

Aim: This study's aim is to gain an insight into teachers' practices for integrating refugee and migrant students learning in educational institutions and workplaces.

Methodology: This study used a case study approach where 10, in-depth interviews were completed with teachers in both Australia and Sweden for similar vocational programs in aged care. Interviews covered the following themes: the teaching practice in general, challenges with refugee and migrant students, nature of assistance to these students, ways integration of learning between educational institution and workplace can be improved, agents who support students' learning and integration, and enabling and constraining aspects of integration (p. 94). During the analysis of the data, four themes were identified from the interviews and aligned with specific cultural-discursive, material-economic, and social-political arrangements. More specifically, attention was paid to ways of talking about integration of learning, how material objects were described, and relationships between people.

Findings: Both Australian and Swedish teachers' narratives described contestations of curriculum processes and practice traditions in educational institutions and in aged care facilities. Teachers from both nations experienced similar challenges when supporting refugee and migrant students. For example, their efforts to support their students consisted of helping them achieve empowerment and how to "cross thresholds" that were new to them in their aged care work or different from their previous country's teachings. They also referenced refugee students' diverse cultural needs and how culture influenced students' learning and adoption of aged care professional practices. Teachers also felt it necessary to explain cultural differences and customs to refugee and migrant students to further assist with their integration. "The findings highlight that activities within the main practice settings are distributed among participants and orchestrated in ways that allow the contributions from different people to be integrated for a common purpose-students learning" (p.102). "Teacher's roles include initiating students into particular forms of understanding (saying), modes of actions (doings), and ways of relating to one another (relatings)" (p.102).

	Core Argument: “Teacher training and adjustments to these arrangements can bridge contestations between the enacted and experienced curriculums” (p.89). Thus, the authors propose the following changes be made to respond to bi-cultural, intercultural, and multicultural dimensions of vocational education for aged care workers: teachers should capture and integrate what refugee students may bring to practices in the two learning settings; empower and facilitate student agency to cross thresholds and boundaries while also facilitating students’ academic and social competencies; support students with mediating communicative spaces and mainstream practices; and navigate the material-economic and social political arrangements to secure opportunities and resources that meet refugees and migrants specific needs (p.104).
Christie, P. (2005). Towards an ethics of engagement in education in global times. <i>Australian Journal of Education</i>, 49, 238–250. AUS Annotation written by Sally Baker Key words: <i>critical thinking, educational change, equal education, ethics, public policy, social justice</i>	Context: Educational inequality/ sociology of education Aim: To argue for an ‘ethics of education’ to challenge the status quo (or Bourdieu’s doxa), and suggest possibilities for “working with discourses of ethics, rights and citizenship in contingent and strategic ways” (abstract). To propose three dimensions of ethics of engagement in education: • an ethics of commitment to intellectual rigour; • an ethics of civility; and • an inter-human ethics of care (all abstract) Discussion: Acknowledges upfront the western-modernist paradigm from which ethics speaks and contests it – offers critique of modernist assumptions underpinning ethics (universalism, ‘historically contingent’), such as Kantian notion of autonomous sovereign agent who can engage in moral reasoning using rational arguments (see McIntyre, 1996; on p.240). Issue here = assumption of universal application (aka reduction of local context). Christie makes a similar claim about education systems: “They are filled with universalist claims which cover over the partialities, inequalities and techniques of power that are structured into them” (p.240). Christie advocates for finding ‘points of fracture’, within which resistances can be pitched. Christie scopes arguments that permit for flexibility on the ‘epistemological foundationalism’ of modernist thinking, while allow for post-modern fluidity in thinking and practices. Christie’s ethics of engagement in education: “is premised on an acknowledgement of, and respect for, the intricate textures and meanings of human lives in social context, time and place. I am concerned to work with ethics not as a set of abstracted principles or universal precepts, but as the forms in which human beings think and act in relation to others” (p.241).

Ethics shouldn't be based on 'good or bad', rather it is about "a preparedness to think about ourselves as human beings in relation to others" (p.242), particularly – as Christie argues – in the time of crude binaries in which we live (thinking political/media discourses around them and us). An ethics of engagement can also help to mitigate against the dominance of neoliberal, hegemonic thinking and doing.

With education in mind, Christie proposes three dimensions of ethics of engagement in education:

- *An ethics of commitment to intellectual rigour* – education should equip teachers and students to ask questions of 'unacceptable conditions of existence' (why they persist, what can be done) and engage in critical consciousness. Christie pushes beyond the cognitive struggle of intellectual rigour to include knowing the self
- *An ethics of civility* – civility = fragile and needs nurturing. Christie notes that people in high office lying has become commonplace after 9/11 – notes the detaining of asylum seekers/children; "These are acts which destroy possibilities for collective engagement in the face of serious differences between people at a global level; they run completely counter to the 'thoughtful engagement with the human condition' (Yeatman, 2004) which democracy at its best enables" (p.246). Active engagement with democracy and human rights [similar to Freire's conscientization] = fundamental to ethics of engagement in education
- An inter-human ethics of care – cites Levinas' (1998) argument that subjectivity is constituted by ethical responsibility for the other: I cannot know myself and then the other; I am myself because of my relation to the other. Ethics precedes ontology" (p.247). Humanity = matter of relationality. Christie notes Levinas' 'useless suffering' thesis, whereby he argued that "justifying or giving meaning to the suffering of another 'is certainly the source of all immorality' (Levinas, 1998, p. 99) – Christie connects this argument to Australia's treatment of asylum seekers/refugees. An ethics of care means an intention to suffer for the suffering of others; it involves compassion and empathy and reflexivity, so that doxic intolerable conditions are exposed

Core argument: We need to engage ethically across dimensions of difference; the challenge is to "work with categories such as ethics, humanity, rights and citizenship in contingent rather than foundationalist ways, towards a more socially just education system" (p.242).

Christe, P., & Sidhu, R. (2006) [Governmentality and 'fearless speech': framing the education of asylum seeker and refugee children in Australia](#). *Oxford Review of Education*, 32(4), 449–465.

AUS

Annotation written by Maria Ahmad

Keywords: *refugee education, governmentality, ethics, free speech and civic action.*

Context: Repressive, differential and rather violent practices prevalent in Australia to govern the population of refugees and asylum seekers and adverse effects of these practices on the education of refugee and asylum seeker children provide the contextual focus of the study.

Aim: To describe, critically analyse and question 'the regime of practices' (p.449) prevalent in Australia in governing refugee and asylum seeker population groups, with a focus on the implications of these practices on education provision of refugee children and on ethics of community engagement and free speech in the wake violent practices in a 'liberal state'.

Methodology: The authors use theoretical framing of the idea of governmentality as presented by Foucault and further developed by Rose and Miller (1992), Rose (1999a, b) and Dean (1999, 2002) to understand the naturalisation of repressive treatment of refugee and asylum seeker children in Australia as a liberal state. With the focus of the article on education of these children, the authors explore the notions of ethics and fearless speech as presented by Foucault to suggest different possibilities of engagement in these issues for intellectuals and educators in Australia. Initial findings from another empirical study conducted by the authors have also been mentioned in the paper to highlight the complexity of the issues around refugee children education in Australia and the possibilities of resistance and activism in the context (p.458).

Findings:

The author highlights the despotism of regulatory framework used by Australian government to manage refugee and asylum seeker population, which legalise the mandatory detention for everyone who arrived in Australia without visa. This detention limited the access of many refugee and asylum seeker children to education and have raised the concerns of Human rights and equal opportunity commission (HREOC) and of general public in Australia; however, the repressive practices by the government did not change. Australia despite of being a signatory to the 1951 Convention Relating to the Status of Refugees, and the 1989 Convention on the Rights of the Child has failed to ensure the rights of refugee and asylum seeker children to education and mental wellbeing.

By employing analytical frame of 'governmentality' by Foucault, the authors explain, how the liberal governments like Australia use disciplinary and biopolitical interventions to control, regulate and classify refugee and asylum seeker population, then to rationalise and naturalise the illiberal actions. Three major rationalities are highlighted in the study that naturalise the repressive and

differential practices by Australia's governance of refugee and asylum seeker population group with different visa categories. First, the ideas of 'border protection' and 'risk of invasion by outsider' (p.456) are used to rationalise and normalise the differential treatment of off-shore refugees and on-shore asylum seekers. Second rationality is of 'moral practice' (p.456), which allows the portrayal of asylum seeker as 'queue jumper' (p.456), who dodge the system by bribing the people's smuggler and third rationality is of criminalizing the asylum seekers as 'unlawful non-citizens' (p.456) for entering the country without visa.

The study highlights the absence of any policy framework for refugee and asylum seeker's education and the insufficient research on the practices of refugee education in Australia. To fill the gap of empirical evidence, the authors share the initial findings from an empirical study undertaken by the authors to explore the context of refugee education in Brisbane, Australia. The study reveals that the assistance provided to refugees and asylum seekers at the time of settlement has a huge impact on the future course of their lives in Australia. In addition to that students' past educational experiences, English language proficiency, mental wellbeing, gender, race, religion and visa status in Australia are the factors add to the diversity of educational experiences of refugee children in Australia (p.457)

The authors propose that the notions of 'ethics and 'fearless speech (Parrhesia) as discussed by Foucault can offer educationist possible ways of engaging with the issue of repressive and illiberal practices prevalent in Australia despite of being a 'liberal state'. Foucault's understanding of *Parrhesia*, is of an act of 'knowing the truth and conveying it to others, at some risk to oneself' (p.461). Tully (2003) talks about Parrhesia, as a civic responsibility. Therefore, it is ethical and civil responsibility of educators to speak, critique and confront abuse of power. The authors call for the recognition of civility as an important goal of education and understanding of these three principles to guide the actions of citizens: 'show of mutual solidarity' in an international order, speaking out at the instances of suffering faced by others, and rejection of the assumption that it is only the prerogative of a government to act.

Core argument: Intellectual engagement of educators is vital on the basis of 'mutual solidarity, civility and care for others' (p.463) to re-problematise' (p.450) the assumptions underlying the Australian government's response in governing refugee and asylum seeker population reaching to Australian shores. In terms of theoretical contribution, the article illustrates the intellectual

	opportunity of individual and civic activism the notions of ‘governmentality, regimes of truth and pervasiveness of power relations’ (p.463)
Clark-Kazak, C. (2017). Ethical Considerations: Research with People in Situations of Forced Migration. <i>Refuge: Canada’s Journal on Refugees</i>, 33(2), 11–17. CAN Annotation written by Sally Baker	Context: Research with people in situations of forced migration = informs decision-making but has ethical implications. Particularities of forced migration = different legal rights and opportunities to citizens of country where asylum is sought; often there are skewed and unequal power dynamics; there are possible conflicts with anti-terrorism laws; displaced peoples are asked to tell their stories many times (researchers’ questions may add to the burden); there are representational and distributive issues with regard to dissemination of findings. Aim: To “provide researchers, community organizations, and people in situations of forced migration with information on the particularities of forced migration contexts to complement established ethical principles and frameworks on research with human subjects more generally” (p.11). Guiding Principles: <i>Equity:</i> recruitment on basis of equitable principles, be reflexive about power dimensions, acknowledge/ unpack own positionality, biases, include a diversity of perspectives, work to develop mutual trust <i>Right to self-determination:</i> support right of people to make their own decisions by privileging their rights and well-being, by upholding their dignity in representations of them <i>Competence:</i> select appropriate research methods, acquire appropriate cultural understandings, “screen, train, and supervise research assistants and interpreters” (p.12), provide participants with accurate information about their rights, recognize our own limits, accept a duty of care <i>Partnership:</i> include our participants throughout the research process, develop appropriate protocols and mechanisms for full participation, decide in advance = culturally sensitive conflict resolution mechanisms, promote co-ownership of research. Application of key ethical principles in contexts of forced migration <i>Voluntary, informed consent</i> = oral consent should be provided as an option (rather than written protocols because of traumatic associations with bureaucracy), cannot rely on refugee organisations/ advocacy networks to give consent: “In cases where gatekeepers have been involved, it is important that potential

	research respondents understand their right to refuse to participate at any stage in the research process, and that this refusal will not affect service provision or level of care” (p.12), financial compensation should be proportionate and reasonable – there should be no coercion for financial reasons. <i>Confidentiality and privacy</i> = data should be anonymised immediately for fear of “collecting potentially incriminating data and only those directly relevant to the research topic” which could be subpoenaed (p.13), awareness that survey instruments = subject to third country legislation if completed outside country of origin (Canada in this case), researcher needs to make clear the limits of confidentiality (in the case of disclosure of abuse, exploitation, self-harm), participants must be completely disguised, audiovisual methods must be used with extreme caution, all involved must sign a confidentiality agreement (e.g. RAs, interpreters), “Where research subjects wish to be named in the research, researchers must respect this desire for self-determination and find ways to do so that does not compromise the anonymity of others who do not wish to be identified” (p.13). <i>Minimise harm/ maximise benefits</i> = researchers should build on and collaborate to avoid over-researching some populations, researchers should avoid sensitive/ triggering topics (such as sexual violence, torture) unless they are directly relevant, all efforts = diversity of perspectives, researchers should ensure maximum dissemination of results in multiple forums, languages, media
Clark-Kazak, C. (2021). Ethics in Forced Migration Research: Taking Stock and Potential Ways Forward. <i>Journal on Migration and Human Security</i>, 9(3), 125–138. CAN Annotation written by Phillippa Bellemore Keywords: <i>Ethics, methods, methodology, refugee studies, migration studies, mobility.</i>	Context: Migration research is an ethically complex area, particularly due to legal precarity, the criminalization and politicization of migration, immobility, and power imbalances between researchers and participants. Until recently there were no specific ethical guidelines for refugee and migration research. While there are now more guidelines such as the International Association for the Study of Forced Migration (IASFM) Code of Ethics further work needs to be done to ensure consistent ethical research. Aim: To provide an overview of current discussions/debates in research in migration and to highlight gaps in ethical practices and make recommendations for the future. Theoretical frame: Application of ethical principles of consent, privacy, and harm reduction to current ethical practices in migration. Methodology: Comprehensive overview of emerging literature, and analysis of current state of play of ethical issues in migration research.

	Discussion: Procedural ethics are limited in addressing ethical dilemmas that occur in the field. Institutional ethics boards differ in their approach, and ethics boards are not present in all countries. Research conducted outside academia does not usually require procedural ethics approval. Procedural ethics policies are dominated by researchers from the global north despite most refugees coming from the global south. Western-centric research processes. Unintentional privacy concerns due to research techniques and legal obligations to report activities breaching domestic and international legislation. Data can be used out of context and put refugees at risk and there are concerns how big data and macro comparative analyses are conducted. Gatekeepers such as government and non-government officials can challenge nature of consent and voluntary research. Core argument: There are specificities in ethics and migration research that require more attention. Recommendations in this paper included: • Institutional Ethics Boards should become familiar with specificities of migration research and available resources including the IASFM Code of Ethics. • Academic and training in migration should include materials on migrant-specific research ethics, along with awareness-raising of practical and relational ethics. · More attention should focus on dialogue in languages other than English, particularly languages spoken by people in forced migration. • Importance of integrating procedural and relational ethics in research. • A leading migration studies centre should plot existing ethical guidelines to become more cognisant of overlaps and gaps. • More emphasis to perspectives of people with forced migration experience and those researching in non-academic settings.
Clark, C., & Lenette, C. (2020). Enabling Pathways for Students from Refugee and Asylum-Seeker Backgrounds in Higher Education: Aspirations About Progression to Postgraduate Studies. <i>Refugee Survey Quarterly</i>, 39, 244–271. AUS	Context: Aspirations for postgraduate study for students from refugee and asylum-seeker backgrounds (SRAB) in Australia. Authors argue that the lack of attention to postgraduate studies “seems to suggest that aspiration towards postgraduate studies is less important than achievement at undergraduate level, despite clear commitments from advocates about the need to recognise the extensive skills and experiences that people with lived experiences of forced migration bring with them in situations of exile and resettlement” (p.246).

Annotation written by Sally Baker Keywords: <i>Bronfenbrenner's ecological systems theory, culturally safe spaces, gender perspectives, isolation and disconnection, visa status</i>	Aim: To respond to this RQ: “What are the key enablers and barriers for SRABs in relation to aspirations and progression towards postgraduate studies?” (p.253) Theoretical frame: Bronfenbrenner's ecological systems theory Methodology: Qualitative case study; interviews with SRAB students (n=6; 2 refugees; 4 PSA; all UG) and teaching staff (n=2; one Denistry, more PG contact; one Social Sciences, more UG contact) Findings: <i>Aiming for PG studies:</i> all students = committed to UG studies, and most (4/6) = altruistic motivation for pursuing studies (to ‘give back’/ help other refugees/PSA). All 6 students signalled an interest in continuing onto PG study; for three students = to take them in a direction more suited to their interests; for 2 students, PG would have been better if they had understood the options available to them before enrolling in UG program; one student needed to do UG to move into medicine; one aspired for PG because of awareness of credential creep/ devaluing of UG study. One academic speculated that aspirations for PG are fuelled by a desire to excel after a period of deprivation, but thought that this needed to happen quickly after graduating from UG. <i>Universities as culturally safe spaces:</i> students were aware of need to perform well to gain access to PG study but described needing more support/ awareness from academics in terms of recognising the impacts of their circumstances on their studies; however, “These participants thought that it was not worth letting academics know because they would not understand, or they felt shy and uncomfortable about identifying as having a refugee or asylum-seeker background” (p.259). Two students gave examples of academics being ‘actively unsupportive’ in terms of recognising the need for special circumstances (e.g. giving an extension). <i>Mentoring and career guidance:</i> students expressed desire for more guidance to help students make course choices to suit their desired career. Students also expressed concern about how to be competitive for PG scholarships, particularly if the main criterion is a grade. <i>Training for staff:</i> academics thought that they would benefit from training on forced migration issues. Financial issues: students expressed concern about financial barriers to studying at PG level, particularly for PSA students. Insecure visa status also creates uncertainty that impacts on aspirations for PG studies. <u>Microsystem (family, belonging):</u> family connections can both help and hinder progress to PG study

	<u>Mesosystem (university)</u>: all students expressed feeling disconnected from university and isolated, leading to the recommendation of the development of culturally safe spaces for students to connect and support each other/ be supported. Training and support is needed to “enhance educators’ awareness of SRABs’ experiences [such as] cultural awareness and “accidental counselling” training” (p.269) <u>Exosystem (community)</u>: relating to community expectations (such as getting married, getting work) <u>Macrosystem (social policy)</u>: in this case, relating to issues of visa uncertainty Core argument: “Further research should focus on how a more diverse group of postgraduate (coursework and research) SRABs articulate their motivations and strategies to manage competing responsibilities – especially family and community-related expectations” (p.271).
Clarke, J. (2007). Identifying Strategies for Improved Learning Performance of Undergraduate Students from Southern Sudan: Striving for Practical Holistic Approaches. <i>Second National Conference of Enabling Educations</i>: University of Newcastle. AUS Annotation written by Dr Georgina Ramsay HIGHER EDUCATION ENABLING EDUCATION	Context: Southern Sudanese refugees resettled in Darling Downs of QLD, Aus Aim: Examine what issues impact on Sudanese resettlement, and the implications that these may have on HE Conclusions: 1) Language and communication: these students require specific ESL support to have educational success; 2) Disrupted education in Africa: different educational methods, need for acculturation to Aus classroom settings; 3) Cultural and Family: different roles and expectations toward family need to be accommodated (gender is brought up here, but not demonised), accommodation is also listed as an issue that can affect education (difficult to acquire because of large families), there can also be a preoccupation with family reconciliation for these students who may then not focus entirely on their studies; 4) Financial problems: financial disadvantage is common, and seeking employment may be prioritised over education, students may also lack resources or space to study at home because of this; 5) Health and nutrition; 6)Transport, timetables, geography, difficulties in accessing services for health, education, etc, and a general lack of knowledge of the Aus context and need for cultural orientation. USQ’s Sudan-born population: 1) present with multiple disadvantage; 2) tend to take on too much (high aspirations versus disadvantage); 3) can make poor choices that can have significant negative consequences; 4) are not being helped sufficiently by services that are available; 5) are burdened by competing responsibilities. The university should be involved in supporting all of these diverse forms of disadvantage, moving beyond the educational supports.

	Core argument: Very useful: similar style of study, that takes into account issues beyond education as affecting this group. Recognises that refugees are group with specific needs within the university student population.
Clarke, J., & Clarke, J.R. (2010). High Educational Aspirations as a Barrier to Successful University Participation: Learning from Sudanese Experience. Proceedings of the 9th Conference of the New Zealand Bridging Educators. University of Wellington, NZ. AUS Annotation written by Dr Georgina Ramsay HIGHER EDUCATION ENABLING EDUCATION	Context: In-depth interviews with Sudanese students (!) at the University of Southern Queensland. This group have high aspirations but experience challenges in achieving their educational goals. Aim: Investigate the disconnect between high educational aspirations and successful study outcomes for many individuals in this group. Conclusions: High aspirations can themselves be a barrier to successful engagement in HE. Students have very little understanding of career pathways in Australia, and make decisions based on vague perceptions. Gap between lack of formal education in pre-arrival experiences. Education is seen to make them competitive in the 'home' country; and to provide greater opportunities. These students are more likely to use services, but only erratically; and are easily put off by negative encounters. Students tend to underestimate the challenges they face. Students have a poor idea of how the commitment required for successful study. Refugees take on an individualist narrative: solving one's own problems. Bravado appeared to be the principle basis of the overriding self-confidence displayed by male students interviewed; but this may lead to them being less successful in study. External factors also have a massive influence: family (and working to provide for immediate and extended family) is always the priority with these students. Education comes second. Recommendations for HE institutions and broader policy are considered. Core argument: The refugee experience creates a specific kind of HE experience that needs further exploration. Unlike other FiF students whose aspirations and confidence may be low, students from HEB backgrounds tend to be over-confident but find their experiences plagued with challenges. How they negotiate these within that framework requires exploration.
Cocks, T., & Stokes, J. (2012). A Strong Foundation: Inclusive Education at an Australian University College. <i>International Journal for Cross-Disciplinary Subjects in Education</i>, 3(4), 844–851 AUS	Context: Explores 'realities' and practical challenges of inclusive teaching in Foundation Studies course at UNISA – considers needs of increasingly diverse student body. In 2006-8, 55% of Foundation Studies students were from one of the six identified equity groups and 77/403 in 2011 were NESB. Detail/discussion of Foundation Studies program/composition of student body/ aims and purposes = p.845. Foundation Studies designed "as an inclusive, student-centred program in order to develop academic literacies" (p.846)

Annotation written by Sally Baker HIGHER EDUCATION ENABLING EDUCATION	Specific reference to sfrb: Notes challenges that sfrb face: worrying about family back home, emotional distress, trauma. Also, university staff can also face challenges from supporting this cohort Core argument: NESB students encounter additional challenges related to language and cultural backgrounds, which impact on acquisition of academic literacies. UNISA have specific course for ESL students.
Cocks, T., & Stokes, J. (2013). Policy into practice: a case study of widening participation in Australian higher education. <i>Widening Participation and Lifelong Learning</i>, 15(1), 22–38. AUS Annotation written by Sally Baker Keywords: <i>inclusive policy and practice, widening participation, Australia, foundation studies.</i>	Context: Explores/ discusses enabling programs (specifically Foundation Studies at UniSA) as a “strategy that universities employ to engage students from traditionally underrepresented groups” (abstract) for widening participation to meet 20% Bradley review targets. Raises issue of over-exploration of access (due to neoliberal focus on quality) into higher education at the expense of participation, engagement and success. Transition from Foundation Studies to undergraduate studies = 50-55% in 2012 (p.26). Two thirds = FiF (p.27). Had retention rate of 79% in 2012 (compared with national average of 50%) – p.33. Aim: To explore realities of implementing widening participation policy (aka Bradley reviews and Transforming Australia’s Future) through a case study of Foundation Studies. Theoretical frame: Draws on work of Gidley et al.’s (2010) framework of social inclusion - different discourses of social inclusion: neoliberalism, social justice, human potential Methodology: Case study Findings: Authors claim Foundation Studies meets inclusion/ engagement needs of students by (p.26-: • College staff being aware of student diversity [unclear where is awareness comes from or whether it is made explicit] • Dedicated space on campus for learner identity development/ develop peer networks • Students encouraged [by who?] to build relationships with broader university services • Providing “an authentic university experience” on city campus (p.27) • College staff aim to get to know students [to what extent/ how not offered]; are highly accessible to students; organise and attend ECAs; model values such as “empathy, endeavour and tolerance” (p.28) Challenges: Discusses issues that students with low proficiency in Academic English have (specifically NESB; compares lack of English test on enrolment with entry requirements for

	International students: “therefore it is reasonable to conclude that a proportion of NESB students are disadvantaged with basic levels of language proficiency, so that they have little chance of passing the Foundation Studies program, let alone gaining entrance into undergraduate studies” (p.29). Issues are not apparent until teaching starts. Foundation Studies does have ESL option, specifically designed for NESB students – but all NESB grouped together, no streaming possible, focus perhaps on ‘literacy skills’ or ‘fundamental reading and writing tasks’ (p.30). Students required to self-identify for support but not doing so led to frustration; therefore a Diagnostic Writing Exercise has been implemented and “Students found to have critically low English proficiency levels from the Diagnostic Writing Exercise have been advised to undertake English language bridging programs before enrolling in the Foundation Studies program” (p.30). Authors also discuss plagiarism and communication etiquette. In this context, authors make the argument that “minimal entry requirements for access... may encourage those with low English language proficiency to develop unrealistic expectations of undergraduate success” (p.32) Core argument: Awareness of student diversity = “opens dialogue between students and teachers and actively informs teaching, resulting in inclusive practice” (p.28) = social justice view of social inclusion (Gidley et al. 2010)
Colic-Peisker, V. (2009). Visibility, Settlement Success, and Life Satisfaction in Three Refugee Communities in Australia. <i>Ethnicities</i>, 9(2), 175–199. AUS Annotation written by Dr Georgina Ramsay RESETTLEMENT	Context: Western Australia: three groups of refugees (ex-Yugoslavs, black Africans, and people from the Middle East who arrived between 1990s-2000s) Aim: Explore how employment and other settlement domains impact on refugee life satisfaction in Australia. Explore settlement success from the perspective of refugees themselves, because this is subjective. Conclusions: The comparative results for the three refugee groups shows that cultural frames of reference and culturally determined preferences influence how refugees perceive their settlement success and how this translates into their overall satisfaction with life. E.g. Bosnians found welfare payments demeaning; Africans found welfare payments positive because it supports large family structures. Core argument: Emphasises the need for refugee subjectivities to frame research.
Colic-Peisker, V., & Tilbury, F. (2003). “Active” and “passive” resettlement: the influence of host culture, support services, and refugees’ own resources on the	Context: Recently arrived/ resettled refugees (specifically African refugees and ex-Yugoslav ‘secondary’ refugees) in Perth. Proposes a typology of resettlement styles, based on social features of refugees (human, social, cultural capital) and host society’s response to refugees (policy,

choice of resettlement style. *International Migration*, 41(5), 61–91.

AUS

Annotation written by Sally Baker

discourse). Resettlement described as “a process during which a refugee, having arrived in a place of permanent asylum, gradually re-establishes the feeling of control over his/her life and develops a feeling that life is “back to normal”” (p.62). Discusses community support for IHSP on p.63. Authors note significance of medical perspective on refugee resettlement/ focus on medical needs of refugees – increase in anxiety may be due to acculturation stress for newly arrived refugees because of high levels of unemployment and social isolation.

Aim: To propose four resettlement styles: Active (achievers, consumers) and Passive (endurers, victims), which “should be read as an illustrative set of resettlement metaphors, a heuristic tool that sheds light on the resettlement experience of refugees resettling in the Western environment” (p.62). To argue that “passive resettlement may be supported and perhaps even created by a tendency among resettlement services to “medicalize” the refugee experience” (p.65).

Methodology: Two separate research projects in 2001-2002 in Perth, WA: 1) focus on depression/ mental health of migrant groups, 2) resettlement processes among ex-Yugoslavs. Both projects were qualitative: interviews and focus groups with refugees and service providers + observation from Colic-Peisker’s experience of translating for ex-Yugoslavs + participant observation of community events. Over 200 refugee participants in both studies from mix of African and ex-Yugoslav countries. Interviews and focus groups also conducted with 40 ‘resettlement professionals’ (incl. English teachers, case workers, counsellors, community workers and advocates). Data analysed using grounded theory approach.

Findings: Authors developed a typology of resettlement styles, reflecting the “different ways in which respondents saw the most important goals of their resettlement and the main obstacles” (p.67) *Active styles:* Active approach = pursuing goals (learning English, applying for jobs, study), positive attitude to migration experience. Many active resettlers left home country early (‘anticipatory refugees’) and likely to have spent less time in camp context; for those who stayed in home country, they were more likely to be employed with adequate accommodation and social support. Active resettlers tend to be future-oriented and optimistic.

Achievers = goal-oriented toward higher occupational/social status – usually take deferred gratification approach, commit to learning language full-time, tend to be younger (under 40), and generally middle-class professionals. For African refugees, the achievers tended to be active in their

communities, and expressed belief in power of strong bonds. “Among refugee settlers, achievers seem to take up both the goals of Australian society and the sanctioned means of achieving these, and are thus often held up as examples of the possibilities and potential for those who work hard to achieve successful resettlement, and as evidence that Australia is a land of a “fair go”” (p.70).

Consumers = also goal-oriented but goal is to consume more material possessions to obtain status – value attributed to material possessions may be different from Australians (e.g. size of house rather than postcode). Consumers tend to take low-paid, low-skilled work to earn and buy, rather than taking a longer view or prioritizing language learning (as per achievers) – with consumers, the jobs is a way of earning rather than a symbol of status. Consumers tend to look to their community for resources and support (not as feasible for small communities).

Passive styles: ‘making ends meet’ (materially and emotionally). Passive resettlers view their experiences as loss-oriented and many are very worried about family back home; many may have spent many years waiting for the possibility of returning to ‘normal’. The extended liminal status has impact on mental health, with their “emotional resources and coping ability may have been seriously depleted” (p.73). Passive resettlers are generally isolated and are generally older. Language proficiency is viewed as a major hurdle (learning/ studying considered inappropriate). Passive resettlers often take menial jobs that are below their qualifications and they were often injured. For African refugees particularly, they experienced racism or discrimination when seeking jobs. Difference between endurers and victims = degree of pessimism.

Endurers: feeling that much was sacrificed, talk of loss, tend to be fatalistic (often expressed in religious terms). Gendered dimensions for some cultures (if man is unable to work). Endurers face many challenges in achieving a sense of ‘normality’ – mostly these are structural barriers (government bureaucracies, language, employment issues).

Victims: ‘learned helplessness’ (Seligman, 1975) – where giving up is the response to loss and challenge. Victims = inertia. Most victims = welfare dependent (perceived as shameful). Victims = generally unwilling to participate in research, and when they did they express bitterness and disappointment at how things had worked out and apportioned blame externally. Some victims adopted a ‘sick role’ (given up trying to find work/ escape route). Whole family suffers.

Core argument: Locus of control (in terms of which resettlement style is adopted) depends on individual resources (human, social, cultural capital) and support services offered on arrival. Main

	emphasis of refugee resettlement should be “on refugee reintegration into practices and routines that constitute a “normal life” through their inclusion into the economic and social structures of the host society. Policymakers should ensure that the resettlement programme is based on the needs of refugees, and the way to identify these is through a good understanding of cross-cultural issues” (p.82-83)
Colic-Peisker, V., & Tilbury, F. (2006). Employment Niches for Recent Refugees: Segmented Labour Market in Twenty-first Century Australia. <i>Journal of Refugee Studies</i>, 19(2), 203–229. AUS Annotation written by Dr Georgina Ramsay	Context: Australia, Western Australia. Three specific refugee groups (ex-Yugoslavs, black Africans, people from the Middle East), explores how non-recognition of previous qualifications is a basis of systemic racism on the basis of race and cultural background Aim: Several interrelated mechanisms in Australia serve to not recognise the prior quals and experiences of refugees, is a basis of racial and cultural discrimination, and produces what they term a segmented labor market because these are jobs that locals do not want Conclusions: - Massive loss of occupational status amongst respondents - Segmented labour market: where racially and culturally visible migrants are allocated the bottom jobs regardless of their ‘human capital’ (makes me think about the idea that they continue to be objectified, reduced to pure human/physiological existence) Methodological comments: - Sample was purposive and no representational, but does provide insight into potentially broader experiences - Sample was also skewed towards migrants who had high human capital (i.e. people whose educational and skills background could have justified their employment in higher status jobs) - As such, some gender skewing: i.e. 28 “African” women versus 72 “African” men, 28 “Middle Eastern” women, versus 62 “Middle Eastern” men Core argument: - Loss of occupational status is widespread - Most of the recently arrived, predominantly refugee, communities (born in Bosnia, Iraq, Eritrea, Ethiopia, and Sudan), have a greater proportion of people with higher education than the Australian born (i.e. university, TAFE, and other post-school quals). The education and middle-class background of recent refugees may be perceived by Australian authorities,

	less concerned about ‘social cohesion,’ as a guarantee that they are, to a degree at least, ‘people like us,’ socialized into urban Western cultural practice and therefore able to ‘fit in.’ But while there is a recognition that these refugees do get education, the ways in which their notably high skills are wasted in Australia is not widely recognized: this education does not seem to guarantee that these immigrants will have a fair change of securing appropriate jobs and be able to reach their pre-migration status. Instead, most experience unemployment, underemployment, and dramatic loss of occupational and social status.
Colic-Peisker, V., & Tilbury, F. (2007). Integration into the Australian labour market: the experience of three ‘visibly different’ groups of recently arrived refugees. <i>International Migration</i>, 45(1), 59–85. AUS Annotation written by Dr Megan Rose	Context: Employment outcomes of refugees settled in Western Australia who came from Yugoslavia, Africa and the Middle East. Aim: To explore the effects “visible differences” have on the employment outcomes of refugees in Australia from Yugoslavian, African and Middle Eastern backgrounds. Methodology: Survey n=150 of refugees settled in Western Australia Findings: Whilst they possessed similar levels of human capital and had similar length of stays in WA, the three groupings experienced different employment outcomes. In particular the ex-Yugoslav refugees experienced substantially better employment outcomes despite possessing less human capital (i.e. qualifications and language ability). This can be attributed to the visible differences that stigmatise African and Middle Eastern refugees. Institutional and structural racism results in difficulties for these refugees applying for work, particularly around lack of documentation of qualifications being available and the significant cultural capital of work experience in Australia being needed. Interpersonal racism was felt to be experienced by these refugees, who believed that Australian employers would not hire a non-native candidate due to perceived differences. Refugees reported satisfaction with their lives in Australia despite the challenges of unemployment and the loss of their occupational identity. Core argument: The job-market is not “blind to ethnicity” as neo-classical arguments would suggest. Instead labour migration operates as a political economy where structural and interpersonal racism creates barriers for refugees with visible differences.

Colic-Peisker, V. (2011). ‘Ethnics’ and ‘Anglos’ in the labour force: advancing Australia fair? <i>Journal of Intercultural Studies</i>, 32(6), 637–654. AUS Annotation written by Dr. Megan Rose Keywords: <i>Australia; Employment; Ethnicity/Birthplace; Immigrants; Multiculturalism</i>	Context: Workforce integration of immigrants to Australia; Influence of language background of country of origin over employment outcomes. Aim: To determine the extent to which birthplace influences employment outcomes in terms of job appropriateness. Methodology: Comparison of quantitative census data (2006) focussing on level of education, job type, length of residency and English proficiency. The countries of origin compared included China, India, Somalia, Croatia, Germany, the Philippines, Chile and Russia. Findings: • Migrants for non-English speaking backgrounds (NESB) overall face worse employment outcomes compared to those from ESB, including those from the UK and Australia. In the Vocational sector, some NESB groups have found comparable employment outcomes to their ESB counterparts. • In terms of tertiary educated candidates, Australian-born groups fare better than any other group, followed by UK-born, German and Russian migrants. • Foreign qualifications are valued less than Australian qualifications. • Length of residence appears to influence employment outcomes in terms of enabling the candidate to learn the necessary socio-cultural skills to navigate the job market Core argument: The birthplace of migrants influences employment outcomes in terms of ethnic and prejudice and discrimination, qualification recognition and other structural factors.
Colvin, N. (2017). ‘Really really different different’: rurality, regional schools and refugees. <i>Race, Ethnicity and Education</i>, 20(2), 225–239. AUS Annotation written by Sally Baker Keywords: <i>Cultural diversity; refugees; regional schools; rurality; settlement</i>	Context: Predominantly white regional and rural Australia, and the “dynamics of difference-making” (abstract) with students from refugee backgrounds. Schools = “sites of everyday social contact and significant mediators of identity formation and settlement outcomes” (abstract). Author offers two contrasting examples of Grace (regional/ coastal town) and Niwa (urban location) to set out the argument about how regionality impacts on a person’s sense of ‘standing out’/ ‘differentness’. Author makes the argument that regional resettlement has been underexplored; also makes argument that while regional resettlement is relatively low, “in relative terms the demographic changes have been substantial, and rapid” (p.227). Author asks: “who is seen as the ‘natural’ inhabitants of regional Australia? Further, how does that ‘seeing’ colour social relations within the broader and school communities, and impact on teaching and learning?” (p.227).

Aim: To explore settlement experiences of sfrb and “how the regional context mediates these students’ social and educational positionings and interactions” (p.225). Research question: “what understandings, assumptions, attitudes and actions on the part of both ‘seer/s’ and ‘seen’ affect how difference is framed and felt in non-metropolitan areas?” (p.226)

Theory: Author draws on models of difference as proposed by Boler & Zembylas (2003): natural response/ biological model (fear of other), celebration/ tolerance model and sameness/ denial model, which are posited to be part of a person’s belief system and linked to emotional stances towards difference

Methodology: Interview, observational and documentary methods employed in two high schools in ‘Easthaven’ (see p.228-229)

Findings: Difference-making: materiality of difference “manifests in what is noticed, how it is interpreted and how it is articulated” and through “silence and absence” (p.229). Author discusses how deputy principal, ‘Reg’, described three communities when asked about cultural composition of Easthaven: Aboriginals, Africans and ‘other’ which has ‘more in it (Thai, Indian, Burmese, Spanish, Chinese; see p.229). Reg does not mention white people (perhaps seen as individuals rather than group – see Watkins & Noble).

Natural response/ biological model: author offers example from data where participants indexed this fear of other model, including an admission that someone had discriminated against an African potential employee because of the perceived ‘redneckery’ in Easthaven. Author also discusses perceptions of Africa that are marked against other CALD inhabitants/ arrivals because of the way that Africa is perceived and symbolic associations that get translated into racialised and discriminatory representations. Author also discusses how stereotypes and ideas about ‘blackness’ played out in the schools she researched (Aboriginals v. Africans, perceptions that Africans = getting favourable support from government, stories about a fight between Aboriginal and African students).

Celebration/ tolerance model: difference = desirable/ exotic and attractive (‘ethnicity as spice’ – hooks, 2006). Celebration model = evident in government rhetoric and activities like Harmony Day, NAIDOC and Refugee Week. New arrivals have brought new businesses, interests and skills to Easthaven, and this was recognised in one of the schools as enhancing teaching and learning, bringing “diversity in 3D” (p.234). Refugee students interviewed did not echo this sentiment –

	commenting on how they didn't like to participate in class in the same way they had back home because of their difference/ how they feel ignored. For the white/Anglo students, the author reports more indifference than hostility (contrasting with the more overt racism described in the previous section by older members of the Easthaven community). Author argues that this indifference is likely magnified from existing structural issues (e.g. fewer high schools and several primary schools feeding in, resulting in friendship groups being transferred and more challenges at high school in making friends). <i>Sameness/ denial model:</i> dismisses/ diminishes the impact of difference (colour-blindness, connected to feelings of pride). For teaching, author argues that assumption is therefore that teachers don't need to change their approach/ curriculum (perceptions that the low number of ESL students didn't warrant changes; assumptions that ESL issues were the domain of ESL teachers). Some of this could be related to the composition of the (largely white and older) teaching staff, leading to a teacher who had previously worked in Western Sydney commenting on how 'compartmentalised' the teaching is (see p.236). Core Argument: Celebration and tolerance "do not amount to genuine inclusion" (p.235). Views of difference in the regional Australian context = underpinned by persistent understandings of culture as something we <i>have</i>, rather than something we <i>constantly do</i>.
Coram, S. (2009). Encountering disregard in Australian academe: the subjective perspective of a disaffiliated racial 'other'. <i>British Journal of Sociology of Education</i>, 30(3), 275–287. AUS Annotation written by Sally Baker ACADEMIC PERSPECTIVE	Context: Unpacks racial 'other' in context of own story of struggling to get tenure, as "a critical scholar who writes from the margins" (p.278) Aim: To argue that diversity frameworks are contradictory to include 'the other' Theory: Critical race theory constructs of disregard (Taylor, 2004) and convergence with white privilege (McIntosh 1992) and indigenous deficit (Nakata, 2001). Taylor (2004), racism = 'unethical disregard' – allows people to overlook the suffering/marginalisation of others. "Critical race theory (CRT) examines the silences embedded within progressive policy grounded in neutrality" (p.276). In context of HE, WP has not forced universities to "challenge their essential whiteness" (p.276) – any changes to policy/practice are done only when they converge with the interests of the white majority. "Insider knowledge parallels affiliation" (p.281) Methodology: storytelling as a counter-narrative to dominant discourses/culture Core argument: Interesting commentary/application of CRT

Correa-Velez, I., Barnett, A., & Gifford, S. (2015). Working for a Better Life: Longitudinal Evidence on the Predictors of Employment Among Recently Arrived Refugee Migrant Men Living in Australia. <i>International Migration</i>, 53(2), 321–337. AUS Annotation written by Dr. Megan Rose	Context: Refugee men settled in South-East Queensland, Australia 2008 and 2010 Aim: To investigate longitudinal and cross-sectional predictors of refugee employment Methodology: Quantitative survey; Generalised estimating equations; n= 233; Findings: • Employment increased from 44 to 56% between 2008 and 2010. • Predictors of employment included: ○ Birthplace ○ Length of time in Australia ○ Use of employment services and networks ○ Car ownership Core argument: English language ability is not necessarily a strong predictor of employment. Recognition of overseas qualifications does not guarantee employment/decreases chances of employment. Policy should include: education for employers about the value of refugee qualifications; specialised programs for job seekers with refugee backgrounds; support for giving refugees access to car loans and driving licenses.
Correa-Velez I, Gifford SM, & Barnett AG. (2010). Longing to belong: social inclusion and wellbeing among youth with refugee backgrounds in the first three years in Melbourne, Australia. <i>Social Science & Medicine</i>, 71(8), 1399–1408. AUS Annotation written by Sally Baker Keywords: <i>Australia, Refugee youth, Settlement, Wellbeing, Social inclusion, Bullying, Longitudinal</i>	Context: Refugee youth (aged 11-19) resettlement, subjective health and well-being in Melbourne at key transition points over 4 years (Good Starts Study). Argues that being a refugee is associated with state of belonging being at risk; resettlement thus is opportunity to belong. Authors argue that translating the promotion of psychosocial needs into settlement services can be challenging, especially for young people in the context of a lack of coordinated youth focus for newly arrived young refugees. Resettlement programs regularly ignore the skills and strengths that young refugees bring with them. Authors cite work by Porter & Haslam (2005) which warns that resettlement can be as if not more negative for well-being of refugees – behaviour issues and substance abuse among refugee youth likely to be related to resettlement pressures. Factors that positively impact on well-being = “parents’ wellbeing and their ability to cope; paternal employment; social support from peers, own ethnic community and broad host community; and longer stay in country of resettlement” (Lustig et al., 2004; on p.1400). Focus on well-being can tend to pathologise refugees and ignores holistic context/ experience.

Aim: To describe “psychosocial factors associated with subjective health and well-being outcomes” with refugee youth (abstract)

Definition of well-being = taken from Ahern (2000: 4): “consist[s] of the ability, independence, and freedom to act and the possession of the requisite goods and services to be psychologically content” (cited p.1400)

Methodology: Good Starts Study (longitudinal, 2004-2008, Melbourne) – based on anthropology and social epidemiology. Used standardised measures of health and well-being/ generalised estimating equations to model predictors of well-being over time. Participants = 97 young people (11-19) during first three years of arrival (demographic information on p.1402). Discussion of quant aspects on p.1402

Authors developed ecological model for predictors of subjective health and well-being, based on Brofenbronner’s ecological model – recognising value of change over time as key feature (see p.1401).

Findings: First year, participants = generally reported high levels of well-being/ perceived school performance, attachments to peers and ethnic identity. Challenges = fragile family situations (many in one-parent or no-parent households). 20% had been bullied or discriminated against. Girls generally scored higher than boys for psychosocial factors, but lower for health/ well-being outcomes.

- African born participants generally scored higher than other ethnic groups
- Older participants = more negative in psychological domain
- Time in Australia = significant positive effect
- Young people who felt in control = more likely to report higher levels of wellbeing and better subjective health status
- Living with parents at home = more likely to report higher levels of wellbeing and better subjective health status

Core argument: Refugee youth generally arrive with high levels of wellbeing and subjective health – predictors that appear to impact the most are related to belonging. “Over their first three years of settlement, the significant predictors of subjective health and wellbeing were: region of birth, age, time in Australia, sense of control, family and peer support, perceived performance at school, subjective social status of their families in the broader Australian community, and experiences of

Correa-Velez, I., Spaaij, R., & Upham, S. (2012). <u>'We Are Not Here To Claim Better Services Than Any Other': Social Exclusion among Men from Refugee Backgrounds in Urban and Regional Australia</u>. <i>Journal of Refuge Studies</i>, 26(2), 163–186. AUS Annotation written by Dr Georgina Ramsay Keywords: <i>social exclusion; resettlement; refugee men; Australia</i>	discrimination and bullying” (p.1404). Most important = perceptions of inclusion/ exclusion (with bullying being a particularly powerful indicator of negative wellbeing in first 3 years. Context: Mixed methods study of social exclusion experiences among 233 resettled refugees living in urban and regional Queensland. Based on a project called “SettleMEN,” a longitudinal investigation of health and settlement experiences among recently arrived adult men from refugee backgrounds between 2008–2010. Use of questionnaire surveys and semi-structured interviews Aim: Explore how men from refugee backgrounds key dimensions of social exclusion: production, consumption, social relations, and services Conclusions: - Overall participants experienced high levels of social exclusion across all four dimensions. - Participants in regional areas were significantly more likely to be excluded from production, social relations, and services - There is a pressing need to tackle barriers to economic participation and discrimination in order to promote the social inclusion of men from refugee backgrounds - Men in regional areas were more likely to report negative experiences at educational institutions - Describe frustration at not having their skills recognized - AFTER HIGHER ED EXCLUSION - Those with higher educational levels were still less likely to get a job Methodological comments: - Gender specificity is important, but would be interesting to see how women experience these factors of social exclusion too Shows that men experience social exclusion but does not get into why: obviously that was not the point of the article but still implications could be pointed to Core argument: - Sounds like limited support for the specific needs of students from refugee backgrounds: financial difficulties and the need to support their families impacted significantly on the participants’ capacity to undertake and complete their studies - Implies that these students from a refugee background experience significant social exclusion, based a lot on their interactions with institutions (including higher education)

Correa-Velez, I., Gifford, S., McMichael, C., & Sampson, R. (2017). Predictors of Secondary School Completion Among Refugee Youth 8 to 9 Years After Resettlement in Melbourne, Australia. <i>Journal of International Migration and Integration</i>, 18, 791–805. AUS Annotation written by Dr Georgina Ramsay Keywords: <i>Refugees; Youth; Education; Secondary school; Settlement; Discrimination; Longitudinal</i>	Context: Australia, Melbourne, refugee youth factors that lead to completion of secondary school Aim: Identify factors that predict completion of secondary school among resettle refugee youth over time. Conclusions: - Age on arrival and experiences of discrimination in Australia were significant predictors of secondary school completion. Older refugee youth (on arrival) and those who reported experiences of discrimination over the first 8 to 9 years in Australia were significantly less likely to complete secondary school - Study confirms that, as a group, refugee youth are particularly at risk of not completing secondary school education, which can have an impact on their wellbeing and long-term socio-economic standing in their settlement country. - Discrimination impacts on the educational outcomes of refugee youth (possibly other “disadvantaged” groups) - With appropriate supports, expectations, and opportunities, resettled youth have the possibility of educational success. But currently, due to factors of discrimination particularly, they are less likely to graduate from secondary education. - Interestingly, English language proficiency was not a significant indicator of whether students were likely to succeed in their education Core argument: - Although focus is on secondary school, it could also be considered relevant or have implications for tertiary education
Couch, J., Liddy, N., & McDougall, J. (2021). ‘Our Voices Aren’t in Lockdown’—Refugee Young People, Challenges, and Innovation During COVID-19. <i>Journal of Applied Youth Studies</i>, 4(3), 430–448. AUS Annotation by Maia Gunn Watkinson	Context: COVID-19 in Australia, specifically Victoria, and the exacerbated challenges and disproportionate impact of the pandemic on young refugees who have responsibilities for community and family. This impact includes changes to routines and feelings of being “blamed”. Aims: to explore the narratives of young refugees and their lives and experiences during the pandemic to respond; to criticisms in refugee research that emphasises problems and trauma, ignores strengths and features little of the voices of young refugees themselves; and, to rethink COVID-19 from intersectionality.

Keywords: COVID, refugees, intersectionality, youth participation and partners

Methodology: Context and idea for study emerged from videos posted on the “National Youth Panel on COVID-19: exploring the new normal”, which was produced by the Multicultural Youth Advocacy Network (MYAN). The study included 15 interviews (9 males and 6 females) with a focus on lived experience. Interviewees were Hazara, Karen, Sudanese, Tibetan, Liberian, Congolese, and Ethiopian. Recruited through snowballing. Intersectionality was used as both a methodology informing design and an analytic frame. Need for “radical shift”. Brief mention of thematic analysis.

Findings: Responsibilities intensified for young refugees who played four key roles during the pandemic:

- 1) **Navigators and cultural brokers.** Young people called on to interpret and translate, particularly from the formal language of government and official information to the language that people speak. They assumed a greater responsibility as often the person in their family with greater English language proficiency. Young people used digital technology, particularly video calls, “to maintain and manage group membership, solidarity, and belonging”, contacting family and friends overseas.
- 2) **Providers.** Young people lost work, stepped in as providers for families, and faced the dangers of being reliant on insecure and often frontline work.
- 3) **Caregivers.** Young people provided emotional support to family and friends. The lockdown could be triggering of experiences “back home”. Challenges supporting family (receiving a fine for being out during lockdown to get money from the atm for the family). Gender norms that mean women do more housework and caring work at home.
- 4) **Innovators.** Innovation and strength demonstrated during Melbourne Towers lockdown when young people organised food and healthcare within 1 hour of the news and translated and liaised to make sure that residents received communications, food and supplies. #weseeyou documented experiences during lockdown and what young people did. Young people initiated responses in communications, mental health, emergency relief, racism & discrimination, employment & income support. Drawing upon culture lessened uncertainty of pandemic.

Core argument: Young people are critical to public health management: they are assets who should be considered in consultation as partners with expertise. “A daring governmental policy

	would acknowledge, recognize, connect, and facilitate the power of young people.” The first step is recognising their strength, resilience and qualities.
Cranitch, M. (2010). Developing language and literacy skills to support refugee students in the transition from primary to secondary school. <i>Australian Journal of Language and Literacy</i>, 33(3), 255–267. AUS Annotation written by Sally Baker IEC TRANSITION TO HIGH SCHOOL LITERACY TRANSITIONS SUDANESE STUDENTS	Context: Increased numbers of Sudanese refugee children with disrupted education in Australian schools. The LTPP developed from practitioner concerns/ observations of students’ needs not being accommodated in mainstream high school, especially for children who could access intensive English classes, because of assumptions about prior knowledge and skills when children transition into high school. Participants in study were a separate cohort in an IEC and were taught “a curriculum that was specially designed to reflect specific learner needs , fill gaps in skills and knowledge about the world and provide background knowledge required for key learning areas (KLAs) in high school. Teaching strategies targeted special learning, language and literacy needs and a high level of counselling support was provided” (p.256). Aim: To describe a Literacy Transition Pilot Program (LTPP) designed for ‘at risk’ Sudanese students entering high school Methodology: Qualitative case study with 11 students (6f, 5m) aged 12-15 who were transitioning from upper primary into high school in 2006-2007. Weekly classroom observations and interviews with students and teacher. Student work compared against ESL scales to measure language development and test data from NSW ELLA (English Language and Literacy Assessment) test Findings: Categorised around data source: observations, students’ work samples, interviews. <u>Observations:</u> unsettled behaviour due to past trauma and settlement into class/ more generally. <i>Behaviour</i> “included difficulty staying seated, or on task, attention seeking behaviour, inappropriate outbursts such as anger or weeping, hyper-vigilance and withdrawal or complaints of physical symptoms” (p.258), which was exacerbated by changes to routines. Tasks like practicing handwriting were seen to calm students. LTPP provided high levels of pastoral support and all participants took part in STARTTS ‘Settling In’ program for adolescents. More mature classroom behaviour was observed at the end of the study. <i>Learning to learn:</i> students were generally enthusiastic about learning with the exception of one student. Students had to learn fine motor skills to be able to manipulate classroom equipment like scissors and holding a pen properly. Many students struggled to tell analogue time or sort equipment into different types of material. Most students were struggling with their literacy (without L1 literacy to help decoding). Students preferred multimodal texts over print-based materials [see

	also Brown et al., 2006]. Students struggled with open-ended tasks and responded better to heavily scaffolded tasks and explicit modeling. The length of time students had spent in primary education did not appear to make much difference. <u>Student work samples</u>: showed “remarkable progress” (p.261). All students were post-beginner level in English language (ESL scale measurement) at end of 2006 – see p.261-4 for specifics of progress. Transition to high school: remained problematic, despite LTTP. Students were dismayed at being placed into Year 7, even though they found the work challenging: “Therefore there is a need to better balance English language, literacy and learning needs with the social and emotional needs of students in cases where students lack the maturity to recognise the long term advantages of delaying the start of secondary school” (p.266). Core argument: “Expectations about what constitutes successful outcomes need to be contextualised by the life experiences as well as the starting point of individuals. English language learning is only one facet of a much more complex educational process which has to address the inevitable gaps which result from disrupted schooling: gaps in cognitive skills, concepts of literacy, undeveloped or culturally distant understandings about the world. This requires the flexibility to provide the kind of skill and cognitive development common in lower primary classes while at the same time preparing adolescent learners to become independent learners who can deal with complex concepts” (p.265).
Crawford , E., Turpin, M., Nayar, S., Steel, E., & Durand, J.L. (2016). The structural-personal interaction: Occupational deprivation and asylum seekers in Australia. <i>Journal of Occupational Science</i>, 23(3), 321–338. AUS Annotation written by Sally Baker	Context: Asylum seeker’s experiences in Australia and its restrictive social structures of citizenship status. Aim: To determine how citizenship status and policy influence the asylum seekers’ experience of Australia. Methodology: Constructivist grounded theory; participant observation; interviews (n=11); survey (n=34); policy analysis. Findings: • The interaction between social structures and the individual, their personal characteristics and perception of the world shape their human experiences. • Social structures of non-citizenship create unequal opportunities for asylum seekers to find direction and participate in occupations. This constitutes as an occupational injustice.

Keywords: <i>occupational deprivation; asylum seekers; social structures; refugees; qualitative research; occupational justice</i>	• Placing asylum seekers in community settings provides greater opportunities for occupational engagement and are therefore more humane than mandatory detention. • Occupational deprivation in this context can be considered an experience of structural violence. Core Argument: Structural-personal interactions between asylum seekers and policy that restricts their employment impact their experiences of occupational deprivation. Changing the social structures in place and building on the resilience of the individual would address this issue.
Crea, T. (2016). <i>Refugee higher education: Contextual challenges and implications for program design, delivery, and accompaniment</i>. <i>International Journal of Educational Development</i>, 46, 12–22. KEN-JOR- MAL/ USA Annotation written by Sally Baker Keywords: <i>International education Development Higher education Refugees Sub-Saharan Africa</i>	Context: Higher education in refugee camps. In context of mass migration and displacement, educational opportunities are limited and higher education = particularly rare. Education understood as “means of personal empowerment and efficacy” (p.12), and as a form of ‘buffer’ against negative aspects of forced migration. Active participation in education = can role model for refugees and make meaning from experiences and help to form a sense of belonging and conflict resolution (e.g. ESL classes offering common language). Issues with education in camps = related to lack of accreditation (making future RPL difficult/impossible) and not seen as a priority (especially higher education) by humanitarian agencies/ development donors (also: lack of resources/ teachers/ difficult to design curricula that meet conditions of camps). Also, there are limited work opportunities post-study and lack of opportunity for work-integrated/ work experience learning. Other opportunities for refugees (other than JC:HEM which is offered through Boston College School of Social Work) include scholarships and philanthropic programs from universities such as Australian Catholic University (‘Borderless HE for Refugees). JC:HEM = 4-year pilot using online and face-to-face Aim: “to document and explore the perspectives of refugees who were students in the pilot phase of a higher education program, Jesuit Commons: Higher Education at the Margins (JC:HEM)” in Kenya/ Malawi/ Jordan (p.12). Three RQs: (1) How do refugees characterize their current quality of life, related to education and beyond? (2) What are the main benefits of participating in higher education for refugees? (3) What are the main challenges to this participation, related to the program design, implementation, and context? (p.14)

	Theoretical background: Post-colonial perspective and grounded theory: educational experiences of refugees in context of displacement. Project designed to gather refugees' own perspectives on higher education Methodology: Qualitative/ quantitative methods with 122 students across 3 camps. Quant: questionnaire (standard quality of life measure: WHOQOL-BREF); qual: 9 focus groups (perceived benefits and challenges/ interactions with daily life and possible improvements). Sample t-tests used to examine survey data Findings: Survey data compared across the three camps. Students in Dzaleka camp = less satisfied than other two camps (related to living circumstances/ social isolation); students in Amman (Jordan) = most satisfied Students emphasised benefits (empowerment, expanded world view, specific knowledge/ skills, ability to directly help communities, personal growth, learning English). Notion of hope = recurrent. Challenges = content, pedagogy, lack of materials/ food/ internet connectivity/ time to study, balancing work and family responsibilities, and lack of understanding of US-based professors. Students also expressed concern about their futures. Core argument: There are many benefits (including increased dignity – also see above) but there are also many limitations that need to be carefully considered, especially for the students' future opportunities and recognition of learning in other spaces/ contexts. The three camps are very different and need to be considered as individual contexts/ environments. Core argument: Refugee education = psychosocial intervention as much as education
Crea, T., & McFarland, M. (2015). Higher education for refugees: Lessons from a 4-year pilot project. <i>International Review of Education</i>, 61, 235–245. KEN-JOR- MAL/ USA Annotation written by Sally Baker Keywords <i>Refugees, Urban refugees, Refugee camps, Higher education, Service delivery, Jesuit Commons: Higher Education at the Margins (JC:HEM)</i>	Context: Research notes article. Discusses further research on JC:HEM = higher education in refugee camps in Kenya, Malawi and Jordan. The 4-year pilot (discussed in Crea, 2016) finished in 2014. Paper reports on summative evaluations of JC:HEM – 22 focus groups (n=122 student participants) Aim: To discuss progress made with JC: HEM since the end of the pilot phase and present student feedback on benefits and challenges “of higher education for refugees and others living at the margins” (p.237). Discussion: Checks progress against stated objectives of JC:HEM 1) Establish high-quality Internet at each site: met but with issues (e.g. camp in Kenya = totally solar powered and number of computers available). Other camps experience regular power outages

	2) Enable 4 cohorts of students (30 Diploma students each) to study via the Internet: exceeded = 5 cohorts admitted over 3 sites 3) Offer 'Community Learning Tracks' – bringing together expertise of staff with practitioners [students?] to improve camp life: at the end, 426 students had completed at least one track Challenges: attrition, cultural attitudes towards women Students reported = empowerment (see Crea 2016 for more) Future: expansion to other camps/ countries, curriculum renewal, integrated service delivery, university engagement. Core argument: "Research is needed to find out whether higher education for those at the margins can reverse the cycle of low education–high poverty–high conflict, to high education–low poverty–low conflict" (p.244) and more research needed on impact beyond classroom.
Crea, T., & Sparnon, N. (2017). Democratizing Education at the Margins: Faculty and Practitioner Perspectives on Delivering Online Tertiary Education for Refugees. <i>International Journal of Educational Technology in Higher Education</i>, 14(43), 1–19. KEN/MAL Annotation written by Anja Wendt Keywords: <i>online education; Jesuit; camps; university access</i>	Context: The emergence of online distant learning has been opening new pathways to education. Online students can access a wide offer of resources, learning material and experts teaching. Teaching via the internet also has its challenges as course management usually takes up considerable amount of time particularly to manage student communication. However, online distant learning can be used to provide tertiary education to marginalised groups like refugees in camps. Jesuit Commons: Higher Education at the Margins (JC:HEM) was an online distant learning pilot project by the Jesuit Refugee Services. The program was piloted in 2010 in Kakuma (Kenya) and Dzaleka (Malawi) camps and Amman (Jordan). The program concluded in 2013. After a 2-year-planning stage, it now operates now under the title Jesuit Worldwide Learning. JC:HEM offered two awards, the Community Service Learning Track (CSLT) and the Diploma. CSLT was delivered in a classroom setting with focus on relevant topics like psychosocial case management, business skills, community development etc. The Diploma in Liberal Studies comprised 16 8-week online university level courses: a Bridge to Learning introduction course, 10 Liberal Arts courses and 5 concentration courses on either Business or Education. The courses were designed and delivered by volunteer International Faculty members, mainly from the Jesuit network. Blackboard was used as learning platform. Since students did not have PCs and would be vulnerable if provided with PCs at their homes due to the poor and unsafe living conditions, a lab became the viable solution for students to gain internet access in a safe surrounding. Internet and power failures as well as safety issues posed problems which were considered in the review.

Aim: Review of JC:HEM implementation – perspectives of international faculty members and program staff (other studies focused on the perspectives of students)

Methodology: Two-part sampling methodology: JC:HEM/JRS staff were individually interviewed between August and December 2013, either face-to-face, via Skype, or by completing a written survey (n = 23). All 130 International Faculty were sent an online survey between February and March 2014. 56 completed some part of the survey for a response rate of 43%. In the analysis, open-ended survey comments were pooled as program strengths and areas for future growth.

Findings:

International faculty perspectives:

Program strengths: *Positive communication* in terms of asking each other questions, being a team. *Commitment* meaning fulfilment for volunteer teachers but also committed students. *JC:HEM Leadership* was strong and supportive.

Areas for future growth: *Communication* issues and not feeling part of the project as a whole. Lack of *resources* to teach a meaningful course to students in a camp and lack of time resources to teach (and grade) the courses properly. *Clarity* around expectations of students, faculty and staff including the misjudgement of workload.

Onsite staff perspectives:

- Perceived benefits of JC:HEM: Community building, impact, skills, outlook and future orientation, and culture.

Community building: Students learn skills which are directly applicable for their situations. Staff reports that students are actively participating in problem solving and improving the situation of their community. Students also take up jobs as translators, health workers or other roles supporting the community. Community cohesion is observed through increased unity and peace building. This also works cross-cultural and between different groups.

Impact “can be identified through increased educational opportunities, advancement, increased employment, empowerment, trauma reduction, and quality of life” (pp.12). The JC:HEM program provided students with skills but also with agency and purpose. Onsite staff observed how the program helped the whole society by increased family communication and community participation.

Skill building: Staff observed the development of skills like critical thinking, interpersonal communication and leadership skills.

Outlook and future orientation of students was improved or fostered as the studies gave students new hope. For students, achieving something improved their self-esteem.

Culture and particularly culture understanding was fostered by JC:HEM through course content but also collaboration between students.

- Perceived challenges of JC:HEM: Program delivery, gender issues, lack of resources, availability of post-program opportunities, demand for limited spots, lack of local certification, and language barriers.

Program delivery was problematic because volunteer international faculty staff was unreliable and hard to communicate with. Course content was also a mismatch to the context students were living in.

Gender issues emerged because women were less free to study due to household and child caring duties. If both parents could study, only one was able to attend classes as the other one had to look after the children. Culturally, education for males was preferred to education for females. There are a lot of cultural barriers for women to access education.

Lack of resources in terms of internet access, textbooks and information technology was problematic, especially in the African camps.

Post-program opportunities were limited and those limitations counteracted the positive outlook and future orientation.

Demand for limited spots kept many students from the opportunity to study. Quotas ensured that different nationalities were participating but kept good students of other nationalities from getting a spot.

Lack of local certification reduced the value of the degree for some students and community members.

Language was a barrier as many students were not proficient in the course language English.

Core argument: “[...] through JC:HEM the voices of those at the margins are brought to the global classroom through online technology.” The aim is to achieve “through online education for refugees [...] increased digital capital [and] greater social inclusion [...]” (p.18).

Creagh, S. (2014). [National standardised testing and the diluting of English as a second language \(ESL\) in Australia](#). *English Teaching: Practice and Critique*, 13(1), 24–38.

AUS

Annotation written by Sally Baker

Keywords: *English as a second language, NAPLAN, LBOTE, ESL Bandscales, standardised testing.*

Context: Looking at relationship between ESL and NAPLAN (school children). Category of LBOTE is used to disaggregate NESB students but is too crude to show nuance/ level of English language proficiency = dilution of ESL support/teaching “has worrying implications for all language learners and especially for those who are disadvantaged in multiple ways related to language, prior limited educational opportunities and low socio-economic status” (p.25). Argues that NAPLAN is a tool of economic rationalism (neoliberalism), “countries around the globe, including Australia, have embraced national testing as a statistical process of measuring the quality of schools and teaching” (p.26) = surveillance, ranking/competition/ funding mechanism. NAPLAN is monolingual (based on assumed notion of student: “an English-speaking student with 8 years of schooling completed” (p.27)

Argument: That marginalising of ESL is because of NAPLAN. National standardised tests represent a reform agenda that is underpinned by the notion that English is the [only] first language, and they map progress against a one-size-fits-all view of English/language. Standardised tests do not recognise English language proficiency can impact performance.

Due to lack of nuance, it appears that LBOTE students are outperforming NES students = thus causing significant damage to ESL (diluting the need), undermines the imperative to fund/support LBOTE students and “provides apparently truthful empirical evidence that closes down the need for ESL programs” (p.31). NAPLAN aggregated data produces two ‘damaging “truths”’: 1) language background appears not to impact on test performance; 2) there is little evidence to support expansion of ESL

Core argument: Argues for more expansive, heterogeneous understanding of NESB/LBOTE, and that reductive labels like LBOTE is highly problematic to the Australian education system, to the valuation of expertise of ESL teachers and to the equity agenda. Reference to sfrb p.29-30: “characterised by a slower pace of learning, a lack of conceptual foundations on which to develop learning, and a lack of literacy in any language” (p.29) – sfrb = ‘well hidden’ in NAPLAN data. In her sample of Year 9 LBOTE students in QLD, 43% were sfrb; African students score lowest, followed by SE Asia, NZ and Pacific, NE Asia, Americas, S/Central Asia, Aus, Europe (highest)

Core argument: LBOTE students are heterogeneous and NAPLAN results are connected to their language level. LBOTE students are “hidden in a broad consuming data category like LBOTE” (p.36).

	Performance standards should be broadened/ processes of assessment and counting/measuring be reviewed (but this would require a radical rethink of testing)
Creagh, S. (2016). ‘Language Background Other Than English’: a problem NAPLAN test category for Australian students of refugee background. <i>Race, Ethnicity and Education</i>, 19(2), 252–273. AUS Annotation written by Sally Baker Keywords : <i>categorization; refugees; Language Background Other Than English; governmentality; English as a Second Language; NAPLAN</i>	Context: Critique of NAPLAN = based on first language = English assumption, despite Australia’s multilingual population and LBOTE category = too broad so “that the disaggregated national data suggest that LBOTE students are outperforming English speaking students, on most test domains, though the LBOTE category shows greater variance of results” (abstract). Cites Ford (2013) = perpetuates the hiddenness of institutional racism in the Australian education system (p.1 – indigenous context in original). Creagh reports decline in language variation over generations (53% of first generation slips down to 20% by 3rd generation) = contradicts positioning of Australia as culturally (and linguistically) rich country Aim: Explores implications of (1) broad collapse of all non-English into LBOTE category on sfrb; 2) linguistic hegemony of NAPLAN; “to ‘unsilence’ the diversity and extent of need within the ESL learner group in Australia and challenge the problematic ways in which this group is being identified and counted” (p.4) Theoretical framework: Draws on Foucault’s theory of governmentality = NAPLAN = ‘policy technology” (p.24) Methodology: Quantitative/ lit review Findings: NAPLAN statements of learning do not include ESL learners: “there is an expectation of English as mother tongue and of continuity of schooling in the Australian context” (p.5) – errors that result from ESL = not acknowledged as such (no provisions made for ESL learners) “LBOTE definition fails to include the important construct of identification of English as a second language <i>proficiency level</i>” (p.8) – no separation of ‘new arrivals’ (and no surveillance to ensure that funding given is used appropriately) However, due to aggregation of all ESL learners, the data broadly suggests that LBOTE students are doing better than NES learners; “A worrying outcome of the LBOTE data is related to potential funding issues for ESL programs in Australian schools, related to changed funding arrangements implemented as part of the reform agenda” (p.9) and that “policy makers have erroneous data on which to base funding and intervention decisions” (p.10). This is neither a pedagogy or a language issue, rather it is related to power.

	Foucauldian analysis: creation of ‘a normal’ in NAPLAN = through national minimum standard – but unclear what that actually means (is it normal or is it the limit of acceptability). LBOTE category = contradictory = hides ‘abnormality’ related to language but cannot challenge normalization of scores built on English-only competency: “There is no need to address language difference if it isn’t identified, and if the language learner is rendered invisible” (p.12). Explicit focus sfrb: lit review focuses on school-age sfrb and foregrounds importance of school-community partnership, multiple pedagogies, flagging pre-arrival trauma – but no recognition of the complexity outlined in literature in practice (aka NAPLAN). Statistical analysis of NAPLAN data for sfrb (p.18-23) Core argument: “Evidence has been provided that suggests that the students from refugee backgrounds are in greatest need of policy support, to ensure that they too, benefit from the rationale of equity underpinning education reforms” (p.23) – despite a commitment to ‘excellence and equity’
Creagh, S. (2014). NAPLaN test data, ESL Bandscales and the validity of EAL/D teacher judgement of student performance. <i>TESOL in Context</i>, 24(2), 30–50. AUS Annotated by Anna Xavier Keywords: NAPLAN; <i>Language Background Other Than English</i>; LBOTE; <i>English as a Second Language</i>; ESL Bandscales	Context: In the Australian context, the NAPLaN test has become a driving force in school and teacher accountability, resulting in troubling consequences for all teachers. For EAL/D teachers whose specialised professional knowledge relates to building the academic English language of EAL/D learners, NAPLaN is highly problematic as it does not consider second language factors which could impact on test performance. Aim: 1) To employ ESL Bandscale data in an analysis of the NAPLaN performance of EAL/D students and establish that ‘teacher judgement (captured by the ESL Bandscales) is valid and aligned with NAPLaN performance’ (abstract); 2) To highlight ‘the utility of teacher data, measured quantitatively, but based on qualitative observation, when it is grounded in teacher professional knowledge’ (abstract). Theoretical framework: Not specified in study. Methodology: Overall methodological approach: Quantitative; Data collection methods: Collecting enrolment & assessment data from 25 primary, secondary & p-12 state schools in metropolitan Brisbane & analysis of data in relation to NAPLaN performance; Data analysis: Multiple regression; key variables used for aimed at disaggregating the <i>influence of language</i> on NAPLaN performance: visa category, specific world region of birth, years of education, and language proficiency level at

the time of the NAPLaN test; Research participants used for analysis: Year 9 students (Most (80%) of the group spoke one language other than English; the remaining 20% spoke more than one other language; Majority (59%) have been in Australia for less than 3 years); Visa categories: over-representative of refugee category (43%), includes Australian and NZ residents (15%), business visa families (13%) and family visas (12%); Key measure in the sample analyses: language proficiency level – measured using ESL Bandscales, utilised by ESL teachers to map progress in students' English language development; Year 9 regression models: Model 1 - explains 17% of the NAPLaN reading result, controlling for gender, parent education, English A to E grades, and LBOTE status; Model 2 - reading Bandscales are included and the effect of this is a reduction in effect sizes for A to E grades and parent education; Model 3 - introduction of world regions; Model 4 - visa groups are included without world regions; Model 5 – visa groups & world regions are included; Model 6 – years of education are included.

Findings: 1) Location of birth reflected variation in NAPLaN results, with world regions representing the global north (Europe/Americas, NE Asia and Australia) achieving above average results, and birth countries in the global South (Sub-Saharan Africa, SE Asia, North Africa and the Middle East) performing below the average; 2) Performance associated with visa category shows that students on skilled, business and education visas are generally performing above average and students on refugee and family visas are achieving below average results; 3) Descriptive statistics and the multiple regression models clearly indicate that NAPLaN attainment is associated with school achievement in A to E grades for English. In terms of Bandscale levels, language proficiency level is the most powerful predictor, along with A to E grade, of NAPLaN performance; 4) Implications from findings: 1) The alignment of the ESL Bandscale results with the NAPLaN test results suggests that teacher judgement is a sound and reliable indicator of learning outcomes; 2) test performance is clearly aligned with language *level*. For those students who are at Bandscale level 4 and below, the NAPLaN test is not a test of literacy, but a test of language and the results for these students are rendered invalid; 5) Issues with NAPLaN testing: a) The reliability of results is dependent upon students' literacy *and* language skills; b) limited number of test items can undermine the validity of results – as the test items are insufficient to measure the scope of a domain adequately; c) Issue with the LBOTE category: Significant number of ESL students are not identified under the LBOTE category, consequently exacerbating the limited validity & reliability of data under this category.

	Discussion: Although language is a crucial factor impacting NAPLaN, it is effectively silenced by a poor statistical category (LBOTE) resulting in students who sit NAPLaN to often be presumed as ‘homogenous’ in terms of their English language capacity. This limits the possibility to remedy the underperformance of ESL in NAPLaN. The Bandscale allocation is a more effective way to measure students’ proficiency as ‘it is founded in theoretically informed understandings of the ways in which a second language develops in the academic setting’ (p. 46). Core argument: It is crucial to remain grounded in strong ESL pedagogy, and consequently employ ESL Bandscales in measuring students’ ESL progress, despite ‘intense pressure’ to conform to ‘mainstream literacy responses to NAPLaN testing’ (abstract).
Creagh, S. (2016). A critical analysis of the Language Background Other Than English (LBOTE) category in the Australian national testing system: a Foucauldian system. <i>Journal of Education Policy</i>, 31(3), 275–289. AUS Annotation written by Sally Baker Keywords: <i>LBOTE, ESL, Foucault, governmentality, discipline, national testing, NAPLAN, MySchool</i>	Context: LBOTE category in NAPLAN/ school testing in Australia. Starts with critique of growth in literature that speaks to rise of accountability systems/ corporatisation of education (‘policy by numbers’), resulting in “a narrowing of curriculum engagement and a silencing of the broader socio-political and socio-cultural contexts which impact on education achievement” (p.275). Creagh also questions the ‘political rationality’ of constructing Australian students as monocultural/monolingual. Creagh makes a distinction between LBOTE and ESL (ESL = “defined as having a language learning need”, p.276), whereas LBOTE = no capacity to identify language proficiency because LBOTE refers to whether they/ parents speak another language at home: “The LBOTE category thus formulates a reality about language and its non-relation to literacy tests, generating confusing policy (mis)advice pertaining to funding and pedagogy responses to ESL learner need” (p.276). Aim: To interrogate impact of increasing accountability and ‘highly problematic component within the statistical architecture of the Australian national education system’ (NAPLAN) through focus on LBOTE students. To explore why: LBOTE = statistical indicator of language Conceptual framing: Foucault: governmentality, knowledge and disciplinary power Methodology: Critical essay Findings: LBOTE = statistical category in a system where students are “targeted to be literate and numerate, but the rationality of this is built upon a human kind as monolingual (English speaking) student” (p.277). Moreover, “the LBOTE category, into which the ESL learner is placed, fails to represent the heterogeneity

and extent of need within the group because of the averaging of performance results” (p.279), which has funding implications if LBOTE students are not seen as needing additional resources.

Council of Australian Governments = has neoliberal approach to education (choice, competition, market), as evidenced through funding mechanisms by linking funding to NAPLAN data/ improved results. Language = silenced in this system.

Examines MCEETYA 2008 Melbourne declaration for instantiations of political rationalities. Language diversity not recognized; literacy and numeracy = ‘cornerstones of schooling’, intended to improve national economy viability and future competitiveness. Thus, political rationalities identified in this document/ set of declarations = “education is integral to economic strength; education is measurable; such measures serve to generate action in order to improve education; ergo, the measuring of education is affiliated with economic strength” (p.280). NAPLAN = constructed as a constructed/constructive truth-telling technology, but there are significant validity/ reliability concerns with NAPLAN and LBOTE/ ESL students, particularly because the ‘narrow pedagogy’ of many schools, heads and teachers lends itself to teaching to the test, thus doubly disadvantaging LBOTE students.

Discusses ACARA (administrator of NAPLAN). Categories of ‘disadvantage’ = not disaggregated beyond broad categories (sex, geographic location, SES, Indigenous, LBOTE), meaning that compound intersectionality = cannot be unpacked/ examined. Moreover, quantification of NAPLAN data distils data into numbers. Categories are themselves representations of choice and power; thus “LBOTE appears to represent language by association with language background, whilst silencing a reality about how language impacts on test performance” (p.281).

Creagh argues that categories are particularly problematic because they are spatially and temporally static – they give no sense of development (e.g. language proficiency or movement within SES scale). These categories thus deny the process of language learning (as proposed by ACTA, ALAA and ALS; see p.283).

Main arguments made =

“There is an assumption of English as first language for all Australian students, upon which the NAPLAN test is constructed;

- the statistical architecture for the NAPLAN test is the generator of knowledge about test performance, but the discourse of justification for this architecture is modulated so that the focus

	is on the value of outcome data and not on the underlying structures which determine the category constructions; • the political rationality of the reforms is focussed on comparative data, captured in specific categories to justify allocation of funding in response to inequity, based on NAPLAN test attainment, and LBOTE is the way in which language has been problematised in the reforms; • the LBOTE category, as the only category to recognise language, has an underlying structure with insufficient granularity to properly represent the relationship between language proficiency and test achievement, rendering the LBOTE data incapable of representing ESL learners” (p.284). Analysis of data collected through interviewing school teachers suggests that the sub-categories of LBOTE (such as SfrBs)= ignored at macro-level, and poor NAPLAN results get blamed on poor teaching. Author also gives example of mainly ESL school that had ‘performed poorly’ and was given additional support to raise test scores. The materials given = mainstream literacy materials with no real understanding of ESL and were designed for NES students. Core argument: “The impact of disciplinary power on English as a Second Language (ESL) teachers is signalled, as they navigate the dual demands of meeting education accountabilities whilst supporting high needs ESL learners” (abstract). “...response to NAPLAN is driven by English as first language literacy knowledge, in which teacher roles are being transformed as they are required to respond to this knowledge, generated by the rationalities of NAPLAN standardised testing. In interpreting LBOTE data, there is no indication that language is associated with test performance” (p.286)
Creagh, S. (2019). Reading pedagogy for refugee-background young people learning literacy for the first time in English as an Additional Language. <i>The European Journal of Applied Linguistics and TEFL</i>, 8(4), 3–20. AUS Annotated by Anna Xavier	Context: Australia is one of the world’s leading refugee settlement countries with an annual intake of approximately 10,000 refugees who settle permanently in the country. However, refugee-background students are ‘largely invisible’ in national and state reporting systems for NAPLAN testing and school data. In NAPLAN data collection, EAL/D students are categorised under Language Background Other Than English (LBOTE), but neither sfrb or EAL/D students are categorised separately from LBOTE (Creagh, 2014). A result of this performance conflation is the ‘misleading statistical “fact” that all LBOTE students are performing well above expected standards and above the performance of non-LBOTE students’ (Creagh, 2014). Aim: To ‘illuminate some of the important pedagogical work being carried out with older students who are learning to read for the first time in a second or additional language’ (p.4).

Keywords: *English as a second language; NAPLAN; LBOTE; ESL Bandscales; standardised testing.*

Theoretical framework: Cognitive theories – “bottom-up” and “top-down” reading (to address the range of skills & practices needed by students to develop academic reading skills) (Grabe, 2009; Theoretical concepts: Bottom-up reading concepts – Phonological processing (matching letters and words with recognisable sounds); Orthographic processing (visual recognition of letters & word forms in text); Syntactic processing (using grammatical information to access meaning); Lexical processing (assigning meaning to a word which has been recognised via orthographic & phonological processing); Top-down reading concepts: Text-model comprehension; Text model, monitoring understanding; Situation model, monitoring understanding (p. 15).

Methodology: Overall methodological framing: Action research – a year-long professional development programme was developed by the researchers after negotiation with the school’s leadership team; Research participants: Secondary teachers from various subjects (English, Mathematics, Science, and Health & Physical Education) (n=16); Teaching experience: > 1 year to 32 years; Except for primary school training, teachers reported ‘little or no exposure to the “how” of teaching reading’, except for comprehension; teachers did not have pedagogical exposure for teaching reading to older students with interrupted schooling experiences apart from their current classroom experience; Researcher’s role: Investigate & provide the group with highly relevant reading theories; Research progression: A series of reading discussions, where several journal articles were reviewed, identification of knowledge gaps by teachers, reflection on practice and collection of evidence, collective mapping of materials and activities on theories employed.

Findings: 1) Findings from teacher journals: a) Bottom-up reading skills & classroom activities: developing a suite of transferable activities for bottom-up skills allowed multiple opportunities for students to engage with new vocabulary, but across a range of varied, interesting and challenging activities; students required ongoing demonstration and frequent repetition of strategies; Teachers were challenged by the ‘seemingly slow progress’ in students’ word and letter recognition, but discovered that small victories (the recognition of some sight words, and familiarity of activities) developed confidence in students (p. 13); b) Top-down reading skills & classroom activities: The activities shared by teachers for top-down reading skills were ‘generally built upon considerable engagement with lower order skills relevant to the texts being read’ (p. 14); Resources ranged from academic subject specific content aligned with Australian curriculum expectations (descriptions of countries), building Australia-related knowledge via academic tasks and exploration of themes

	through narrative, inclusive of characters of diverse culture, experiences and abilities. 2)Major themes from interviews: a)Complexities of teaching when embedding ‘first-time literacy in L2 teaching’; b)’Systemic demands and pressures’ of preparing students for mainstream learning (p. 15); Repeated concerns on having to prepare students to meet the ‘expectations and pressures’ when transitioning to secondary schooling post IEC programmes; Some teachers perceived mainstream teachers to not have the adequate knowledge needed regarding the ‘starting point’ of sfrb & if they achieved that understanding they could help students achieve the intended outcomes; Strong message from interviews: ‘important to resist the anxiety inherent in focusing on what the student “lacked” prior to moving on to the next mainstream setting, but instead to notice the steps of progress made by these learners’ (p. 17). Core argument: It is ‘imperative that education policy makers, schools and educators remain cognisant of the need to provide an inclusive education which acknowledges the strength and commitment of the students and provides them the space and pedagogy to offset the disadvantage implicit in having never had the opportunity to develop literacy’ (p. 18).
Cuevas, S., & Cheung, A. (2015). Dissolving Boundaries: Understanding Undocumented Students’ Educational Experiences. <i>Harvard Educational Review</i>, 85(3), 310–317. USA Annotation written by Sally Baker SCHOOL	Context: Editorial. Focuses on ‘undocumented immigration’ [US context – would this predominantly be people from Central/ South America?]. These people are entitled to receive an education from K-12 but adults cannot work and receive limited financial aid, and all live precariously with the possibility of being returned looming large (leading to lives betwixt and between). Also, policyscape is ever-changing Conclusions: Core argument: “When educational settings do not provide students spaces for telling and disclosure, students may experience a silencing of not only their status but also their lived experiences” (p.314).
Curry, O., Smedley, C., & Lenette, C. (2018). What is “successful” resettlement? Refugee narratives from regional New South Wales in Australia. <i>Journal of Immigrant & Refugee Studies</i>, 16(4), 430–448. AUS Annotation written by Sally Baker	Context: Experiences of regional resettlement in Orange and Bathurst (NSW), focusing on narratives of determinants of ‘successful’ resettlement. The introduction of the Safe Haven Enterprise Visa (SHEV) has made a focus on researching regional resettlement more pressing. ‘Successful’ resettlement = often measured by top-down, predetermined indicators. Regional resettlement = partly based on perceived needs of regional communities; however, access to and provision of refugee-specific supports varies across the country. Authors note competing discourses around refugee resettlement (socioeconomic benefits of increased investment; social

Keywords: *Refugees; regional resettlement; employment; social networks; support services; resettlement policy; SHEV scheme*

tensions because of a lack of diversity), and make the argument that discourses should be research-informed. Discussion of what constitutes ‘successful’ resettlement (p.4-5): employment, social inclusion, minimising racism, integration/participation in socioeconomic, cultural and political life. In Australia, notions of successful resettlement have largely focused on service provision. However, such reductive focus risks overlooking unforeseen challenges if refugee lived experience is not taken into account.

Aim: To “identify whether their narratives challenged or aligned with assumptions underpinning current resettlement policies”; “to highlight a number of resettlement difficulties, it equally seeks to explore the resilience and agency of refugees, challenging the deficit discourses that typically characterize refugee narratives (p.2).

Methodology: Qualitative interviews with refugees (n=9; 6m, 3f, age 25-55, South Sudanese, Afghan, Iranian; 2 = university educated), not SHEV holders, who had been in regional locations for 5 years, and were officially considered to have formally resettled (as government services end 5 years after arrival)

Findings: Three major themes on successful settlement emerged:

Employment: Self-sufficiency = measured by ability to secure ongoing work. Availability of jobs, vocational training and recognition of qualifications = difficulty of finding ongoing stable work mentioned by every participant, with most experiencing extended periods of unemployment. Participants described how many members of the South Sudanese community moved to larger cities for the chance of employment. Participants = limited to labour intensive jobs because of English language proficiency, tertiary qualifications and employment history (p.8). Participants who had attempted VET or HE courses noted the challenges: “While participants sought to gain tertiary qualifications to improve job prospects, they identified a need to balance educational pursuits and the reality of supporting themselves financially” (p.8). Participants also note the ethnic/ cultural (racist) barriers – but this was not a major issue; more significant was the lack of recognition for previous work history or qualifications. Participants felt that job-seeking agencies did not make significant efforts to help. Discussion: lack of employment opportunities is a significant concern, particularly for SHEV holders who are locked out of the welfare system. The motivations of job agencies with regard to refugee employment requires examination (resulting from competitive tendering processes: “The present model regulating employment agencies

	is problematic, as it “rewards” agencies for consulting with job seekers and not on the number of successful employment outcomes” (p.13). <i>Social networks and relationships:</i> (see p.10) – some participants felt that the smaller location made it easier to develop strong social connections; younger participants preferred the big cities (which they visited through sports engagement). Racism/ racialised behaviour didn’t appear to be a significant theme. <i>Support services:</i> Government support appeared to be adequate; affordable housing = more accessible in regional areas. Overall, the participants expressed concerns about the 5 year period of support. Core argument: Pinning down a definition of ‘successful’ resettlement is difficult: “The fluid nature of resettlement makes it difficult to determine whether it is successful, or rather, at what point it can be deemed successful” (p.16).
Dahya, N., & Dryden-Peterson, S. (2017). <i>Tracing pathways to higher education for refugees: The role of virtual support networks and mobile phones for women in refugee camps</i>. <i>Comparative Education</i>, 53(2), 284–301. KEN Annotation written by Dr Georgina Ramsay Keywords: <i>Online social networks; higher education; refugees; mobile technology; gender</i>	Context: Online survey of Somali diaspora, in-depth interviews with Somali refugees living in or who have lived in the Dadaab refugee camps in Kenya Aim: Explore the role of online social networks in cultivating pathways to HE for refugees, particularly for women. Conclusions: - Focus is on transnational and interregional online social networks over mobile phones. These ICTs can support and enable education. - Mobile communication has expanded the scope of information that moves across borders, including for and about educational aspirations and pursuits. - Technology is part of an ecosystem supporting and also restricting development. - Figures from 2010 about Dadaab indicate that 28% of girls and 72% of boys at school age were enrolled in secondary school in Dadaab. Of those who complete, few perform well enough to apply for university - Only three programs that enable higher education degrees from Dadaab. Scholarships awarded to 21 female and 35 male students in 2010 (around 300,000 refugees in Dadaab). - Refugees primarily used phone for texting and calling family, less so for social media

	- Mobile and networked communication structures extend support for women attempting to access education to outside of the camps and directly impacts on their degrees of empowerment – existence of choice, sense of choice, use of achieve, in order to pursue higher education - Educational choices are made in relation to these global social networks: enables communication with educational peers outside of the camps (fellow students also studying the same programs) but also opens up new ways to discuss education with friends/family across the globe - Many received support for their higher education through virtual channels: tutoring, guidance, writing support, exam preparation, course selection. Access these supports was often built originally from local pre-existing face-to-face connections that are then built up into online social networks. - Male and female refugees used technology and support structures in different ways for their educational pursuits. Lack of female teachers in Dadaab a problem, but able to access female teachers through online means. Women more likely to use peer support from a virtual academic support network while men will seek direct support from (the mostly male) teachers who are locally available in the camp - Mobile phone technology can be a way to empower women in a patriarchal context of educational achievement
Dahya, N., Dryden-Peterson, S., Douhaibi, D., & Arvisais, O. (2019). Social support networks, instant messaging, and gender equity in refugee education. <i>Information, Communication & Society</i>, 22(6), 774–790, KEN Annotation written by Donna Comerford Keywords: <i>Refugee education; feminist STS; transnationalism; instant messaging; post-secondary</i>	Context: Dadaab and Kakuma refugee camps in northeast Kenya. The camps have existed for decades and are some of the largest refugee camps in the world (p.775). Travelling, communication and collaboration between the schools and teachers of the camps is difficult. Girls' and women's participation in education as both students and teachers is low. The authors use a lived experience narrative of Jonas. He teaches in an all-girls secondary school in the Kakuma Refugee Camp. Jonas is a refugee and began teaching in 2015 without training. There are higher education and post-secondary teacher training programs focused on girls' education. Further teacher training and online instructors are provided by NGOs based in Nairobi or internationally. Aim: To explore the value of mobile phones and social/peer networks for continuing professional practice. The peer networks are used by male and female teachers. The authors aim to investigate gender equity in the differential responses of research participants.

education; gender equity	Conceptual frameworks: Toyama's (2011, 2015) amplification theory (in development); Wajcman's (2006) feminist sociotechnical focus on women's daily lives. Transnational approaches. Methodology: Mixed methods; group interviews (n-5; included 18m, 3f – living in Kakuma), semi-structured interviews (n-14 – Kenyan and Canadian instructors) surveys (n-203; 163m, 40f – Kakuma and Dadaab). Researchers carried out iterative collaborative coding to define and refine thematic codes. Survey data was disaggregated by gender. Findings: 199 respondents had their own mobile phone, including all 40 women. Greater use of 'horizontal' (Bartlett, 2014) peer-to-peer communication, than 'vertical' with internationally based instructors. Following the lead of refugee teachers, international instructors adapted their use of WhatsApp. WhatsApp was used to support teachers absent from training, with resources and guidance. International instructors and refugee teachers also found WhatsApp time consuming and challenging due to the volumes of communication. A critical finding was the unexpected ways refugee teachers were using peer-to-peer chat groups. Researchers found a confluence of 'professional' and 'social' engagements over group chats and to support girls' education. (p.785). In a deeply-rooted patriarchy (p.775), group chat had a positive effect. Chats were used to question the beliefs of male family members in Kakuma, illustrating the benefits of girls' education. Core argument: The value of mobile phone ownership and peer networks for training and supporting teacher practice, exceeds its stated aim. The role of the network in supporting professional practice has additionally evolved into a social and community outreach medium. Refugee teachers are using these networks to inform and interrupt social practices and cultural norms in support of girls' going to school and potentially for women teachers in Dadaab and Kakuma (p.787). The authors additionally question the power and equity of refugee women who do not have mobile phones. How do these women access support networks and partake in material changes?
Daley, K. (2015). The wrongs of protection: Balancing protection and participation in research with marginalized young people. <i>Journal of Sociology</i>, 51(2), 121–138. AUS Annotation written by Dr Alison Fox	Context: The paper offers reflections on an empirical study carried out in collaboration with two youth Alcohol and Other Drug services in Victoria, Australia examining the impact of balancing the protection of vulnerable young people against encouraging their participation. Aim: The paper uses the authors experiences of a study as a “case study to illuminate the tensions between protection and participation in research with the vulnerable” (p134) to highlight issues other researchers should be aware of and to identify strategies which both protect and enable participation.

Keywords: <i>age groups, child welfare, data collection, ethics, methodology, research methods, social science research, research, youth groups</i>	Methodology: The original study was a mixed methods study, the “most significant data source was in-depth interviews with 61 young people accessing these services (15–25 years; 57% male). Interviews sought an oral history of participants’ lives from early childhood to their current situation.” (p123) Findings: When “interviewing vulnerable young people about their lives poses three issues which warrant particular attention: Informed consent, emotional distress and vicarious trauma to the researcher” (p133) The paper reflects on how, despite talking about traumatic and abusive situations, when given the option young individuals often chose to use their own names rather than pseudonyms which, whilst giving them an authentic voice also left them more vulnerable. Raises question as to the responsibilities of the adult researchers in this, allowing for participant self-determination whilst being responsible to protect them into the future (“liberalism v partneralism” p124). This affects how go about gaining informed consent and how this is based on researcher views of vulnerable young people’s competences and awareness of power imbalances. The contested issues of offering participant remuneration and control over choice of interview location were revealed by working in a multi-agency project where multiple stakeholders guided the researcher in taking different approaches, which needed to be resolved. It appeared that judgments on how participants were considered vulnerable versus resilient appeared to affect balance to protection versus participation. The implications of this for researchers is to plan carefully for a therapeutic safe space for interviews, not being naïve to the dangers of such interviews being harmful to both interviewee and interviewer. Core argument: In order for studies to aim to avoid harm (non-maleficence) and aspire to do good (beneficence), aspirations to encourage participation need to be balanced against participant protection.
Dallimore, C. (2018). Improving Adult Migrant English Program (AMEP) outcomes for the Afghan community in South Australia. <i>International Journal of Training Research</i>, 16(2), 182–191. AUS Annotation written by Skye Playsted	Context: Funded research focused on improving attendance and engagement in Adult Migrant English Program (AMEP) in Adelaide by Afghan students. Study was a response to decreased numbers of eligible students from Afghan community attending AMEP. Project sought to identify factors contributing to lower attendance rates and develop strategies to improve opportunities for AMEP participation by eligible Afghan students. Cites previous studies referring to settlement and educational difficulties faced by Afghan immigrants in Australia (Windle & Miller, 2012; Iqbal, Joyce, Russo & Earnest, 2012).

Keywords: Literacy and numeracy, adult migrants, community engagement, action research

Aim: Identify issues faced by Afghan students in Adelaide, enable development of new programs and create enhanced learning opportunities to meet needs of target group of students.

Methodology: Qualitative, action research over six-month period. Focus on planning stage of action research due to funding and timeframe limitations. Questionnaires in English, translated into Dari were distributed to a) current and eligible female Afghan students at Adelaide City Campus of TAFESA, b) male and female Afghan students at Salisbury campus as well as community/evening classes. Modified questionnaires also given to English language lecturers, counsellors and community leaders. Interviews with community leaders and past students conducted. Lack of funding allocated to providing bilingual support which affected data collection.

Findings: Strongest findings related to female and elderly Afghan students. Respondents expressed need for single rather than mixed level classes in AMEP. Higher level students “miss learning by helping the other group...better to have two classes instead” (p. 187). Requests by participants for increased bilingual support to help new students “understand how to learn in Australia and how to understand the value of education” (p. 187). Afghan students not identifying with a ‘united’ Afghan community within Adelaide, but rather relying on teachers and English classes to provide settlement information and assist them with orientation to new life in Australia. English lecturers reported not receiving adequate Afghan cultural background information to help them meet students’ educational needs. Cultural priority for Afghan women to be at home with family and children: affects class time preferences for students (need to facilitate school and childcare pick-up times). Some elderly Afghan respondents expressed cultural perception that they “could not learn” (p. 188), due to past history of lack of access to education and hence “learning is not part of their worldview; it is not a value” (p. 188). Location an issue for students: need for classes to be in locations easily accessed by them. Preferences for learning content which prioritised grammar and conversation practice.

Recommendations: Ongoing professional development for AMEP personnel (administration, counselling and teaching staff) to provide cultural background information. Increased settlement focus in AMEP classes to provide support for new students. Placement of students into homogenous classes in location most suitable for students. Consideration of childcare and schooling arrangements of students to maximise attendance opportunities. Increased liaison with Afghan community groups and access to bilingual support. Strong support from students, teachers

	and community leaders to request help from community groups who are able to provide bilingual volunteers to assist in low-level English classes.
Daniel, S. M., & Zybina, M. (2019). Resettled refugee teens' perspectives: Identifying a need to centralize youths' "funds of strategies" in future efforts to enact culturally responsive pedagogy. <i>The Urban Review</i>, 51, 345–368. USA Annotation by Anna Xavier Keywords: <i>Refugees; secondary school; translanguaging; English language learners; culturally responsive pedagogy; agency</i>	Context: Research related to resettled refugee-background students (RBS) in the US highlights the challenges they face in their schooling experiences, including the difficulties faced in learning language & content simultaneously. The author also highlights how RBS' multiple languages are often 'marginalized or ignored' (p. 2) due to the dominance of the English language in the classroom, which can be demoralizing for the students. However, there appears to be limited research on the challenges and opportunities for multilingual secondary school students in the US, including the perspectives of learners on what and how they would like to learn. This study builds on Fredricks and Warriner's (2016) study, which investigates the learnings experiences of ELL youth in English language development (ELD) classrooms. Aims: This study aims to investigate the perceptions of resettled refugee students of their secondary school coursework – how they facilitate their own learning & how they would like to be supported by school systems and teachers. The RQs of the study: 1)What instructional practices do resettled refugee students perceive as helpful during their first years of secondary school? 2)What strategies do they use to support their own learning? Methodology: Overall methodological approach: Qualitative; Data collection method: Semi-structured interviews (following Seidman's (2006) 3 part structure); Research participants: RBS from Myanmar & the Democratic Republic of Congo (n=20); [Data from study comes from 9 participants]; Research setting: A diverse high school in the Southeastern United States, in Odyssey (after-school program to support RBS in schools during their first 5 years of being resettled); Sampling strategy: Purposive sampling (Corbin & Strauss, 2008); Data analysis: Open & axial coding using a critical grounded theory approach (Corbin & Strauss, 2008; Charmaz, 2005). Theoretical frame: Culturally Responsive Pedagogy (CRP) – encourages the development of rapport between students & teachers, encompasses high expectations of students & involves the construction of activities & learning goals that cater to students' varying cultural & linguistic backgrounds, interests & aspirations (Gay 2010; Ladson-Billings 2006; Lucas & Villegas 2013; Nieto 1994). CRP also emphasises the importance of supporting students in overcoming linguistic challenges while encouraging the use of translanguaging to develop students' language proficiency

(Lucas & Villegas, 2013). In this study, the authors argue that ‘the development and maintenance of a learning environment where CRP is enacted is actually *co-constructed* by learners and the teacher’ (p. 3). This study acknowledges that CRP should be informed by both the students’ perspectives on their teachers’ pedagogies, but also students’ ‘agentive processes’ in learning, including their multilingual practices.

Findings: 1) Evaluating English Language Development (ELD) and English Language Arts (ELA) classes – students appeared to have varying perspectives on the ELD classes; The classes were perceived to be unhelpful by a student as it lacked rigour & failed to develop the English language skills needed for students to engage in coursework; CRP was not fully implemented as there appears to be a lack of a clear ‘bridge’ (p. 11) between the newcomer class to the mainstream classroom; For some students, the classes were helpful – prepared them for their post-secondary school pathways & provided them a ‘productive space’ (p. 11) to use their own languages when it was helpful for their progress; Students’ comment highlight their frustration when they perceive limited agency in choosing the right classes & their appreciation for their teachers when they are given opportunities to read & complete texts; 2) Engaging in translanguaging practices - All students mentioned the strategic use of their multiple languages to achieve in the classroom, despite the lack of encouragement from teachers for students to draw on their linguistic repertoires; Students’ comments highlight how they perceive all spaces as ‘multilingual’ (p. 12), where they are able to select the language used to facilitate the achievement of their personal goals; Students employ translanguaging in both discussions & their writing; The varying ways students employed their multiple languages to achieve different learning goals highlight their agency & strategic use of languages; Students often employed translanguaging in their after-school environment to successfully complete their school work – echoing Hull & Greeno’s (2006) argument that students enact greater agency post-school, compared to in school; 3) Having opportunities to practice skills collaboratively – Most students’ favourite classroom activities included those which provided them opportunities to practice & apply what they learnt; Students show a desire to not only acquire conceptual knowledge, but to develop new skills; Several students mentioned that the in-class activities they appreciated the most included the ones which provided opportunities to practice new skills either collaboratively or individually; One student perceived collaborative learning to be helpful – ‘translanguaging collaboratively around content concepts’ was perceived to facilitate his

	learning; However, it appears that the schools did not provide students with sufficient opportunities to collaborate on schoolwork; Students thus often employed collaborative learning in an after-school setting; 4)Appreciating culturally responsive caring – Students expressed a desire for teachers to know their backgrounds, experiences, goals and interests, as they believed that this would improve their rapport with teachers, as well teachers’ instruction; Opinions of students on what teachers can do to facilitate students’ learning more effectively include teachers not ignoring students, despite their limited English language proficiency, teachers doing their best to teach students ‘in an easy way’ (p. 16); Students’ responses highlight the importance of creativity & persistence for teachers to effectively support multilingual learners in the classroom; Students also expressed the desire to receive feedback that included praise & constructive criticism; Discussion: Implications – The findings highlight the importance of creating a classroom space that encourages agency among RBS & increasing the visibility of the strategies and practices of transnational in the classrooms; Authors highlight the need to “rethink deficit views of multilingual learners” & instead “empower [refugees] and draw on their strengths (Ryu & Tuvilla, 2018, p. 17); Teachers should view every learner’s Funds of Strategies (how every student approaches the learning of new concepts and skills in a new context) as central to implementing CRP; Pre-service & in-service teachers can develop an understanding of students’ Funds of Strategies if they spent more time with students’ in less structured learning environments as students appear to enact greater agency in after-school environments; Suggestions for future research: There needs to be a greater focus on the ways resettled RBS mediate learning & ways teachers can support learners in drawing from their Funds of Strategies when implementing CRP. Core argument: Students, and not just teachers play a critical role in the implementation of CRP. Resettled RBS have a wide range of sophisticated skills that can be utilised in the classrooms if teachers are aware about these skills and find a way to help students draw on them to achieve successful educational outcomes.
Daskalaki, I., & Leivaditi, N. (2018). Education and Hospitality in Liminal Locations for Unaccompanied Refugee Youths in Lesvos. <i>Migration and Society: Advances in Research</i>, 1(1), 51–65.	Context: Refugees stuck in Greece following the EU-Turkey agreement in 2016; filoxenia as code of hospitality that marks refugees as temporary guests. Authors argue that providing education = “one of the prime terrains of the management of the “refugee crisis” in the country” (p.51). Description of Transit Shelters on p.54. The economic backdrop of austerity in Greece has seen a lot of the educational activities outsourced to NGOs, with UNHCR = coordinating. Ministry of Education,

GRE

Annotation written by Sally Baker

Keywords: *discipline, education, hospitality, refugee crisis, unaccompanied refugee youth*

working with other INGOs, designed reception classes to feed refugee children into Greek schools. Reception classes mostly held in the evenings. Regulatory framework for NGOs = incomplete and enrolment rates of refugees in Greek schools = low.

Aims: To explore “refugee youths’ educational engagements in the framework of their “temporary” accommodation in a Transit Shelter for Unaccompanied (Male) Minors on the island of Lesbos” and to discuss “how the youths themselves act upon educational arrangements made by their caretakers within a context of limited agency inscribed in a “code” of *filoxenia* (hospitality to foreigners)” (abstract)

Conceptual frame: Refugees as active social agents; education as key component of social engagement between refugee and host society; education = top-down disciplinary technique. Dominant discourse = *filoxenia*: “*Filoxenia*—the Greek word for hospitality, meaning *filia* (friendship) towards the *xenos* (stranger), or kindness towards the stranger” (hosts + guests) and = “a culturally and historically specific mode that shapes everyday socialities”, all p.53. Expectation of reciprocity in this notion.

Methodology: Multilingual ethnography conducted between Oct 2016–May 2017 under PRESS project (funded by Hellenic Open University — see p.52), which adopted creative/ child-friendly methods: “such as assigned projects, drawings, and role plays, in tandem with methods that can be used in combined research with children, youth, and adults, such as narratives, life histories, and informal discussions” + classroom observations, language portraits, interviews (p.52)

Findings:

Education = important role in the Transit Shelter (‘house’), which appeared to be connected to funding arrangements: “the funding agreement was premised on the prerequisite that the hosting agent should demonstrate high rates of regular attendance by its residents in educational activities of various kinds, namely formal, remedial, and recreational” (p.56), evidenced by on-site education officer.

Education = important for informing *filoxenia* between hosts (house) and guests (refugees).

Education = supposed to be optional but was assumed from the moment a refugee entered the house, as per the expectations outlined on arrival.

Formal education/ attending school = “synonymous with (re)gaining a kind of visibility and legitimization of their presence within wider society” (p.57)

	Most educational activities/ participation in education (formal, remedial, recreational) = viewed positively by young people, although other issues were more pressingly important (e.g. application for asylum etc.). Significance of activities = reflected in amount of time spent getting ready. Off-site activities = more popular; on-site activities (e.g. IT classes, Greek/ English lessons) often cancelled because young people viewed ‘house’ as home rather than educational site, although the young people brought their education into the house (practising, preparing, creating). On-site activities became more ad-hoc and unstructured, meeting the needs of individuals, rather than occupying a spatial or temporal location in the house schedule/ space. Young people sought help from caretakers on their own terms, thus reversing aspects of filoxenia: “the youths instrumentally positioned themselves as students in order to secure the desired care from their caretakers, simultaneously making themselves visible in the house by fulfilling their educational obligations” (p.59). Core argument: Refugee education = positioned as gift from host/ agents for host (state, INGOs, NGOs) and refugees expected to reciprocate... this is the basis of filoxenia.
Davey, K., & Jones, C. (2020). Refugees’ narratives of career barriers and professional identity. <i>Career Development International</i>, 25(1), 49–66. UK Annotation written by Sally Baker Keywords: <i>Professional identity, Refugees, Narrative, Career barriers</i>	Context: Multiple losses in forced migration, including professional identity; focus on medicine and teaching as two careers that are knowledge/ expertise based on experience or a ‘calling’; however, these professions are both strictly regulated, meaning “refugee doctors and teachers often find themselves engaged in a struggle to achieve recognition of their professional identity” (p.50). Authors note how refugees often find it challenging to access meaningful employment; barriers include re-accreditation/ certification issues and language proficiency: “Little wonder, therefore, that most refugees with professional backgrounds have limited opportunities to return to the professions that were central to their social status and identity prior to leaving their home country” (p.51). Commitment to profession can be both source of optimism and disillusionment. Pietka-Nykaza (2015) identifies 4 strategies used to respond to barriers by refugee teachers and doctors: 1) acceptance, 2) compromise, 3) ambivalence, 4) withdrawal and these responses depend on individual circumstances and other variables. Zikic and Richardson (2016) note how licencing/ accreditation processes are arduous and curtail efforts to reestablish professional identities Aim: To “examine how refugees from a professional career domain restore a coherent narrative when confronting barriers to recognition of their former career status” (abstract); to respond to these RQs:

RQ1. How do refugee professionals manage the tensions between past, present and future career opportunities and experiences in their professional identity work?

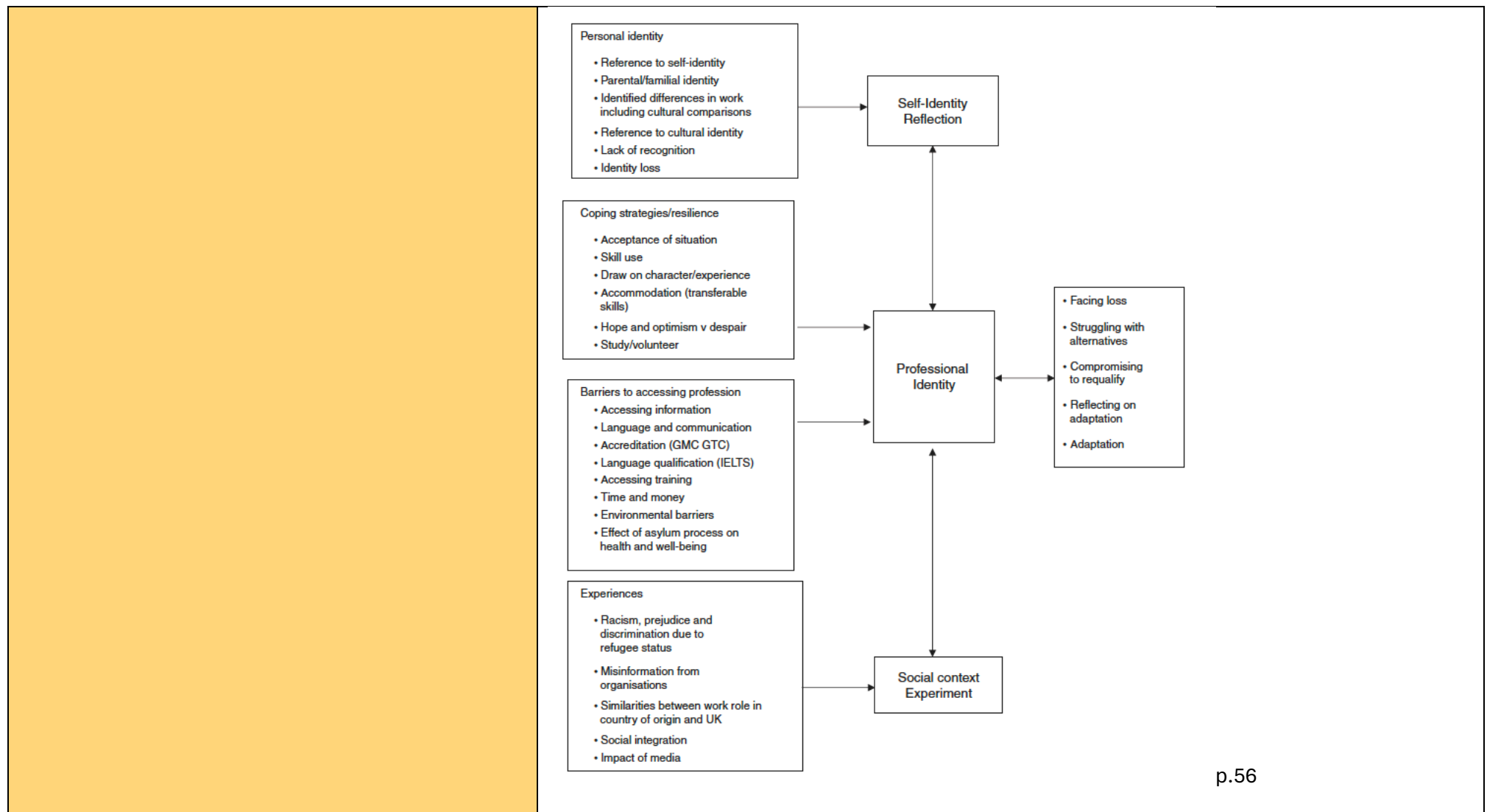
Methodology: Interviews (focus group/ individual) with professional (doctor and teacher) refugees (n=15)

Findings: “participants engaged in concentrated identity work in order to navigate the tensions between their professional identification and their lack of professional recognition in the UK” (p.50) Professional identity = resource for building a bridge to future (p.50).

Tensions between past and present structural barriers: “the profession provided a familiar bridge between past identity, current position and future aspiration” (p.56)

Loss of identity: “The fear of being “nothing” was rooted in refugees’ ongoing experiences of loss that continued as they encountered barriers in the asylum process and then in the job market” (p.57) — not just professional identity but also capacity to make a contribution. Participants found it difficult to identify an alternative to their professional identity: “further analysis also pointed to both a lack of confidence and a distinct lack of knowledge regarding alternative work opportunities, whereas they had a clear understanding of what it would take to re-enter their former professions they had little to no knowledge of requirements for other types of employment” (p.58).

Trying to obtain professional accreditation was both sustaining (hope) and challenging (frustrating). A key barrier = lack of information about how to re-enter profession and gain qualification/ skills recognition. NGOs = important source of support (not so much the peak bodies). Seeking reaccreditation = framework for engaging with UK labour market (for example, as incentive to improve language to gain IELTS score, which improved social engagement). “For these refugees, at this time in their life, the alternative to return to their profession was not creative reconstruction but rather identity crisis, where the coherence of professional identity broke down the narrative became chaotic and contradictory” (p.62)



	Core argument: “regardless of the significant challenges they encountered, participants’ attempts to re-enter their former professions provided a sense of purpose and hope” (p.61) Attempts to reestablish professional identity = bridge between past, present and future = providing “a sense of continuity and self-worth” (p.61). However, authors also note “how it both allows refugees a sense of esteem, value and coherence, but requires they recognise the barriers to achieving their former recognition and status” (p.61) Dependence on professional organisations = limiting, suggesting a need for reform and/or an expanded role for NGOs to give meaningful career advice.
De Abreu, G., & Hale, H. (2014). Conceptualising teachers’ understandings of the immigrant learner. <i>International Journal of Educational Research</i>, 63, 26–37. UK Annotation written by Anna Xavier Keywords: <i>Teachers’ conceptions, Teachers’ representations, Immigrant students, Cultural diversity</i>	Context: UK schooling; Portuguese students. Many teachers educated in relatively ‘monolingual and homogenous’ cultures have difficulties engaging with students from diverse cultures and backgrounds – feel ‘unprepared and uncertain’ (p. 26) (Abreu & Hales, 2014; Abreu & Cline, 2005; Abreu & Elbers, 2005; Civil & Andrade, 2002; Cline et al., 2002; O’Toole & Abreu, 2005). -‘Often teachers referred to their professional training, the National Curriculum and the teaching materials as constraining their practices in multi-ethnic classrooms’ (Cline et al., 2002). -The presence of learners who are ‘different linguistically, socially & culturally’ challenge mainstream teaching approaches (Abreu & Hales, 2014; Gorgorio & Planas, 2001; Gorgorio, Planas, & Vilella, 2002; Pastoor, 2005). Past studies indicate ‘teachers’ difficulties in working in culturally diverse classrooms’, due to limited ‘knowledge, skill and motivation to cope with the challenges of cultural diversity’ (Tatar & Horenczyk, 2003). Studies also reveal that ‘teachers’ attitudes and views on multicultural education impact on the way they respond and organise their classroom practices and interactions.’ (p. 27). Studies by Abreu, 2005; Cline et al., 2002 found a significant divide on the importance of cultural identity on students’ learning in schools: some teachers “play down cultural differences” (dominant representation), while others “accept cultural differences” (minority). (p. 27). Those who accept or recognize differences are often from immigrant backgrounds or other cultures too (p. 27) Aim: Provide insight on the ‘underlying representations and processes in teachers’ understandings of their immigrant students’. (p. 27) Argument: ‘Understanding how teachers re-construct their representations of students to include the immigrant students is an important issue. As key social actors, in the orchestration of school practices, the meanings teachers and educators give to differences are bound to influence the experiences of the learners. (p. 28)

Theoretical framework:

Valsiner (2000): Psychological construction of difference (socio-culturally situated & value laden)

Hermans & Kempen (1998): Cultural “contact zones”: “How do the meanings and practices of the contacting partners change as a result of their communication, understandings and misunderstandings and conflict and power differences in these contact zones?” (p. 1117).

Methodology:

-First stage: Survey of students’ performance through formal assessment results (‘above average’ & ‘below par’)

-Second stage: Explore experiences of Portuguese sts in schools:

-Ethnographic approach: Multiple methods of data collection (interviews, observations, life stories & semi-structured questionnaires) & multiple data sources (school, students, teachers, parents)

-Semi-structured interviews of teachers (drawing on episodic & narrative structures)

Findings:

British teachers’ representations of Portuguese students (Underplay students’ cultural identity p. 33):

- ‘Bright’ students: Underlined by ‘process of normalisation’ (p. 36) -Differences are discounted and similarities with British students are emphasized
- Minimising importance of students’ own culture by assimilating students to the ‘norm’ (‘normal’ category of English students)
- Students with ‘needs’: Underlined by ‘process of stigmatisation’ (p. 36)
 - learning differences are valued as ‘deficiency’
 - process of learning seen as similar to students with ‘special needs’ (p. 36)
 - primacy of innate cognitive abilities (cultural background dismissed) & primacy of children’s needs

Critical issue: ‘Notion of needs is not a universal one’ (p. 34)

Woodhead (1991): ‘unproblematized usages of needs are particularly difficult in multicultural societies, such as Britain. The reason for these being more problematic is that there is more scope for taking one group as the norm and assuming that the other cultural groups have the same needs...’ (p. 34)

	a) Portuguese teachers' representation of Portuguese students – Cultural background is given significant importance (p. 34) • 'Bright students' – share same characteristics as described by British teachers, but 'importance of Portuguese identity' is stressed (p. 34) & focus on 'bilingual & bicultural identity of learner' (p. 35) • eg: instead of saying students are more British, state that students are 'fully integrated in both systems' (p. 34) • linguistic dimension is discussed as 'bilingual competence' instead of 'monolingual competence' (p. 34) • Students with 'needs' – 'does not dismiss linguistic & cultural background' (p. 35): 'process of determining students' needs is discussed as problematic, not because the student has a "language problem", but because the school and teachers have difficulties in understanding the learning of students who have English as additional language'. *Portuguese teachers criticize 'stereotypical representation' which dismiss the 'bilingual & bicultural' aspect of Portuguese learners (p. 35) Core argument: 'Different contact zones resulted in alternative representations' (p. 36). Interactions between Portuguese teachers and British teachers (cultural contact zones) in turn is slowly changing British teachers' 'stereotypical & deficit' perceptions of Portuguese learners – shows that contact zones can evolve.
de Anstiss, H., Savelsberg, H., & Ziaian, T. (2019). Relationships in a new country: A qualitative study of the social connections of refugee youth resettled in South Australia. <i>Journal of Youth Studies</i>, 22(3), 346–362. AUS Annotation written by Sally Baker Keywords: <i>Refugee; youth; integration; settlement; social connection</i>	Context: Social integration of resettled young refugees in Australia. Authors argue that the National Settlement Framework (Commonwealth of Aus) treats everyone as homogeneous group. Authors discuss the differences between settlement and integration, arguing that issues with the discourse of integration relate to "its elasticity, its assimilationist undertones, its pliability to conflicting policy positions, and its individualisation of structural issues" (p.2). As such, a body of scholarly work exists that has explored the conditions for integration (reference to Ager & Strang, 2008) – but there are limitations, especially because the indicators work to reduce nuance and complexity into normative indicators, and because they are written for adults. Discusses the conceptual distinctions in the Ager & Strang indicators of social bonds, bridges and links – social connections = particularly important for young people. Bonding connections = family, same-culture friends; bridging connections = school; linking connections = to support economic and social participation.

Authors argue that in general, little is known about young refugees' linking connections or bridging connections via school

Aims: To explore the integration experiences of refugee adolescents in Adelaide

Methodology: Part of broader mixed-methods study of refugee youth integration and psychosocial wellbeing. Paper draws on qualitative data collected via focus groups with refugee adolescents (n=85). Interviews conducted in English but same sex, same culture peer (preselected) attended the focus groups to support if needed.

Findings: Organised around social connections (bonds, bridges, links)

Social bonds: family bonds, especially with parents = important for protection from hazards (e.g. drug taking) and providing security. Children with no parents are particularly at risk of facing integration challenges. However, many participants reported a lack of parental support, much of which was attributed to the traumas faced. Many described parent-child relationships in terms of 'intense conflict' (p.7) around freedom and cultural maintenance. Restrictions on freedom = described as gendered (boys generally had more freedom than girls). Loss of bonding capital reported (family breakdown/ domestic violence) resulting from these conflicts. Participants described questioning cultural/ traditional practices (e.g. arranged marriages), and a perception that their parents were too authoritarian: expecting too much but not providing enough support. Participants viewed challenges from parents not speaking English/ being pre-literate/ not understanding Australian systems as barriers to supporting children with school, and which meant the children were supporting their parents with surviving: "The support provided to family included English language tuition, interpreting and translating assistance, acting as an emotional confidant, financial assistance, and undertaking everyday chores such as paying bills, shopping, cooking, cleaning and caring for younger siblings" (p.9). Other pressures included the expectation that they would send money home and a lack of basic resources. Other issues = connected network of surveillance amongst family members

Other than family, close friends also provided bonding connections but overall the authors observed low community engagement.

Social bridges: Participants expressed strong desire to develop relationships with Australians, the development of which was impeded by parental and cultural expectations. Almost every participant

	had a story to share about discriminatory or racist behavior they had experienced, which was also the case when seeking work, and in school. <i>Linking bonds:</i> participants reported that they rarely went beyond their peer networks if they needed help, and that few knew about the services provided by settlement agencies/ NGOs. Most did not trust and were concerned about breaches of confidentiality (see p.12). Likelihood of seeking support = related to gender/ culture/ ethnicity. Core argument: • Young people generally want to develop bicultural identities and lives, which creates conflict with parents who want to maintain cultural practices and traditions: “Many spoke of feeling ‘ torn’ , ‘ pressured’ or ‘ pulled’ in different directions” (p.14). • Racism impacts on bridging connections – this needs to be addressed more in and by schools. • Settlement services need to provide more support to refugee parents, and these NGOs need further training to help them support CALD ‘clients’. • Younger refugees would accept settlement services’ support if offered in “a form they could accept” (p.14). • Responsibility for integration needs to be shared: “Stand-alone integration programmes are provisional and not in themselves sufficient to ensure the long-term social inclusion of increasingly heterogeneous refugee populations. Integration should, therefore, be the joint responsibility of government departments and agencies with common priorities around social inclusion and cohesion” (p.15).
De Giola, K. (2011). ‘It’s really important for them to feel comfortable within the classroom’: teachers’ experiences of refugee children transitioning into school. In <i>AARE 2011 Conference Proceedings</i>, p. 1–13. AUS Annotation written by Sally Baker SCHOOL	Context: Increasing numbers of refugee children in Australian schools and challenges for/ created by teachers’ inexperience with supporting refugee students; transitions into school. Author offers literature review of teachers and refugee children in schools – noting the challenges with new arrivals throughout the school year, the cultural values and roles ascribed to teachers, cultural mis/understandings Aim: To present “supports and barriers for teachers to facilitate smooth transitions and highlight the importance of communication processes and relationships between families, children and teachers for effective supports during the transition process” (p.1). Stated research questions: “1. What are the barriers for teachers in transitioning refugee children into the classroom environment?”

TEACHERS' EXPERIENCES
REFUGEE CHILDREN

2. What supports teachers in transitioning refugee children into the classroom environment?" (p.3)

Conceptual frame: explores transitional processes through Bronfenbrenner's (1979) ecological perspective

Methodology: Phenomenological study – lived experiences of teachers and children: interviews with refugee children (K-2; n=10) and their photographs of school settings; interviews with school staff (teachers, management, learning support; n=30) – teachers asked to comment/ give perceptions of children's photos

Findings:

Barriers for teachers

- Time – partly as a result of the curriculum and the temporal organisation of the school year, particularly when students first arrived in the school, and with regard to gaining information (e.g. time to call to arrange an interpreter), and in classroom management. Teachers also perceived the need for students to spend more time in intensive English lessons.
- Role confusion – teachers expressed confusion about where their role started and finished (see comment on p.6 about needing domestic social workers to replace the pastoral work they were doing).
- Lack of support – in terms of resources and funding, particularly to support the needs of children from many different language backgrounds.
- Communication – cultural expectations and norms are often decoded in schools, and cultural perceptions of teachers as authority figures perhaps closed down/inhibited communication for some families. Teachers also noted challenges with communicating with community. It was often difficult to arrange interpreting services to help with communicating.

Supports:

- Classroom strategies – such as buddy systems, hands-on activities and play; praise.
- Learning environments – spaces for safety and belonging outside of the classroom, such as the oval, noted as significant.

Core argument: Author foregrounds importance of developing relationships with families and with community organisations to develop sustainable and supportive networks for all involved. Teachers

	need to develop/ be taught in culturally sensitive (rather than culturally neutral) ways to engender greater understandings of refugee issues.
de Heer, N., Due, C., Riggs, D., & Augoustinos, M. (2016). “It will be hard because I will have to learn lots of English”: Experiences of education for children newly arrived in Australia. <i>International Journal of Qualitative Studies in Education</i>, 29(3), 297–319. AUS Annotation written by Sally Baker Keywords: <i>migrant studies, education, participatory research, transition</i>	Context: Transitions for refugee children from IEC to mainstream schooling and students’ well-being. Set in context where 8.3% of children between 0-17 years old were born overseas [but this number includes children from UK and other English language speaking countries??]. Paper seeks to look beyond ‘best practice pedagogy’ to beyond the classroom/ language learning and to consider the well-being of migrant and refugee children. Argues that there is little literature that attends to children’s subjective well-being in the context of transition, and where it does exist, it speaks to experiences of older children. Research suggests that making connections/ being recognised by dominant (‘home’) students = important for sense of community and educational transitions. At time of writing, there were 15 IELCs in South Australia in urban and rural areas Aim: To explore how children who are newly arrived in Australia cope with their transition into mainstream education, focusing on children between five and 13 years of age; to explore refugee/migrant/newly arrived children’s subjective well-being in the context of transitioning into mainstream Methodology: Participatory research design (to ‘give voice’) using child-led research methods, such as photo elicitation and interviews after spending a period of time in the school spaces; paper draws on interviews with newly arrived children (n=15). Uses labels: ‘refugee or migrant’ and ‘newly arrived’. Professional interpreters were used. Open-ended questions = related to ethnic identity, peer relationships and school experiences, discrimination, self-efficacy and transition. Ethical clearance was not given to explore pre-arrival experiences, so researchers could not ascertain language background. The participants transitioned to six different schools in SA Findings: Most students felt going to school was more positive than negative; there was lots of discussion about liking learning (depending on the class/ topic). Participants were generally positive about going to school and seeing friends, but making new friends was perceived to be hard. Most participants were nervous about leaving the IEC and transitioning into mainstream, with a common perception that transitioning would be easier with friends to go with. There was also a shared belief that transitioning would be difficult because they would have to speak more English and there would be more consequences for incorrect usage/ mistakes. In the study, the concerns about language were much less prominent in reality (post-transition). Overall, the participant children

	described their transitions as hard, and they missed their old friends, but they were also positive about school and their new friends (but making new friends was a slow process). The participants rarely articulated a sense of being discriminated against. Core argument: Familiarity and shared cultural/linguistic backgrounds facilitate the process of making friends. IEC = helps with transition: “given the finding that the participants did not report experiencing racism or discrimination, we would suggest that the IELC provided children with enough social capital (Morrice, 2007; Arriaza, 2003, Grieshaber & Miller, 2010) to ‘pass’ within mainstream education after their transition” (p.?). Furthermore, sharing classes in art and sport (likely to be valued by many students) helps new/ transitioning students to ‘fit in’.
Deslandes, C., Kaufmann, L.M., & Anderson, J.R. (2022). A systematic and integrative review of qualitative research exploring experiences of acculturation and education among African-born migrants. <i>International Journal of Cultural Relations</i>, 8, 240–257. AUS Annotation by Anna Xavier Keywords: <i>Acculturation; education; African; migrant; meta-synthesis</i>	Context: African migration has a long and complex history globally. There were nearly 19 million African-born migrants residing outside of Africa in 2019, with over 21 million African-born migrants residing in an African region outside their home country (International Organization for Migration, 2019). A variety of factors, including demographic, economic, environmental, political, and social factors uniquely motivate each individual’s their desire or need to migrate (Hassan, 2020). Despite the extensive African migration history, there appears to be limited literature which explores the acculturation and educational experiences among African-born migrants. Aims: To present findings of a systematic review that provides a synthesis of qualitative findings on African-born migrants’ experiences in acculturation & education, as well as an investigation of intersectional effects, including the home and host country relationship, and migrant status. Methodology: Search strategy: A systematic search was conducted for relevant publications; Databases (n=5): ERIC, Medline, Psychology and Behavioral Sciences Collection, PsycINFO, ProQuest,5 SCOPUS, and Web of Science; Key concepts captured by search terms: (a) acculturation, (b) African, & (c) migrant; Search terms were examined in two parts: Part 1 – search terms in each database for thesaurus-specific subject headings; Part 2 - search terms used to target the key concepts in the title and abstract of each record; Inclusion criteria: articles must (a) explore acculturation, (b) discuss the relationship of acculturation and education, (c) include an African-born first-generation migrant sample, (d) be available in English, and (e) employ a qualitative research design. Exclusion criteria: (a) examined either a sample that was not African or of mixed origin (e.g., participants both from Africa and the Caribbean), (b) participants were not

first-generation migrants (e.g., 1.5, second-generation or later [third- generation, etc.]), (c) did not examine the relationship between acculturation and acculturation-relevant experiences, (d) discussed the relationship of acculturation and experiences other than education, or (e) discussed other factors' impact on acculturation., Data extracted: study location, study design, study aim, sample size, birth country, migrant status, migration age and duration of residence in the host country (when possible), acculturation conceptualization, outcomes, and (qualitative) findings; Data synthesis: Iterative thematic analysis; Quality assessment of individual studies was conducted using the tool designed by Carroll, Booth & Llyod-Jones (2012), which records the following: Study design, RQs, selection of participants, data collection, and analysis methods. Texts selected: 25 studies – 14 dissertations, 10 journals (published) & 1 case study (from a book); Sample sizes in studies: (n=1-72); Total participants in review: n=511; Location of studies: US (n=13), Australia (n=3), UK (n=2), South Africa (n=2), Canada (n=2), Israel (n=1), Sweden (n=1), both US & Italy (n=1); Types of migrants in studies: Voluntary migrants (n=8), involuntary migrants (n=12), combination of voluntary & involuntary migrants (n=2).

Theoretical frame: NA

Findings: 5 key education experience themes related to acculturation emerged from the meta-synthesis of 25 eligible studies: Academic achievement, participation in education, parent and guardian-based support, academic adjustment, and peer relationships; 1) Academic achievement: Acculturation as host language proficiency had an undoubtedly positive relationship with academic achievement. Specifically, greater host language proficiency was observed to improve academic achievement at all levels of education ($k = 4$), while limited host language proficiency appeared to hinder educational success ($k = 2$), and lead to academic challenges (Chartonas & Bose, 2015). Problems with acculturation (e.g., managing conflicting cultural expectations of home and host cultures) were associated with poor concentration at school (Mwanri, Okyere, & Pulvirenti, 2018). Difficulties adjusting to school and classroom expectation, language use, cultural mismatch also were related to academic achievement via relations with teachers (Kumi-Yeboah & Smith, 2017); On the other hand, the relationships between acculturation strategies and academic achievement involve more complications - a sample of Somali university students experienced improved academic achievement through language acquisition (assimilation), although the majority of these student migrants did not believe that assimilation impacted their academic achievement (Ali,

2012). They did not believe that culture affects their education, and preferred an integration approach that allows a maintenance of their own culture whilst respecting the host culture; 2) Participation in education: Acculturation as host language proficiency appeared to have a positive impact on participation in education. However, the adoption of host culture had a mixed relationship with education participation. Limited access to tertiary education also appeared to be a source of acculturative stress; while HE helped address students' acculturative stress; Host language proficiency appeared to be unrelated to academic engagement or optimism among involuntary Somali secondary students in the U.S., except for two of the 12 participants. 3) Parent and guardian-based support: host culture adoption was undoubtedly positively related to parent and guardian-based support. In particular, limited host language proficiency was the greatest barrier impeding parents' and guardians' support of children's education and engagement with schools ($k = 13$). Parents also struggled to adjust to their new role in their children's education due to the wide gap between home and host culture expectations surrounding the parent's role in children's education ($k = 2$); 4) Academic adjustment: Adoption of host culture had an highly evident positive relationship with academic adjustment at all levels of education; on the other hand, low levels of host culture adoption viewed as language barriers including home culture accent were found to have a negative association with academic adjustment of voluntary Kenyan migrant tertiary students in the U.S., which also led to students' experiences of stress and confusion (Chege, 2016); 5) Peer relationships: Findings from a single study evaluating acculturation as duration of residence in host country discovered that increased time in the host country was related to interactions and friendships with host school peers (Shepard, 2005); On the other hand, a single study of Zimbabwean primary school students discovered that while increased host language proficiency was linked to sense of belonging, this sense of belonging was not hindered by a lack of verbal proficiency if the students were able to have non-verbal communication with their peers (Adebanji, 2013); The relationship between peer relationships and home country language proficiency, home culture rules, and home community were found to be complicated.

Discussion: Although the current review involved limited categorization of African-born migrants' acculturative styles, the level of host culture adoption (often examined as host language proficiency) was often related to beneficial education experiences both academically and socially, while maintenance of home culture was related with 'positive home culture peer relationships' (p.

	253); The current review supports findings of Sheikh and Anderson (2018) by demonstrating that the relationship between acculturation and education experiences is similar for both voluntary and involuntary migrants, and by providing comprehensive and systematic evidence for the relationship between acculturation and education experiences of African-born migrants; Risk of bias in study: Specific aspects of acculturation (e.g., integration) received more attention and consideration than a complete model in this review, indicating that while some aspects of host culture adoption such as language proficiency could be established as factors affecting African-born migrants' education experiences, other important aspects of acculturation, including maintenance of home culture have been largely overlooked; Policy implications: education policies must cater to the needs of migrant students, to ensure they have access to and are engaged at all levels of education; areas requiring change: class placement & structure, language classes structure (current hinders academic achievement & peer relationships from being formed), support & resources to support migrant students' transition into education & promote positive educational experiences for them; Education policies at both a government and institutional level need to be more accommodating to the unique needs of migrant students, particularly involuntary migrants, who are a large and growing population globally. Core argument: The adoption of host culture usually <i>enhances</i> the educational experiences of African-born migrants, and these experiences do not vary systematically based on the migrants' status or home/host country However, it can be noted that the adoption of host culture in peer relationships, participation in education, and academic achievement was less consistent.
Détourbe, M.A., & Goestellec, G. (2018). Revisiting the Issues of Access to Higher Education and Social Stratification through the Case of Refugees: A Comparative Study of Spaces of Opportunity for Refugee Students in Germany and England. <i>Social Sciences</i>, 7, 186, 1–20. FRA/SWI Annotation written by Sally Baker	Context: Social stratification of higher education: “horizontal (institutional, disciplinary and study program) and vertical (degree) differentiation” (p.2). Authors note how refugee students are interesting cohort to examine stratification of HE: 1) they “stand at the margin” of domestic population, but can be counted as both domestic and international by virtue of their experiences; 2) forced nature of migration disrupts normative social reproduction patterns; 3) depend heavily on social policies following settlement/ arrival, meaning “their probability to access HE is conditioned by how immigration and welfare policies intersect with HE policies” (p.4) Aims: To offer “new insights into the relationship between inequality in access to higher education and social stratification through the analytical lens of refugees’ access to higher education” (p.1); to examine “the complex dynamics at play between the specific rights and statuses they are granted

Keywords: <i>access to higher education; asylum; higher education; high participation systems; social inequality; social stratification; refugee</i>	and the way access to higher education is built as a (social) policy in two [high participation systems], namely Germany and England” (p.1); to “unveil some of these “societal and institutional obstacles and exclusions” by looking more specifically at the type of administrative statuses they are offered and the associated rights they are granted in three policy domains: asylum, social welfare, and access to HE” (p.4). RQ: “To what extent can the issue of refugees’ access to higher education in HPS illuminate conceptually the broader issue of social stratification, and its relationship with access to higher education?” (p.4) Conceptual frame: Assemblages (of refugee rights, status + policy): “We hypothesize that beyond an individual’s categorization into a certain socio-economic stratum and their relative position within a specific social group, their probability to access HE is partly shaped by how these policy domains are assembled in specific national settings” (p.4). Methodology: Policy and document analysis from German and UK contexts (as two high participation HE systems) Findings: Authors offer overview of immigration policies for each country and relationship to HE UK: recent policy shift to decreasing numbers of migrants, with numbers of refugees halving between 2005 and 2017. International students were captured in restrictive policies, making it more difficult to study in UK (despite significant income generated) but still significant numbers (14% UG, 38% PG, 43% HDR students = international in 2014–15). At same time, UK government has invested heavily (in policy terms) in widening participation of under-represented groups. British HE = internally (WP) and externally (internationalisation) diverse. Immigration = cut to asylum seekers from early 2000s to avoid idea that UK = ‘soft touch’, with asylum policies progressively tightened to right of appeal. Less than 1/3 of refugee claims are upheld. Asylum seekers given basic provision to accommodation, health care and some money to cover expenses but no right to work while claim is being handled. Table 1 on p.9 offers overview of rights and entitlements to different statuses. All types have right to study, but asylum seekers (AS) and people with discretionary leave to remain (DLR) charged international student fees. Responsibility for providing support to AS and DLR = the decision of the university, rather than being able to access national funds via HEFCE. Devolution of responsibility to individual universities for

WP has resulted in less work by elite universities, creating the greatest disparities in supporting access for educationally disadvantaged students. Some universities have joined Universities of Sanctuary scheme: “In an already fragmented asylum policy context which offers differential rights according to the legal refugee status, the probability for refugees to access HE in the very hierarchical English HPS is therefore highly dependent on the institution’s status as a low, middle or high-tariff institution (depending on the level of academic requirements as managed by UCAS through tariff points), and on the existence of targeted scholarship programmes and specific contextualized admission processes, which are only slowly being developed” (p.10).

Germany: recent policy shift increased migration, with imperative both from Germany’s response to 2015 ‘refugee crisis’ and belief that increased skilled migration will help to mitigate decline of aging population. Universities less reliant on international students (only 18% of first-time entrants to HE) and have a proactive policyscape that allowed universities to respond quickly to increased numbers of refugees entering HE system. German system = steady increase in enrolments to become high participation system.

Asylum = managed by federal government; on arrival, an asylum seeker’s details are checked through the central European system to make sure their case is not being handled elsewhere, and they are allocated to a region (shared fairly between 16 states, or Bundesländer governments), where they have to stay for a minimum of 3 months and they receive basic supports but are not allowed to work while their case is being processed. They can apply for general welfare after living in Germany for 15 months. Access to German HE is already relatively easy, with entry requirements less restrictive and the cost much lower (100–300EUR per semester). Refugees can also access federal schemes to support access, such as free TestAs (aptitude test for foreign students), and UniAssist (prior educational qualification recognition/ application system) + 2 semesters of preparatory education at Studienkollegs. 11 of the 16 states launched WP schemes to encourage refugees to enrol in HE: “As a result, refugees who wish to access HE in Germany can do so through different pathways and benefit from converging and comprehensive support from higher education institutions, Länder and the federal ministry” (p.11). Table 2 clearly demonstrates that irrespective of asylum seeker or refugee status, people can access higher education and public supports to

	study, although classification of refugees as international students means that entry is tied to international student regulations (academic and language), which can make access competitive. Core argument: In UK = “narrow spaces of opportunity” for refugees to access higher education because of constellation of immigration, asylum and higher education policies, which have been made worse by Brexit. Refugee students likely to remain marginal (p.13). In Germany = system and growth of HE “makes for a good structural probability for refugees to access HE” (p.13), although there is regional variation in access and opportunities (Berg, 2018). Strong national commitment (federal, state, local levels) suggests favourable conditions for continued growth in refugee access, but longer-term success will depend on transitions into labour market. Differentiated refugee/ asylum policies = feed into ‘market citizenship’, relating to individual’s economic power and labour market potential. Refugee access to higher education = “systematically shaped at the crossroads between national asylum, social welfare and access to HE policies. It is conditioned by student categorization (domestic/international), and how it is associated with different political territories but also citizenship categories, which raises the issue of the territorial boundaries of social justice in access” (p.14). Authors offer two recommendations: Drivers for WP and internationalisation should be more closely aligned, following interrogation of the purpose of HE: is it a commodity for public and social good, and what considerations with regard to admissions, distribution across regions, personal cost need to be made? Need to consider effects of social stratification and reproduction of inequalities with regard to broader project of WP — if status quo is maintained, access to refugees is likely to remain marginal.
Devine, N. (2015). The refugee crisis and education: How should educators respond?, <i>Educational Philosophy and Theory</i>, 47, 1375–1376. NZ Annotation written by Sally Baker DISCOURSES	Context: Responding to editorial for this SI by Peters & Besley, and thinking about importance of education (for children primarily). Core argument: We must remember that we are citizens first, and as such have some (but limited) scope to act. Devine is herself a migrant/ daughter of migrants and she questions how the legacies and traditions of migration/colonialism can be ignored in contexts like NZ: “How such immigration-formed countries can so piously deny access to the new wave of immigrant/refugees is beyond me” (p.1375). The protectionist political imperative to create refugees as an underclass to be feared necessitates education, but author points out that countries like NZ and Aus are highly selective about who gets in. Education has additional benefits in times and places of crisis, such as offering

	protection in terms of knowing who is present (protection from child traffickers) and providing an alternative to child labour. Author argues that in educating refugees in countries of settlement, we as educators need to challenge our assumptions and beliefs: “If we identify them as ‘different’ and regard difference as deficiency or threat, then exposing them to our education system is not going to be a great advantage to them” (p.1376). She suggests we should take Freireian approach to ‘asking the oppressed’ what they want to learn and how we can help them learn it.
Dobson, S., Agrusti, G., & Pinto, M. (2019). Supporting the inclusion of refugees: policies, theories and actions, <i>International Journal of Inclusive Education</i>, NZ Annotation written by Emily Miller EDITORIAL	Context: This editorial introduces a special issue of the <i>International Journal of Inclusive Education</i>, the topic of the issue is “Supporting the inclusion of refugees: policies, theories and actions”. The authors discuss why inclusion in education is important for people with refugee backgrounds, regardless of their current circumstances, individual histories or legal status. They discuss how access and equity in education contributes to overall experiences of social inclusion, belonging and wellbeing, and can lead to other forms of social inclusion such as employment. They further discuss the global context of young peoples’ generally positive attitudes to migration, the connectivity that social media has brought, and query how best to mobilise young peoples’ positive attitudes to migration in order to develop social inclusion. The authors question how best to work towards social inclusion through measurement of inclusion in terms of wellbeing and belonging. Although the authors speak to a global inclusion agenda, the focus of discussion is predominantly resettlement settings in countries of the global north. Articles in the issue draw on data from Ireland, Finland, Italy, Portugal, Norway, and Turkey. Articles focus on integration, educational opportunities and access, and intercultural awareness and sensitivity of people working with people from refugee backgrounds in these settings. Core argument: The authors focus on how policy, action and theory currently contribute to authentic experiences of belonging and inclusion, or alternatively to exclusion. They introduce two questions that might lead to an improved understanding of how policy, action and theory can support inclusion and belonging for refugees: (1) What concepts support a language and practice of authentic experience of inclusion and belonging for refugees? and (2) how can these concepts support the creation of indicators to measure the success of refugee inclusion and belonging compared with other groups in society or in ipsative terms, by comparison with themselves? They

	further query the nature of measurement of wellbeing, highlighting that measures may be insufficient if they are not responsive to authentic experiences of belonging and wellbeing. The authors suggest that measures need to be developed in order to track and measure educational interventions and gauge their efficacy in different settings, with a goal of improved social inclusion, belonging and wellbeing.
Doná, G. (2007). The Microphysics of Participation in Refugee Research. <i>Journal of Refugee Studies</i>, 20(2), 210–229. UK Annotation written by Sally Baker Keywords: <i>refugee participation, participatory research, representation, refugee voices, Foucault's power, Central American refugees, Rwandan children</i>	Context: Questions assumptions that forced migration researchers will produce knowledge that will ultimately benefit the objects of the research. Refugee research = partisan (not neutral). Consequently, “it is reasonable to ask what role and involvement forced migrants themselves have in the process of creation, codification, and reproduction of knowledge of which they are ultimately meant to be beneficiaries” (p.211). Notes that ‘participation’ can mean many things. To conceptualise participation, author reviews three areas (participatory research: roles, positionality, voice) and notes that power ‘pervades these areas’ Aim: To examine “the involvement of refugees in the production and reproduction of knowledge of which they are ultimately meant to be beneficiaries” (abstract); to consider refugees’ roles as participants in research, what their position is in ‘participatory’ research, and the representation of voices. Theoretical frame: Foucault = circularity of power Methodological frame: Essay Discussion: • <i>Role of refugee participants:</i> Following Christiansen & Prout (2002), refugees could be: “objects, subjects, social actors, and participants and co-researchers” (p.212). Objects when = observed through eyes of more powerful, or when objects of studies; “As ‘objects’, they have no power over the creation or production of knowledge about them (p.212). They are ‘subjects’ when participation = limited to that of respondents/ interviewees or survey-takers. They can be ‘social actors’ when they can “make sense of their lives and research when they are in dialogue with the researcher and inform the content of the research process not simply as respondents to pre-determined questions but as informants knowledgeable about their experiences” (p.212). They are ‘participants’ or ‘co-researchers’

	when “they are involved, informed, consulted, and heard, within the new social sciences methodologies that see research as a co-production of knowledge” (p.212). • Dissemination of reflexive knowledge (consider, discuss and disseminate the acquired methodological knowledge and experience) = not unique to refugee research, but is generating methodological interest (such as this article). Author scopes other literature that has attended to methodological issues/ complexities of researching with refugees. Offers anecdote that prompts a question about ‘who counts’ as a participant? Many people shape knowledge production; “they are part of a net-like system that includes manifold kinds of ‘documented’ and ‘undocumented’ participants including: those involved in pilot studies to ensure that questionnaires are reliable, gatekeepers who facilitate access and may effectively select who participates and who does not, interviewees, interviewers, interpreters, and research assistants. They may be refugees themselves, migrants, members of the national or ethnic group researched, may share a language, be local researchers. Their role in the research process is vital yet unobserved” (p.214). • <i>Participatory research with refugees</i>: Participatory research has multiple manifestations. Scopes literature on participatory approaches (mostly large-scale, based in health sciences. Doná critiques the assumption at the heart of binary of macro/ micro-level power dynamics: “The focus on the micro-level, on people who are considered powerless and at the margin tends to reproduce the simplistic notion that the sites of social power and control are to be found solely at the macro-centre levels” (p.216). • <i>Microphysics of refugee participation</i>: From Foucault, where microphysics = fluid space/ flow between macro (large institutions/ nations) and micro (individual, body, self) forms of power (metaxy/ liminal). Metaxy = something that separates and connects (see Simone Weil). • “A microphysics analysis of the lives of forced migrants outside camps indicates that urban refugees, undocumented migrants, dispersed asylum seekers, invisible refugees, integrated refugees do not inhabit separate physical or social spaces that can be changed without negotiations with other groups; more importantly, they do not necessarily imagine bounded or shared social environments to be improved, making participatory research challenging” (p.217). Asks whether it is possible to reimagine refugee research as part of a “radical

	politics of migration, asylum and protection”” (p. 218), where people with lived experience = involved in development of policy and practice. • <i>Representation</i>: -see field of Refugee Studies (“an endeavour in methodological and conceptual representation” (p.220). Representation = speaking of (constructing accounts/ writing texts) and speaking for (advocating/ mediating). In refugee research = acknowledged that “the interests of • refugees and asylum-seekers may not be represented by the primarily middleclass, elite, and often white European research community”, and that there could be competition inter/intra these groups (p.221). Also = tendency to represent refugees in ways that are reductive/essentialising, and through binary labels (“victim/survivor, resilient/vulnerable, bogus/genuine, regular/irregular, displacement/emplacement, rooted/uprooted, deserving/undeserving, healthy/ ill, outside/inside, asylum seeker/citizen, problem/resource)” p.221. = suggestive of Cartesian dualist thinking (see Said, 1978; Bhaba, 1994 + interstices) – move beyond binaries; recognize more difference/ diversity. • <i>Power circulates</i>: participation = power-laden relations and contracts; power circulates in diffuse ways (in line with the more pluralistic thinking of Said and Bhaba). Author offers example of her own experience of research in Rwanda. Core argument: need to think carefully to avoid essentialising refugee research and refugee participation. Circulatory view of power can be disruptive: “This enables refugees and researchers, amongst others, to ‘reclaim’ a different relation to power and participation. Rather than conceiving power as something which is possessed or incremental, the view that power is something which circulates places all ‘participants’—refugees, researchers, interpreters, interviewees, and so on—on an equal footing: they are vehicles for the circulation of power, simultaneously undergoing and exercising it” (p.227).
Dooley, K. (2015). Digital literacies: Understanding the literate practices of refugee kids in an after-school media club. In Ferfolja, T., C. Jones Diaz & J. Ullman (Eds.) <i>Understanding Sociological Theory for</i>	Context: Media after-school club for children from refugee backgrounds (CfRB) = MediaClub (part of ARC-funded project: URLearning at high diversity/ high poverty school). MediaClub ran for 14 terms; each term 16-20 CfRB enrolled, and approximately 50% continued as ‘regulars’. Dooley purposefully uses the term ‘kids’ to mark out the informality of the educational space. MediaClub = not specifically for CfRB; it was designed for Year 4-7 (9-12 years old). Dooley notes academic

<i>Educational Practice</i>, pp. 180–195. Melbourne: Cambridge University Press. AUS Annotation written by Sally Baker Keywords: <i>refugee education, media club, digital literacy, after-school program, Bourdieu</i>	arguments against idea of ‘hanging out’. Notes academic literature on refugee students being disadvantaged – examines literature on pedagogic responses in mainstream classroom; homework clubs in Australia, UK and US Aim: To examine literacy benefits that case study students gained from participating in MediaClub Theoretical frame: Bourdieu’s field, habitus and capital for ‘deep and systematic’ analysis Methodology: ‘design-based research’ – participant observation, interviews (students and teachers) and artefact collection. Offers case studies of two Congolese students (Dana and Brinella) who are multilingual and had been in Australia for 8 (Brinella) and 4 years (Dana) Discussion: Bourdieusian analysis = highlights high value ascribed to literacy over other forms of communicative practice (see p.184), especially within field of literacy education. Dooley argues that resources of literacy education = capital (value ascribed), with literacy taken to mean different types of reading (economic literacy/reading, social literacy/reading, etc.). Standardised testing = “one means by which the state us structuring and distributing capital within the field of literacy education” (p.185). MediaClub = understood as local context within field of literacy education (but written mode not privileged). Making friendships = pivotal to students’ acquisition of linguistic capital. Flow of literate activities = directed toward school (rather than schools finding ways of incorporating home literacy practices into formal literacy education Core argument: “Schooling in general and literacy education in particular are implicated in the reproduction of the social inequality experienced by [CrRB]” – evident in lowest achievement in standardised testing (p.191)
Dooley, K.T., & Thangaperumal, P. (2011). Pedagogy and participation: literacy education for low-literate refugee students of African origin in a western school system. <i>Language and Education</i>, 25(5), 385–397. AUS Annotation written by Bianca Takans Keywords: <i>adolescents, classroom discourse, ESL, literacy, pedagogy, scaffolding</i>	Context: The appropriate form of literacy education for low literate students of refugee African backgrounds was explored. The challenge highlighted how to balance instruction in basic literacy capabilities while also realising the benefits associated with interactive and dialogic pedagogies. Both ideas have a place in literacy education and need to be considered when teaching students who have no (or limited) literacy levels due to interrupted schooling. Methodology: An interview study was conducted in Australia in an Intensive English Centre (IEC) and three high schools. All the interviews touched on students’ opportunities for social, linguistic, and academic development. The author’s used Brian Street’s ‘ideological model’ of literacy in their study; literacy not only encompasses technical skills of reading and writing but also as social and cultural ways of knowing that are embedded with relationships in power.

	Findings and core argument: The data conveyed that teachers were providing highly controlled instruction in basic literacy and genre analysis which has its strong links to requirements of national testing. Whilst the effectiveness of highly controlled pedagogy for basic literacy instruction is well documented, there is also a need to prioritise transformative critical literacy in each context. The data also illustrated the treatment of students in oral interaction within the classroom. Many students recounted being laughed at for their accent or that teachers spoke too quickly or became angry when students could not respond in a timely manner. In this example, teachers should use transformative critical literacy in addressing the reality of linguistic discrimination and equity before moving onto analysing texts. The data further suggested that teachers, where possible, should work transformatively from the experiences of the refugee students. For example, a teacher linked the lesson on Animal Farm to student's own experience of civil war; students were then able to co-construct knowledge, 'Oh, that's what happened in Rwanda'. By drawing on an experience important to the student, this pedagogy enabled students to acquire critical metalanguage and then transformative literacy about the meaning of texts that relate to equity, power, and social justice.
Drake, G. (2014). The ethical and methodological challenges of social work research with participants who fear retribution: To 'do no harm'. <i>Qualitative Social Work</i>, 13(2), 304–319. AUS Annotation written by Sally Baker Keywords: <i>Anonymity, boarding house, confidentiality, de-identify, ethics, informed consent</i>	Context: Examines ethical and methodological issues encountered in Drake's PhD study with people living in boarding houses in Australia, as people who feared retribution (vulnerable and marginalised), in terms of anonymity, confidentiality, informed consent and the meanings and implications of de-identification. Author discusses the study and the context. "The majority of boarding house residents live within a culture of compliance, fear and punishment" (p.309) Discussion: Drake notes the institutional ethical considerations and requirements of both the institutional HREC and the NHMRC guidelines around working with vulnerable populations, and she was concerned about breaching her professional standards (as a Social Worker). Specifically, Drake looks at the ethical mandate to 'do no harm' – particularly in the context of the power imbalance, and the constraints of particular roles (community organisations, government agencies, residents). Resident-participants often asked whether the boarding house manager would know about their participation in the study – thus confirming the author's concerns; perceived retribution included "eviction, physical assault and the withdrawal of 'privileges' such as food or cigarettes" (p.310). Discusses the affordances of deception for generation of 'honest answers' (see p.310-11)

	Discusses the intention of the Department of FACS to get Drake to sign a contract that would prevent her from speaking freely. She declined (p.311-12) Drake notes the assumption we must avoid about participants' familiarity with research processes – not to push for protectionist approaches; “It is incorporating ways that promote access and acknowledge the context of participants lived experience” (p.314) –especially when people have experienced coercion. Drake notes Hugman et al.'s call for informed consent as process. Drake developed the following criteria to decide if someone could give ‘informed’ consent: “Following the provision of information, in an accessible manner, the person is able to describe what the research is about, that participation is voluntary, and has the option of withdrawing from the study at any time. The person should also be able to describe any risks or benefits of participation. . Does the person have a guardian? This may include a public or private guardian. If yes, consent will need to be obtained from the person’s guardian. . Consideration of information provided by staff of disability or mental health services that have experience working with the person. . If the person is unable to provide informed consent or the person’s ‘guardian’ or ‘person responsible’ does not provide consent, the person is unable to participate in the study” (p.314). Discusses an ethical dilemma of a disclosure that prompted a difficult decision. Core argument: There are challenges between the desire to collect ‘thick description’ (tz, 1973) and anonymity. Upholding anonymity = “an ongoing and dynamic process” (p.317) and a broad definition should be applied in practice.
Dryden-Peterson, S. (2010). The Politics of Higher Education for Refugees in a Global Movement for Primary Education. <i>Refuge: Canada’s Journal on Refugees</i>, 27(2), 10–18. INT Annotation written by Dr Georgina Ramsay	Context: Education of refugees in a global context Aim: Focus on providing primary and secondary education to refugees in protracted refugee situations means that higher education is often overlooked or resisted. What is the role of HE in contexts where vast numbers of children do not have access even to primary school? Methods: • Review article: synthesis of literature and policy analysis Conclusions: • Higher Education has remained largely outside of the global education movement, with focus instead on primary education.

	• Reluctance in general and UNHCR toward HE for refugees, because of focus on primary education. But lack of investment in HE is problematic. Prioritising resources to provide primary and secondary education address equity goal in short term, but ignoring HE has negative long-term consequences for individuals and society. Creates a situation of longitudinal inequity. • Provision of HE to refugees in protracted situations is important for three reasons: 1) HE is an instrument of protection in refugee contexts, protective role for youth engagement, peace building, and counter terrorism, provides opportunities for employment and self-sufficiency, 2) access to HE contributes to the rebuilding of individual lives and the realisation of durable solutions, 3) higher education is a tool of reconstruction, meets the needs not only of individuals but contributes to the development of human and social capital necessary for future reconstruction and economic development in countries or regions of origin. • Refugees who had access to HE found it more viable to move home post-conflict and did so early in repatriation process, fill roles much needed to rebuilding post-conflict zones.
Dryden-Peterson, S., & Giles, W. (2010). Introduction: Higher Education for Refugees. <i>Refuge: Canada's Journal on Refugees</i>, 27(2), 3–9. Annotation written by Sally Baker	Context: Introduction/ editorial for Special Issue. Young people from refugee backgrounds = represent hope but are often denied educational opportunities to make good on the hope they represent: “The extended nature of displacement and the lack of possibilities for education in exile mean that most refugees miss out on their one chance for school-based learning” (p.3). Describes higher education for refugees as ‘nascent’ Discussion: HE = on educational spectrum = often referred to as ‘pipeline’ but for refugees = broken pipeline. Educational opportunities are denied to refugees, more so in secondary education and beyond, and this is gendered. No comprehensive/ accurate data about refugees in higher education, but number is likely to be low. Discusses the issue of ‘voice’ and representation of/for refugees. Refugees habitually denied human rights through lack of access to education and work. “Access to higher forms of education enables young adults to make the types of inspired, creative, and resourceful decisions that will not only improve their personal livelihoods but, when linked to a broader educated community, can reverse the negative effects of militarized violence and activate community reconstruction from within” (p.5) – helps to move away from conditions that create/perpetuate precarity.

	SI = attends to higher education in pre-settlement contexts/countries (camps in Kenya, Uganda) and countries of settlement (Sudanese refugees in USA, youth in Canada) Core argument: Metaphor of broken pipeline = useful for thinking about transition
Dryden-Peterson, S. (2016). <i>Refugee Education: The Crossroads of Globalization</i>. <i>Educational Researcher</i>, 45(9), 473–482. USA Annotation written by Simon Williams Keywords: <i>citizenship, comparative education, education policy, globalization, historical analysis, in-depth interviewing, migration, multisite studies, policy analysis, qualitative research, refugees</i>	Context: The right to education for all. Aim: The paper examines comparative education from the perspective of the right to education for all refugees who are “caught between the global promise of universal human rights, the definition of citizenship right within nation-states, and the realisation of these sets of rights in everyday practices” (p.473). Methodology: Global institutionalism was used as a framework to understand the mechanisms and institutions of rights activation for the right to education. A historical and policy analysis was carried out with data sets collected from archival documents from the United Nations office and UNHCR, as well as key informant interviews with UNHCR staff, partners, ministry of education officials, NGO staff and United Nation agency staff. Findings: <i>Phase 1 (1945-1985) Local Provision Meets New Global Institutions</i> - Education of this time was largely organised by communities with limited input by aid agencies such as the UNHCR. <i>Phase 2 (1985-2011) Global Governance of Refugee Education</i> - Refugee education received greater input from global institutions. “The underlying assumption of segregated education for refugees was a speedy return to a country of origin; but the reality of conflict was that displacement was protracted” (p.478). The influence of the UNHCR in education during this time was limited, with no relationships with ministries of education and refugee education considered as “education for ultimate disappointment” (p.478). <i>Phase 3 (2012-present) Global Support to National Systems</i> - The introduction of the Global Education Strategy (GES) by the UNHCR in 2012, emphasised the “integration of refugee learning within national systems (UNHCR 2012, p.8). Post GES, there was a greater push for increased staffing in the UNHCR working on education from 6 staff members in 2011 to 44 less than 3 years later. However, interpretations of the GES varied nation to nation and problems ensued based on the integration of refugees, the perceptions of refugees and language usage. The author notes: “...despite integration in national education systems, in no nation-state did refugees, as of this writing, have the status that would enable the future economic, political, and social participation for which that education sought to prepare them”.

	Core Argument: "... the central question for the field of refugee education is how both to enable the universal right to education and to facilitate refugees' ability to use that education within their host nation-states" (p.479). Moreover, "The lack of alignment between normative aspirations and doctrine external to the nation-state and mechanisms and institutions of enforcement within the nation-state presents a paradox for the refugee children and young people who seek education within these precarious spaces" (p.480).
Dryden-Peterson, S. (2016). <i>Refugee education in countries of first asylum: Breaking open the black box of pre-resettlement experiences. Theory and Research in Education</i>, 14(2), 131–148. Annotation by Simon Williams Keywords: <i>Conflict, educational policies, low-income countries, migration, refugees, teachers</i>	Context: Investigated the access to education and the educational experiences of pre-settled refugee children. When discussing educational trajectories of refugee children there are three periods: pre-settlement, at arrive, and post-resettlement. There is an abundance of literature on the latter two; however, the former remains a 'black-box' with very little information on the educational experiences of refugee children before they arrive in the final place of settlement. The gap in research is significant as they inform the arrival and post-settlement stages of education. Aim: To examine post-resettlement refugee children's pre-settlement educational experiences. Methodology: Data collected from UNHCR data on refugee education, key informant interviews, ethnographic case studies. Semi-structured interviews with key informants who work in 14 countries (n=80) with UNHCR staff, partners, Ministry of education officials, NGO staff and United Nations staff. Findings: • Refugee camps remain important sits for education. • Informal schools established by refugee communities themselves are important sites for education. • Informal schools can substitute for government schools in places where families want to control curricular that reflects their own values. • In 2014 only 50% of refugee had access to primary schools, compared with 93% globally. • Low school enrolments continue in countries with large protracted populations. • Access to secondary school is lower than primary school. • Language barriers: Time spent learning languages is to the detriment of academic learning, especially when multiple languages are learned, or the language often changes. • Teacher-centred pedagogy: Refugee education is often heavily focused on the teacher with facts disseminated to students with little student involvement.

	• Discrimination in school settings: Refugee children encounter discrimination in pre-settlement settings through cultural adaption or marginalization. Conclusion: The paper begins to build a conceptualisation of pre-settlement education for refugees settled in the US, UK, Canada and Australia, centred around three key areas which are global trajectories of refugee education, language barriers, teacher centred pedagogies and discrimination in school settings. With this information teachers in resettlement schools are more equipped to provide support for refugee children based on their experiences. Core argument: More work is required to investigate and understand the pre-settlement educational experiences of refugee children so that more focused support can be offered in schools within final settlement countries.
Dryden-Peterson, S. (2017). Refugee Education: Education for an Unknowable Future. <i>Curriculum Enquiry</i>, 14(1), 14-24. INT Annotation by Simon Williams Keywords: <i>Refugee; conflict; teachers; purposes of education</i>	Context: The paper examines the experiences of a refugee teacher to understand the complex nature of providing access to education for refugees in protracted situations and with unknowable futures. Aim: An exploration into technical, curricular and relational dimensions that facilitate students to prepare for unknowable futures. Methodology: Portraiture Qualitative approach. Data collected from 12 hours of life history interviews, 3 one-hour semi-structured interviews, participant observation at schools in Bauma, Uganda. Findings & Conclusions: - Uncertainty of contemporary Conflict: There is a need to understand that displacement is often long term and as such refugee education needs to be considered as a long-term action. - Navigating Uncertainty – Students are stuck in uncertainty but can prepare by having access to education and the chance to develop language skills. - Refugee education has no end date. - Education for an unknowable future – “The trajectories of refugees do not fit neatly into the established policy categories of return, local integration, and resettlement” (p.21). - “Instead, they are non-linear and complex permutations of migration, exile, and consistently re-imagined futures” (p.21).

- The notion of refugee education requires a reconceptualization so that comprehend the notion of long-term uncertainty.
- A long-term education strategy is the integration of refugees into government schools.

Core argument: The paper investigates how refugees conceptualise education especially in the context of protracted situations and the notion that education is a long-term challenge that requires a rethink as to how it should be provided.

Dryden-Peterson, S., Dahya, N., & Adelman, E. (2017). [Pathways to Educational Success among Refugees: Connecting Locally and Globally Situated Resources](#). *American Educational Research Journal*, 54(6), 1011–1047.

CAMPS

Annotation written by Sally Baker

Keywords: *refugee, globalization, academic support, comparative education, migration*

Context: Somali diaspora and education in Dadaab refugee camp in Kenya – Dadaab = largest population of Somalis outside of Somalia. Secondary school enrolment = only 2.3% and there are only 3.8 girls participating in every 100 boys. Article begins with a summary of Mahad – one Somali student studying in Dadaab, who had lived in Dadaab camp from 6-22 (at time of writing), and he was one of the few to complete primary and secondary education, and he was working as a secondary school maths teacher. Authors note the importance of forms of support for students progressing through their education, but note the limited resources that restrict the forms of support available in refugee camps like Dadaab. Global virtual support might be a useful alternative to face-to-face, local support. Information about educational and technological resources in Dadaab on p.1020-1

Aim: To explore what examining experiences of refugee students like Mahad can say “about the barriers to education in these contexts but also about the pathways to success”; “to identify pathways to educational success among refugees who live in the most common site of exile”; to analyse “the educational trajectories of students who have been successful in their education” – aka graduating from secondary school; to examine the supports the student-participants found useful (p.1013); to focus on the globalization of relationships through the ‘traveling’ of educational resources.

Conceptual framework: Bronfenbrenner’s ecological model; Putnam’s (2000) forms of social capital and relationships (bonding, bridging); Tsing’s (2005) notion of ‘traveling’ to resist dichotomy of local-global (traveling = circulating through informal networks) – see p.1015.

Methodology: Mixed methods to explore experiences of students who have been successful in navigating educational pathways (aged 18+ and had completed secondary education): in-depth interviews with students (n=21; 14m, 7f – 12 lived in Dadaab, 3 had moved to Nairobi for university,

6 in Canada for higher education) and surveys (n=248: 64% m, 36% f; distributed in United States (35%), Canada (17%), Kenya (14%), Somalia (9%), and the United Kingdom (7%). 81% of sample had completed some kind of post-secondary education). Interviews conducted in English (see discussion of limitations on p.1023). Researchers engaged in ‘collaborative coding’ (Smagorinsky, 2008) – reviewing each other’s coding. Applicability of Bronfenbrenner’s ecological model emerged from analysis.

Findings: Presents narrative of Abshir to describe the kinds of support that facilitated his success. Abshir was a baby when he was orphaned in the Somali civil war and his older sister took him to Dadaab, which had only opened the year before. Abshir was able to start school but his sister was not because of beliefs that education wasn’t necessary for girls. Initially Abshir studied under trees; later, classrooms were built as the camp developed. Abshir described how his teachers were not trained and the quality of the teaching was therefore limited, and he was the only child in his class to pass the primary school leaving test. By age 20, he had achieved the Kenyan Certificate of Secondary Education (KCSE) and had started working as a primary teacher for an NGO and was going to study teaching through the Borderless HE for Refugees program in Dadaab. Abshir identifies that one of his teachers Kablan took a loan out to buy books for him and encouraged him to study. Abshir’s sister and husband helped him financially to pay for books and uniform. Abshir observed friends who had finished their education with nothing to do (many chewed an intoxicating plant called miraa to pass the time), but Abshir’s old teacher remained a great support and motivator to continue.

Survey results on supports

70% of respondents reported that academic support was ‘very important’ – most common forms of support = in micro-system (teachers, friends, family), accessed by approximately half of the respondents; 55% of respondents relied on face-to-face supports; 45% received virtual academic support, of whom 69% received locally situated virtual support (mostly via email and phone, as well as social media networks).

Other valued forms of support = career guidance (30%), social support (22%), and emotional support (19%).

Nature of supports

	<i>Global exo- macro-systems</i>: made possible via international agencies (e.g. UNHCR, other NGOs) give the structural framework (including physical frameworks in the form of classrooms) <i>Local micro-system</i>: family, friends, communities give encouragement, financial support, undertaking household duties. <i>Meso-system (traveling social capital)</i>: ‘traveling’ support from teachers (16/21 participants), particularly refugee teachers within the camps as well as the Kenyan teachers employed to teach in the camps (but the nature of the relationships was different – see p.1035-6). ‘Traveling’ support also reported from peers (in form of friendships and study groups). <i>Chronosystem</i>: Future aspirations = paying it forward and nation rebuilding (19/21 participants) Core argument: Most research on refugee education focuses on barriers; the research discussed in this article aims to shift the focus away from deficits to successful strategies and supports in camp-settings. In particular, this study evidences the importance of local-global, offline and virtual support: “The virtual connections we document in this study highlight technologically mediated, globally situated support for refugees, who are otherwise bounded by the legal restrictions that accompany their refugee status” (p.1043). Gender norms in the Somali community still need to shift to facilitate more girls to have access to education
Dryden-Peterson, S. (2019). Refugee education: Backward design to enable futures. <i>Education and Conflict Review</i>, 2, 49–53. USA Annotation written by Jana Berg	Context: In sight of four possible future scenarios (Resettlement, Return, Integration, and Transnationalism) and their overall insecurity, Dryden-Peterson found that refugee youth “both imagine and pursue [...] multiple [possible] futures simultaneously” (p. 51). She argues that “Education for refugees needs to account for this volatility and refugee young people’s aspirations within it by enabling refugee young people to develop the skills and knowledge to navigate and create these multiple futures“ (p. 51). Aim: To develop education that fits the goals and needs of refugees, the author suggests a backward design approach. Theoretical frame: Dryden-Peterson shows the application of backward design, which shifts the focus of planning to a future orientation (what do I want to achieve?) and to the students’ needs and goals instead of the system’s needs and goals (see p. 50). Methodology: not applicable (this is an essay)

	Findings: Based on her own experience as a teacher and her experiences with refugee families, Dryden-Peterson develops four key questions that teachers and policy makers can use in relation to each possible future to design goal- and student-oriented education for refugees. • What are this students' aspirations vis-à-vis this possible future? • How likely is this possible future? • What enduring understandings would enable this possible future? • What practical decisions about curriculum, pedagogy, language, and certification would enable this future? Core argument: Backward Design helps to put momentary challenges into perspective by relating them to the big picture of long-term goals. It also allows planning a course around the students' interests and needs.
Due, C., & Riggs, D. (2009). Moving Beyond English as a Requirement to "Fit In": Considering Refugee and Migrant Education in South Australia. <i>Refuge: Canada's Journal on Refugees</i>, 26(2), 55–64. AUS Annotation written by Sally Baker	Context: Explores experiences of students in the New Arrivals Program (NAP) in two primary schools in South Australia. In 2009 = significant increase in numbers of refugee intake/ asylum seekers trying to get into Australia via boats (and respondent rhetoric = 'softening of borders'). Authors cite Cole (2000) as describing Australia's border protection policy as "institutionalized racism at the border" (cited, p.56). Resulting assimilationist expectations and policies = subject of critique for this issue of <i>Refuge</i>. Authors critique perception of Australia as 'generous' with regard humanitarian responses: "Such a paternalistic understanding allows Australia to ignore both its own colonial history (and the status of nonindigenous people as ourselves migrants in illegal possession of land), and also the location of Australia within a global colonial history that continues to produce the disparities we see between developed and "Third-World" nations" (p.56). Argues that Australia focuses on 'procedural' rather than 'relational' views of forced migration. At the time of writing, 16 schools in South Australia had NAP. Aim: To ask/ respond to two aims: (1) the assumption that English language acquisition is central to the "integration" of refugees and other newly arrived migrants (and both that integration is of key importance and that the work of integration must primarily be undertaken by refugees and other migrants, not the broader community); and (2) the impact of power differentials between NAP and non- NAP students in the use of playground spaces" (p.55). Methodology: Draws on ethnography of school yards; draws on teachers' responses to questionnaire and ethnographic observation of children in the playground. Two schools in study:

one = category 6 (where category 1 is most disadvantaged and category 7 is least disadvantaged against Department of Education and Children's Services (DECS) Index of Educational Disadvantage); second = category 3.

Findings:

Use of space: "spaces are centred around the values of dominant groups, and as such function to exclude people from marginalized groups, such as refugees, unless they are seen to "fit in" with the dominant culture" (p.58) = reflected in how children use space of school yard. In study, few observations made of NAP children and NES children interacting = two broad groups = 'largely segregated', even when the children were sharing the same area/ equipment. In one school, NAP children = generally observed on periphery of school oval, whereas in the other school the NAP children were observed playing in more central areas, but still in relative isolation. The playgrounds were not like for like. In contrast, the teachers perceived that the NAP and non-NAP children did interact (from questionnaire data). Example given of two recently arrived siblings who wanted to stay together but school policy deterred them from doing so: "this type of treatment of NAP students fails to recognize that such students will have specific needs that differ from those of non-NAP students (for whom school rules were likely primarily designed)" (p.59).

English as prerequisite for inclusion: English = perceived as essential for interactions between NAP and non-NAP students. Little reflexivity on part of teachers that language = two-way street. Authors acknowledge that English (or a common form of communication) is of course important, "our concern here is that when an injunction is placed upon NAP students to learn English, there is little corollary injunction placed upon non-NAP students to engage with and learn from NAP students" (p.60). Little acknowledgement of the socially and context-bound terrain against which language learning happens (and how social relations etc. can both facilitate and inhibit language learning). Sport = relative leveler by some teachers (but others expressed concern that English language proficiency holds students back from asking to join in). However, authors note gendered dimension of sport as facilitator of engagement.

Core argument: There is a potential overemphasis of English proficiency (authors give example of non-linguistic classes such as art). Speaking English is not everything; rather, "the need for a slightly more nuanced argument; namely that regardless of the practical utility of being able to speak up for oneself in a situation where one is in a marginal position, the ability to do so will always be

	moderated by the willingness of other people to listen” (p.60). English speakers hold power over English learners. Perceptions of teachers = fundamental to perceptions of others/ possibility for change and contributed to monologic/ unidirectional support for ‘building bridges’/ cross-class interactions. Recommendations: 1) all teachers need to be aware of needs of/ differences for NAP students 2) school norms should not be based on ‘mainstream’ families to exclusion of immigrant communities
Due, C., Riggs, D., & Mandara, M. (2015). Educators’ experiences of working in Intensive English Language Programs: The strengths and challenges of specialised English language classrooms for students with migrant and refugee backgrounds. <i>Australian Journal of Education</i>, 59(2), 169–181. AUS Annotation written by Sally Baker Keywords: <i>Migrant children, refugees, language teachers, English (second language), intensive language, courses, second language programmes</i>	Context: Educators’ experiences of working in IELP (Intensive English Language Programs) in South Australia – set in context of dearth of research into educators’ perspectives; but see wider literature that points to many educators feeling ‘ill-equipped’ to support CALD students, which is “compounded by the importance that teachers and educational policies place upon language acquisition” (p.170) – particularly for ‘mainstream’ teachers (see Riggs & Due, 2011 = argument about implicit power/ privileging of English language speakers). At time of writing = 18 IECs attached to primary schools in SA. Students = eligible for 12 months (but more if a case is made) Aim: To “answer the following questions: 1) what are the challenges of the IELP as identified by teachers? 2) what are the benefits of the IELP as identified by teachers? and 3) what are teachers’ perceptions of the policies in relation to the Intensive English Language Centre (IELC) at both their school and a broader institutional level, specifically in relation to cultural diversity and transition from the IELP into mainstream classes?” (p.171) Methodology: ‘Inductive qualitative approach’: questionnaire and interviews with IELP educators (n=14) from 3 IECs in metro Adelaide Findings: Strengths: developing whole school approaches; IELP = ‘highly beneficial’ to students’ well-being and education because of specialist knowledge and increased cultural diversity for whole school. Also IELP = leads to enhanced sense of community for new arrivals to school. Strengths = small and specialist classes, ‘safe spaces’ (‘less of a drastic change’: participant 10; p.174). Challenges: administration of program (administrative load/ classroom practicalities); policy changes to transport arrangements (have to live over 1.75km away to access school bus), max age restrictions; length of time allowed; challenges related to distribution/ allocation of Bilingual School

	Services Officers (BSSOs); transition into mainstream ('culture shock'/ challenge to well-being and belonging/ lack of resources/ lack of communication between IELP and mainstream teachers coming into IEC classroom for transition visits); students with learning difficulties (conflation of language and learning issues); concern about lack of intercultural understanding in mainstream educators Core argument: IELP onsite = many benefits. It's important that CALD/ refugee children are both seen as benefitting and other students benefitting (dialogic benefits from sharing intercultural understandings and practices)
Due, C., Riggs, D.W., & Augoustinos, A. (2016). Diversity in Intensive English Language Centres in South Australia: Sociocultural Approaches to Education for Students with Migrant or Refugees Backgrounds. <i>International Journal of Inclusive Education</i> AUS Annotation written by Dr Georgina Ramsay/ Annotation written by Sally Baker Keywords: <i>Refugees; migrants; diversity (student); education; English (additional language); sociocultural theory</i>	Context: Australia, IECs Aim: Explore the educational experiences of primary-school aged children, to consider challenges and opportunities associated with diverse classrooms for students learning English from refugee backgrounds Conceptual frame: sociocultural theories of learning: shared communication – bringing home knowledges to support school learning (drawing on Vygotsky's notion of 'spontaneous concepts') Method: Ethnography (weekly observations over 2 s: 100 hours per school). Methodologically, researchers do not differentiate between refugee and other migrant children. Analytic approach = p.1289 Findings: - RELEVANCE: support for sociocultural learning approaches, whereby students' own cultural and linguistic background is treated as beneficial to education, rather than an 'obstacle' to be overcome (particularly prevalent in US literature related to refugees?), diverse classrooms offer opportunities to share knowledge: "multiple opportunities for teachers to 'celebrate' diversity in their student bodies, and this was most noticeable in relation to ethnic and cultural diversity in the students in the class" (p.1290) – e.g. learning about food and food preparation facilitated the 'bringing in' of home knowledge into the classroom - Differences between home and school can be pronounced for refugees in resettlement countries, so there is increased importance on creating opportunities for sharing knowledge in a meaningful way. Use of refugee students own cultural capital, use of culturally relevant materials and discussion

	- Teacher attitudes are important to the overall learning experience - IECs are spaces through which to ‘celebrate’ diversity in the student bodies, beyond superficial recognition of ethnic and cultural difference (a la Hage 1998). ‘Difference’ needs to become normal (see Nwosu and Barnes), needs to be integrated into everyday learning environment of the classroom. - Challenges: multiple demands in single classroom; difficulty of supporting all students and offering close analysis of development: “There was suggestion that learning difficulties would be misconceived in mainstream classes as undeveloped EALD skills, resulting in a late diagnosis, or – as in the extract above – an incorrect assumption that a student may have learning difficulties when in fact they do not” (p.1292). Also, diversity in IELP can exacerbate challenges of transitioning into school on arrival in Australia, with distress heightened because of lack of English Implications: - Whole-school (institution?) approaches to sociocultural learning are central to positive educational experiences for young refugee and migrant students - “It is worth noting that sociocultural learning approaches highlight that learning an additional language (in this case, English), can be enhanced by students’ knowledge of their first language(s) (Reese et al. 2001)” (p.1293).
Due, C., Callaghan, P., Reilly, A., Flavel, J., & Ziersch, A. (2021). Employment for women with refugee and asylum seeker backgrounds in Australia: An overview of workforce participation and available support programmes, <i>International Migration</i>. AUS Annotation written by Jana Berg	Context: Access to the labor market is a key factor in building a life in a new country and strongly connected to other settlement factors, such as economic independence and wellbeing. However, given the gender-specific challenges refugee and asylum-seeking women face, along with the overall gendered structure of the labor market, the authors aim to investigate the situation, challenges, and support for women with refugee and asylum seeker backgrounds in Australia. Aim: The authors aim to investigate the situation of women with refugee asylum seeker backgrounds in the Australian labor market. They focus on employment rates, but also potential and limitation of available support services. Methodology: The authors combine the results of an analysis of “1) the Building a New Life in Australia (BNLA) longitudinal data set; 2) a desktop review of employment programmes around Australia; and 3) interviews with service providers working specifically with people with refugee and asylum seeker backgrounds in South Australia” (p. 2)

Findings:*Rates of employment*

This section presents the results of the analysis of waves 1 (collected between October 2013 and March 2014) and 5 (collected between October 2017 and March 2018) of the Building a New Life in Australia (BNLA) longitudinal data set. The participants settled in Australia in 2013 with permanent humanitarian visa.

In wave one, only 1.1% (12) women were employed, compared to 10.2% (133) men. In wave 5, 12.5% (111) women were employed, compared to 45.5 (453) men. 84% of the female participants in wave 5 reported difficulties in finding employment, mostly around language proficiency, “lack of necessary skills/qualifications and inability to secure a job in an occupation in which they had overseas experience” (p. 4). Another challenge the authors mention are delayed assessments and “non-recognition of qualifications” (p. 4).

Services and Programs

This section is based on “existing literature, a desktop review of Australian work readiness services as well as interviews with 12 service providers working with people with refugee and asylum seeker backgrounds in South Australia [...] conducted from September 2019 to January 2020” (p. 5).

“Overall, three programme types were identified: 1) English language programmes; 2) Work readiness (including education, work skills, and career pathways); and 3) Work experience” (p. 6). Programs are provided publicly (on different levels from local to federal government), NGOs, and private businesses. The paper provides an overview and a description of programs available according to the different types.

They present a number of challenges, such as inflexible policy that can lead to inadequate support on a case to case basis, a lack of gendered awareness or support, e.g. a lack of childcare, short time-frames for registration and completion of classes that do not allow for orientation-phases, unrealistic program requirements such as a minimum of applications which present a major burden in addition to course participation and care work, high caseload for providers, which once again lessens the chance of providing adequate case to case support, a lack of access for people on temporary visa or without permanent humanitarian protection, and a lack of program-funding. Further, partnerships with private businesses are seen as a welcome chance to gain practical

	experience, but the authors caution that ongoing support is needed to address cultural challenges and misunderstandings. “Almost all service providers interviewed explained that the women they see from refugee and asylum-seeking backgrounds face a range of barriers to finding employment, including trauma, traditional family roles and associated expectations, lack of networks and knowledge of Australian job market culture, little or no previous education, low confidence, no knowledge of child-care benefits and how to access them, and lack of English proficiency” (p. 11). Overall, the authors argue for personalized, flexible, gender-aware and empowering, and culturally safe services, with adequately trained and aware staff. Ideally, services should address the wellbeing of refugee and asylum-seeking women into account. Core argument: Refugee and asylum-seeking women face additional, gendered challenges, which is represented in lower employment rates among refugee women. Support services should be personalized, flexible, gender-aware and empowering, culturally safe, and address employment in interconnection with other settlement-aspects and wellbeing. Women’s voices need to be included in program design and development.
Dumenden, I., & English, R. (2013). Fish out of water: refugee and international students in mainstream Australian schools. <i>International Journal of Inclusive Education</i>, 17(10), 1078–1088. AUS Annotated by Anna Xavier Keywords: <i>Pierre Bourdieu; critical discourse analysis (CDA); discourse historical approach (DHA); refugee students; international students; inclusive education</i>	Context: Previous studies examining the educational experiences of refugee young people in mainstream Australian secondary schools highlight a ‘hysteresis effect’ on both teacher habitus and student habitus (Bourdieu, 1977, 1990). Aim: To investigate specific incidents which reflect a ‘fish out of water’ (Bourdieu, 1977, 1990) phenomena in the schooling experiences of two students (one sfrb & one international student) who are enrolled in mainstream Australian secondary schools. Theoretical framework: 1) Hysteresis (the ‘fish out of water experience’) (Bourdieu, 1977, 1990): Three concepts – ‘habitus’ : an ‘acquired system of generative schemes objectively adjusted to the particular conditions in which it is constituted’ (Bourdieu, 1977, p. 95); ‘doxa’: an experience where agents who are able to find a quasi-perfect ‘fit’ between their habitus and their environment experience the na’tural and social world as self-evident; they are like ‘fish in water’ (p. 1080); ‘hysteresis’: the experience ‘when the habitus encounters an environment that is too different from the one to which it has been conditioned... like ‘fish out of water’ (p. 1080); 2) Discourse historical approach to critical discourse analysis (CDA) (Bernstein, 2000): Enables a ‘theoretical redescription

of empirical concepts' (p. 1081) – facilitates the translation of Bourdieu's theoretical language and the participants' empirical language (Wodak, 2004).

Methodology: Overall methodological approach: CDA analysis; Data samples: Transcripts - 1) Tutoring session with a sfrb; 2) Small focus group with an all-boys school group of international students; Sampling strategy: Self-selection; Research participants described in article: 1) Van (pseudonym used): Sfrb, originally from Burma, attending final year (Year 12) of secondary school in Melbourne; 2) Gregory (pseudonym used): International student, originally from China, attending Year 10 in Brisbane.

Findings: 1) Analysing the 'fish out of water' experience through CDA: Both students encounter the 'fish out of water' experience in Australian mainstream schools, although both are unaware that this is the cause of their problems; Both students blame their teachers for not being able to 'swim' in their new school environments through 'linguistic realisations', such as 'prejudice' (p. 1083); Both students also employed the linguistic realisation of 'narration' and 'reporting of events' (p. 1083) to point out that they asked for assistance more than once; Examples of 'hysteresis': Van was not able to distinguish between the teacher's friendly manner of speaking to students in the Australian classroom, and being friends with the teacher – his student habitus was formed in Burma, and did not fit in the Australian mainstream classrooms; Gregory's linguistic realisation allowed him to blame the teacher for failing his Chemistry assignment, highlighting that the teacher's comment 'you should have tried more harder' was ambiguous and unhelpful for him. However, his linguistic realisation of narration also showed that he was unaware of the demands of a scientific essay genre, reflecting that his habitus was 'out of sync with his new schooling conditions' (p. 1085); General findings: The students' difficulties in adapting to their current school environments have resulted in Van's argument with his teacher and Gregory's biased account of his Chemistry assignment failure, reflecting their 'fish out of water' experience.

Discussion: In both accounts, it is evident that the students' habitus which were developed through their previous schooling experiences in Burma and China respectively, did not match their new environment – mainstream Australian schools. As a result, students struggled to produce the 'correct responses' (p. 1086) expected by the Australian teachers. However, the findings also reflect 'a glimpse of the lag in the schools' adaptation from a mainly homogeneous student body to their new multicultural versions' from the teachers' responses to Van and Gregory.

	Core argument: ‘Students’ habitus, conditioned by their previous schooling experiences in their home countries, may not match their new Australian schools, resulting in frustration with, and alienation from, their mainstream schools. Therefore schools need to ‘adapt and adjust their habitus to the new multicultural world, in which there are international and refugee students among their usual cohort of mainstream students’ (p. 1078).
Earnest, J., Housen T., & Gillieatt, S. (2007). <i>Adolescent and Young Refugee Perspectives on Psychosocial Well-being</i>. Centre for International Health, Curtin University of Technology: Perth, WA. AUS Annotation written by Dr Georgina Ramsay WELL-BEING	Context: Psychosocial wellbeing from the perspective of refugee adolescents in four government schools in Perth, Western Australia. Focus group discussions were conducted with a total of 45 students from Intensive English Centres with the government schools. All students had been in the country for less than 2 years. Aim: - 1) Investigate perceptions and anxieties about escape, flight, migration, resettlement, acculturation, and future goals - 2) Identify the multiple stressors that refugee adolescents and youth have to cope with during the process of acculturation - 3) Make recommendations for school-based strategies to promote psychosocial wellbeing among refugee adolescents Conclusions: - Psychosocial wellbeing is described as having three core domains: human capacity (mental health and wellbeing, social ecology (relationships linking individuals within and between communities), and culture and values (the value and meaning given to behaviour and experience) RESILIENCE - Talks about the use of “ethnic assistants” as being useful - Limited language proficiency meant that finding out in-depth information through interviews was not possible Core argument: - Can use as a basis to critique resilience - Emphasises that educational institutions are a key setting in which the hopes of refugee youth materialise or do not materialise (could be considered similarly to higher education: it is a site of possibility but also disappointment)

	- Study points out that there is a significant gap in services that are being provided to youth from a refugee background
Earnest, J., & DeMori, G. (2008). Needs Analysis of Refugee Students at a Western Australian University: A Case Study from Curtin University. Refereed <i>Proceedings of the Australian Association for Research in Education Conference</i>. Brisbane: Australia. AUS Annotation written by Dr Georgina Ramsay HIGHER EDUCATION	Context: RBS experiences at a Western Australian University Aim: Identify the needs of RBS students at a HE institution in Western Australia, in order to examine what refugees themselves perceive as necessary to support their success, and the programs available to them. Needs analysis is a research methodology that aims to identify the real cause of existing problems, in order for weaknesses of the situation to be addressed in subsequent planning. Wants future design to be based on factual issues, rather than speculations. Conclusions: 1) Students require support that enables them to become active members of a learning community and to experience a sense of belonging within their university culture. 2) Students receive mix-messages about enrolment and career pathways, and need tailored support and encouragement to give them a sense of direction; 3) African teaching styles are more involved, students need help to adjust to the independent learning styles of Australian universities or else they may feel overwhelmed; 4) Disrupted education makes education skills development more difficult; 5) English language proficiency; 6) A feeling of ‘difference’ to Australian students – not having the same background information. Leads to less of a sense of belonging which is detrimental to their studies; 7) Financial issues (remittances, low income, etc.) 8) Social considerations – more likely to make friends with international students 9) Gender issues, female students face domestic duties that impact on their capacity to engage HE; 10) Computers and IT use is often challenging. Core argument: Emphasises that refugees have specific needs that based on pre-arrival experiences. They asked students themselves for recommendations – I think that is a useful approach, to give them a voice.
Earnest, J., De Mori, G., & Timler (2010). Strategies to enhance the well-being of students from refugee backgrounds in universities in Perth, Western Australia. Centre for International Health, Curtin University of Technology: Perth, WA AUS Annotation written by Dr Georgina Ramsay	Context: Perth, Australia. Aim: Explore perspectives of university students from refugee backgrounds, specifically on adaptation and acculturation in Western Australia. To document the perceptions and experiences the refugee youth have regarding tertiary education and understanding their differing learning needs. To understand the role that family and communities play in the life of refugee youth and how these influence education outcomes and success. To propose strategies and make recommendations that may assist in improving the success of refugee youth attending tertiary institutions. To design, trial, and culturally sensitive and appropriate CD as a useful orientation tool

HIGHER EDUCATION	for new refugee students in their first year of university that will assist with their engagement. To develop and trial a CD for academic staff to improve their understanding of refugee students Conclusions: - Found across all stages that cultural differences of refugee students need to be addressed - Strategies that can be implemented to improve psychosocial wellbeing and outcomes for refugee students include mentoring, cultural sensitivity training for academics, strategies to improve participation in tutorials and involving SFRBs in guild (?) activities Methodological comments: - Conflates refugee youth with students from a refugee background – not the same thing, although may overlap - Suggests that the specific pre- and post-migration experiences that SFRBs have demands “extraordinary levels of resilience and determination for success in tertiary study” – problematic discourse around resilience Core argument: - Positions “awareness” of the issues that SFRBs face as the basis of increasing educational outcomes: but I feel like this overlooks some of the structural and discrimination factors - Early days of SFRB research: some of the problematic deficiency and resilience discourses as shaping research agendas are prevalent here - Recognises that the voices and needs of SFRBs are necessary to their “success”
Earnest, J., Joyce, A., deMori, G., & Silvagni, G. (2010) Are universities responding to the needs of students from refugee backgrounds? <i>Australian Journal of Education</i>, 54(2), 155–174. AUS Annotation written by Sally Baker	Context: Sfrb students in Australian universities – little known about transition programs linking students into tertiary study. Addresses ‘paucity of research’ on learning styles/ needs of sfrb (specifically African and Middle Eastern). Draws on research (Earnest, Housen & Gillieatt, 2007) who suggest that educational institutions = safe and spaces of hope. Locates discussion around sfrb in context of increased diversification (draws on Northedge, 2003). Notes importance of early engagement + focus on health needs Aim: To report on needs analysis undertaken with sfrb in Victoria and WA; to examine needs of sfrb in tertiary education, document links between experiences and personal outcomes, propose student-based recommendations Methodology: Qualitative: in-depth interviews and focus groups: “The needs analysis was used to identify problems, concerns and issues faced by students from refugee backgrounds, so that

weaknesses could be considered” (p.160). In-depth interviews with 10 participants in WA= 6 m, 4 f - from Sudan, Somalia, Afghanistan, Sierra Leone and Eritrea. 7 = over 25 years old and studying education, health promotion, public health, commerce, environmental health science, engineering, nursing and social work. VIC = 3 x focus groups with 14 participants (9m, 5f) from Afghanistan and Oromia/Ethiopia

Findings: Having a sense of direction = many students described feeling confused about university because of “mixed messages about enrolment, their qualifications and entrance requirements” (p.162) and a lack of support. Preparation = students had positive and negative experiences (some had done preparatory courses and those who hadn’t felt disadvantaged). Participants noted differences in teaching styles between prior education experience in own cultures/countries (e.g. no tutorials, group work, presentation assignments, too many ongoing assessments). Difficulties with education and learning: due to fragmented educational histories, FinF (responsibility and pride), language competency, differences from/with other students, learning to use the internet and technology, using campus service. Notes role of academic staff and support systems (varied opinions – some were perceived as supportive; others = lacking empathy and understanding). Academic staff = little cultural understanding of sfrb (prejudice, low expectations of students). With regards to language: “The majority of the participants felt that student support does exist, particularly for academic writing, but many academic staff who facilitate these services often do not have a grasp of the specific subject material” (p.167)

Core argument: Very little research on sfrb in university. University “can be a culturally alienating place” (p.169) and lack of tailored programs impede active participation of sfrb. Student-driven recommendations =

- 1) need for guidance and encouragement to attend university
- 2) more assistance, especially in Year 1
- 3) offer bridging/ preparatory courses
- 4) increase financial support

“While there are existing services available for all students, including teaching and learning centres, life skills, counselling and employment services, these services remain underused and often students are unaware of them” (p.169).

Earnest, J., Mansi, R., Bayati, S., Earnest, J., & Thompson, S. (2015). [Resettlement experiences and resilience in refugee youth in Perth, Western Australia](#). *BMC Research Notes*, 8, 236.

AUS

Annotation written by Anja Wendt

Keywords: *Refugee youth, Coping strategies, Resettlement, Resilience, Western Australia*

Context: Australia offers one of the largest resettlement programs globally. The resettlement program includes assistance with language skills, job seeking, administration and community support. However, settling has a variety of components and the overall wellbeing has been identified by studies as essential. Overall wellbeing is linked to ‘indicators of belonging’ like social status, support, lack of discrimination and a peaceful environment (p.2). Trauma, guilt because of leaving behind family members and discrimination are affecting settlement. Programs which focus on integrative measurements and community participation can increase resilience which is directly linked to improved coping strategies.

Aim: Ascertain the resettlement experiences of refugee youth with a particular focus on the development of intervention models that address the complex needs of this population and build resilience.

Methodology: This exploratory study examines resettlement experiences for refugee youth in Western Australia using the psychosocial conceptual framework and qualitative methods. The psychosocial conceptual framework assumes that “the psychosocial well-being of an individual is defined by three core domains: human capacity, social ecology and culture and values. These domains map the human (physical and mental health and well-being, the skills and knowledge of people, and their livelihoods), social (relations within families, links with peer groups, religious, cultural civic and political institutions) and cultural (cultural values, beliefs, practices, human rights) capital available to people responding to challenges of prevailing events” (p.3). Focus group discussions and key informant interviews were undertaken with verbatim transcripts analysed using thematic analysis to identify themes.

Findings: Within the human capacity themes, *language* was identified as either barrier or facilitator for successful settlement. Only one female spoke English prior to arriving to Australia. The lack of proficiency was an issue throughout different areas in life. Some also felt that mandatory English classes threw them back in schooling as they missed a year. Access to care for *health and well-being* was reported as better than in home countries even though language posed a barrier. Translation services improved the experience. *Employment* was difficult to find for most study participants. Some focussed on education, some were looking for employment without success and some had vocational training in their home countries which was not recognised in Australia. The lack of internet access to find job opportunities was also reported as problematic.

	<u>Social ecological</u> themes include social activities with only limited interaction outside of the community. The men played sports and the Congolese women were involved in church events. Religion played a big role in the lives of study participants. They attended church or Islamic celebrations and particularly the women who didn't play sports were involved in religious events. <i>Support structures</i> were focussed on community members. Case workers provided only minimal assistance while guardians or family members were the main support. <u>Cultural capacity</u> themes explored the <i>connection to family</i> finding that many missed their family (if left behind). <i>Parental language and skills</i> or the difficulty for parents to learn and adapt added to the burden of interviewed youth to look after their family. At the same time, it increased their capabilities to learn English and support their parents. <i>Aspirations for the future</i> was reflected in all themes. All participants had plans for the future with concrete plans what to study or how to earn money. Core argument: This study “highlight[s] that refugee youth participants are resilient, want to succeed and have aspirations for the future” (p.8). “There is an urgent need for a more humane approach that ensures sustained opportunities for education, skill enhancement, and inclusive policies that allow refugee youth to become resilient and independent future citizens in multicultural Australia” (p.9).
Edgeworth, K. (2015). Black bodies, White rural spaces: disturbing practices of unbelonging for 'refugee' students. <i>Critical Studies in Education</i>, 56(3), 351–365. AUS Annotation written by Sally Baker Keywords: <i>ethnicity; ethnography; Foucault; school-based research; inequality/social exclusion</i>	Context: ‘Refugee’ (Sudanese in this paper) students in rural ‘White’ schools – unpacking practices that lead to othering and (casual) racist behaviours Aim: To explore the subjectification and politics of recognition around the positioning and embodiment of ‘other’ for black (Sudanese/ aboriginal) students in ‘white’ rural spaces. Uses Foucault and Butler’s work to probe the underpinning practices and discourses that construct and enact exclusion in white rural schools. Offers conversations with two students from Sudan and two white Australian students for comparison of experiences and understandings of difference in school space. Also asks questions of what it means to belong in white rural spaces when you are not white. Conclusions: Explores the voices of Sudanese students – Mihad and Asha – and how their experiences illustrate the “process whereby Whiteness is normalised and Blackness, by corollary, is made ‘different’, racialised and marginalised” (p.358) through discursive performatives. Sudanese students suggest that to be Black in rural space is to be ignored, abused, isolated,

	harassed, excluded and made invisible (p.359), despite their high visibility in terms of their physical differences to White students. In contrast the narratives of two White students – Kate and Lizzie – suggest ways that rurality is “constructed as ethnically homogeneous and suggests that hierarchies operate to situate the ethnic Other outside the cultural frameworks of cultural Whiteness” (p.360) – so that ‘differentness’ holds great risk and is to be avoided. Schools are spaces and places capable of challenging injustices that are experienced by students from refugee backgrounds but data collected in broader project suggests that schools need to do more to understand and respond to sfrb and encourage practices to facilitate inclusion and belonging. Core argument: Helps to explore the racist behaviour some students experience in regional university spaces. Potential future use for regional school students from refugee backgrounds.
Elliott, S., & Yusuf, I. (2014). ‘Yes, we can; but together’: social capital and refugee resettlement. <i>Kōtuitui: New Zealand Journal of Social Sciences Online</i>, 9(2), 101–110. NZ Annotation written by Sally Baker Keywords: <i>refugee integration; refugee resettlement; social capital; social policy; Somali</i>	Context: Somali resettlement in NZ. Refugees resettled = 25,000 over 25 years. Discusses Ager & Stang (2008) and Putnam’s notion of social bonding. Bridging and linking capital. Authors note that women are more likely to develop bonding capital, but less likely (through lack of access to education, employment and liaison with government services) to develop bridging/ linking capital Theoretical frame: social networks as social capital (Putnam, 2007) = “relationships between people and their social networks and the associated norms of reciprocity and trustworthiness” (p.101) Methodology: In-depth interviews with Somali refugees (4m, 4f) in 2013 who had lived in Auckland for at least 10 years and who arrived as adults. Research advertised on community board at Somali Community Centre and local mosque. Interviews conducted in either English or Somali. Focus group with service providers Findings: <i>Bonding social capital</i> = develops relationships with people from same/similar background. Relationships with community = essential to initial resettlement, facilitated by community events and cultural/ ritual practices. Bonding capital developed through mosque, community centre and community association. <i>Bridging social capital</i> = all participants had friends outside of community (e.g. neighbours). Schools particularly mentioned, especially by female participants. Relationships developed at work = can be deeper/ more intense and is fundamental to finding and maintaining relationships outside of own community. Membership of multicultural groups = important to developing an identity as a

	resident of New Zealand. Discrimination and racialization can erode bridging capital. <i>Linking social capital</i> = volunteering helped to develop linking capital; also, community leaders help to develop links between community and public/ government/ institutions. Community leaders play important advocacy role.
Entigar, K.E. (2017). The Limits of Pedagogy: Diaculturalist Pedagogy as a Paradigm Shift in the Education of Adult Immigrants. <i>Pedagogy, Culture & Society</i>, 25(3), 347–356. USA Annotation written by Sally Baker Keywords: <i>Pedagogy; paternalism; monoculturalism; adult education; immigrant; nonprofit</i>	Context: Adult education/ urban education with immigrants in the USA. Argues that pedagogy often based on monoculturalist assumptions. Aim: To argue for ontological/paradigmatic shift to ‘diaculturalist pedagogy’ = creation of pedagogy in dialogue with adult immigrants’ cultural ways of knowing and being; to offer critique of dominant ontological/epistemological orientations in adult education/ pedagogy in US that reifies monoculturalism. Methodology: Essay Findings: Author argues that pedagogy develops through interventions of socially just-minded teachers and education scholars but that these efforts are limited: “the US academy’s ideological and philosophical tradition restricts its theoretical potential by invisible-izing the cultural lived experiences of adult immigrant learners and their participation in educational practice” (p2). Monoculturalism = social orthodoxy which privileges White, middle class, Euro-centric, monolingual and Protestant ideologies/ identities. This ontology = assimilationist = assumes migrants will adapt/shift over to dominant culture and subsumes different ways of being and doing into discourses of multiculturalism or diversity: “The truly fluid, recursive identity of adult immigrant learners, who maintain a simultaneous, diachronic and dialogic connection between their roots and receiving home, is abstracted or even invisible-ized by this doctrine” (p.2). Author argues that paternalism = underpins monocultural/ social orthodoxy. Argues that adult education = underdeveloped in US, and is based on problematic assumptions that don’t recognise that for adult immigrants, “reality is plural, simultaneous, dialogic, and in a constant state of iteration” (p.5). Author argues that culturally-responsive pedagogies = built on top-down homogenizing assumptions with US-centric monocultural models; “Likewise problematic is the fact that such pedagogies have tended to assume a monolingual approach, defaulting to a position in which English is reified as a lingua franca, which marginalises the different linguistic practices of adult immigrants” (p.5) – author notes exception of translanguaging. She asks: “What are ‘identity,’ ‘community,’ or ‘culture’ for an adult immigrant who is not ‘post-transition’ but rather experiences

	life in mutual membership, in peripatetic, flexible zones of contact, creativity and transformation?” (p.5) Diaculturalist pedagogy = ‘humbly offered’ as alternative. Dia- = significant because it “can also imply continuousness, a movement ‘through’ which, in the case of terms like diachronic, dialogue, or dialectical, connotes a relationally-based ontological condition which is congruous, dynamic and iterative” (p.7). Such pedagogy = “dialogic, anti-universalistic and non-normative” (p.7), which resists pre-/ post-assimilation notions. Rather Entigar proposes that teachers start with asking questions of “who and what the learner is, has been, is coming to be, may be in the future, is hoping to be, and has always been, and what voice and story s/he uses in constructing this story through cultural spaces and times” (p.7). Core argument: Ontological shift needed in order to move away from monoculturalist education: “Theorists must embrace their own ignorance about adult immigrants’ cultural lived experiences and consider intellectual heterodoxy as an ethical alternative to paternalism. Practitioners must interrogate their experience as teachers of adult immigrants and ask questions unarticulated before now under the assumed right of monoculturalist, paternalistic educational theory and practice” (p.7). Need to value ‘un-knowing’ and curiosity to learn.
Evans, M. and Y. C. Liu (2018). The Unfamiliar and the Indeterminate: Language, Identity and Social Integration in the School Experience of Newly-Arrived Migrant Children in England. <i>Journal of Language Identity and Education</i>, 17(3), 152–167. ENG Annotation written by Neriman Coskun Keywords: <i>Language and identity; language socialisation; migration; newcomer EAL students</i>	Context: The authors investigate the relationship between language, identity and social integrations of newly arrived (recently) arrived pupils in East England where the demography changes with the recent increase in migrant population. The study does not differentiate the pupils if they are refugees or economic migrant but coming from disadvantaging background and learning English as a second language. The pupil group seems to be migrants who permanently settled in England. The research focuses on the accounts of these students and investigates their experience in the new environment with considering their lack of English and largely neglected background. Aim: The study aims to obtain some understanding on the “play of ‘identification’ as identity: how, through language, the newcomer students make sense of their new environment and are in turn identified by that environment, and how through this interaction, the students construct and reconstruct their identities.” (p.154) Theoretical frame: The study has overarching post-structuralist perspective that focuses on the development of language and identity with “transcultural identities” (Suárez-Orozco & Suárez-

Orozco, 2001, p. 112. ‘identity construction’ and ‘identification’ refers to Derridian concepts of ‘identity’ and ‘identification’. Identity is seen as “constituted in linguistic interaction”.

Methodology: The study is a part of larger research that aimed to examine how language development, social integration and academic achievement of newly arrived migrant children were interlinked and how they were addressed in the schools. The data for this study is based on the semi-structured interviews with pupils who learn English as second language.

Findings/ Discussion:

The relationship between language, identity and social integration appears in four forms: unfamiliarity, linguistic enclosure, L1 as communicative capital and simulation.

Table 2. Summary of the relationship between language, identity and social integration in the EAL context.

Themes	Identity	Social Integration
Unfamiliarity	Identity under threat	Language as part of a strategy of social exclusion or, alternatively, as key to entering the new social milieu.
Linguistic enclosure	Parallel identities	Language use determined by external authorities (e.g. family, school).
L1 as communicative capital	Identity exchange	L1 as focus of communication and therefore as pretext for social integration.
Simulation	Imagined identities	Foreign language as context for virtual social interplay.

Conclusion

“The EAL newcomer’s need to make sense of the unfamiliar and indeterminate sociolinguistic environment of their new school can serve as a useful example of the process of language learning and identity construction during the formative years of schooling when language and identity are emergent for children more generally.” (p.164).

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Evans, R., Baker, S., & Wood. T. (2022). [Expanding durable solutions for refugees: possibilities for developing education pathways in Australia.](#) *Australian Journal of Human Rights*, 28(2–3), 308–328.

AUS

Context: Developing refugee education pathways as a complementary pathway to resettlement to bridge the gap between the demand for humanitarian protection vs. current available solutions to displacement worldwide.

Aims: 1) highlight the deficit of education opportunities for refugees in Australia; 2) investigate existing complementary education pathways globally; 3) analyse the strengths

Annotated by Carla Bassil

Keywords: Refugees; complementary pathways; refugee education; higher education pathways; durable solutions; community sponsorship

and weakness of existing pathways in the context of Australia's education system and existing humanitarian programs.

Methods: The research uses a comparative documentary overview of academic and grey literature for complementary education pathways in three countries: Canada, Mexico and Japan.

Findings: Findings are presented in three sections corresponding to the three countries being investigated. For Canada's Student Refugee Program (SRP), findings capture the policy framework, the relationship between government and student-led sponsorship committees, as well as limitations of the current funding framework. Canada awards SRP students permanent residency under an agreement with immigration and leverages a co-production model where student representatives work with a range of on-campus partners to lead the delivery of settlement supports for refugee students. Local Committees and host institutions take on the cost of education and settlement supports in the first 12 months. In Mexico, the Habesha Project aims to reproduce Canada's SRP model as closely as possible but has several distinguishing features. Unlike Canada's program, students spend an initial year adjusting to Mexican society and are given the opportunity to visit at least two cities and two universities before deciding on an institute. Mexico's program has been hamstrung by a poor culture of volunteerism and students have dropped out due to insufficient support. Despite relatively low levels of immigration, Japan runs two education pathways for refugees. Both focus on providing targeted support to Syrian refugees. Reflecting on the models run by Canada, Mexico and Japan, two education pathway options are presented for Australia. The first involves incorporating a dedicated 'education' stream into Australia's Community Support Program. The second is to establish a dedicated stream or priority access for refugees within Australia's student visa program.

Conclusions: Complementary pathways mitigate some of the key challenges currently faced by displaced refugees regarding access to higher education. Australia's existing humanitarian program and other migration pathways, combined with its experience

	delivering complementary pathways in the context of community sponsorship and skilled labour agreements means the country is well positioned to explore education pathways as a means for meeting its commitment to expand durable solutions for refugees.
Farrell, O., Brunton, J., Costello, E., Delaney, L., Brown, M., & Foley, C. (2020). ‘This is two different worlds, you have the asylum world and you have the study world’: an exploration of refugee participation in online Irish higher education. <i>Research in Learning Technology</i>, 28, 2368. IRE Annotation written by Sally Baker Keywords: <i>refugees; online learning; student success; asylum seeking; higher education</i>	Context: Refugee students studying on sanctuary scholarships online at Dublin City University (DCU). Authors provide overview of what asylum seekers are able to access in Ireland (Irish direct provision system); asylum seekers have restricted access to higher education but if given refugee status, they can access state support for further and higher education (but not part-time or online). Authors note literature that speaks to the myriad challenges sfrb face, including financial and digital barriers Aims: To explore “the needs of students who are refugees and studying online are understood in order to facilitate their success in HE” (p.3); responding to RQ: “What are the University of Sanctuary scholars’ experiences of starting to study in the online learning context?” (p.3) Methodology: Qualitative, exploratory study with refugee learners (n=6, 4m, 2f; 4 FE, 2 HE) studying via University of Sanctuary scholarships at DCU Findings: Belonging to DCU, belonging to asylum world <i>Belonging to DCU:</i> fostered through orientation, relationships with staff and students, peer networks, being on campus (magnified because of studying by distance). Participants also expressed sense of prestige about studying at DCU. <i>Asylum world:</i> living in direct provision = characterised as “stifling atmosphere... with nothing to do and no sense of purpose” (p.8), with negative emotions of ‘depressing’, ‘lonely’ and ‘anxious’ used. Unsurprisingly, “Being a DCU student was articulated by participants as an escape from the chaotic and stressful life in direct provision” (p.8). One participant described the difficulty of finding information about HE opportunities, describing how she hounded local authorities for information. Participants also described spatial, financial challenges of studying (not enough room, not enough money for wifi). <i>Personal impact of studying:</i> positive impact on self-esteem and confidence, with scholarships offering positive direction and hope, plus opportunity to ‘give back’ to community. <i>Study world:</i> participants described importance of familiarising with VLE and library, offering flexibility to revisit/ rewatch online material. Participants appeared to be aware of wider/ general university supports but preferred support from DCU connected program team

Felix, V. (2018). [The Role of Colleges and Universities in Providing Support to Students From Refugee Backgrounds in the United States](#). In E. Sengupta and P. Blessinger (Eds.), *Refugee Education: Integration and Acceptance of Refugees in Mainstream Society* (pp. 215–228). Emerald Publishing Limited.

USA

Annotation written by Jessica Crist and Katharine Summers

Key Words: *Refugee crisis; higher education; forced migration; colleges; universities; K-12 schools*

Context: This book chapter discusses refugees' access to higher education opportunities in the context of the United States. The chapter begins by explaining the legal aspects of refugee resettlement in the U.S. including the Executive Order 13780 issued by Donald Trump in 2017. The chapter goes on to explain the intricacies of refugee resettlement in the U.S. and discusses how many refugees are resettled to the U.S. The chapter then examines the barriers that refugees face when entering higher education and the important impact that higher education has on the lives of refugees as well as on the host community. After examining the barriers refugee students face when pursuing higher education in the U.S. Felix provides examples of successful programs to assist refugee students and puts forth recommendations for other colleges and universities to follow.

Aim: Felix aims to bring awareness to the various barriers that refugees face when entering higher education in the U.S. By bringing awareness to these barriers, Felix aims to have colleges and universities create more accepting policies and programs that will better facilitate refugees' access to higher education.

Methodology: Through an extensive literature review and use of mini-case studies on emerging good practices, the article analyzes trends across several thematic topic areas.

Findings:

- U.S. immigration policy favors restricting access to higher education, such as the rescinding of DACA and TPS.
- The U.S. government remains committed to refugee resettlement, though declining leadership presents a challenge.
- Students from refugee backgrounds face challenges when attempting to enroll in higher education.
- In the U.S. the K-12 and higher education systems are tied together, despite being governed by different rules. This 'hidden curriculum' can serve as a barrier to students from refugee backgrounds.
- Refugee access to higher education can facilitate integration.
- Refugee students have a fluid identity.
- Refugee students face linguistic, admissions, and financial barriers to accessing higher education.
- Current solutions focus on financial support, such as scholarships, the IIE Syria Consortium

	for Higher Education in Crisis, and university - non-profit partnerships. ● Legal status presents another barrier, such as immigration status or availability of academic credentials. ● Universities prefer international students to those from a refugee background. ● Technology-facilitated education provide alternative options when access to higher education is not possible. Conclusions: The article makes several recommendations to improve refugees' access to higher education. These include: ● Moving beyond funding streams and admissions logistics ● Provide ongoing structural support ● Determine ways to improve staff members' ability to support students from refugee backgrounds ● Explore community engagement strategies to make the institutional on and off campus environmental more welcoming Core argument: Students from refugee backgrounds have diverse national, cultural, religious, and spiritual affiliations which may present different challenges when attempting to access higher education. Ensuring students from refugee backgrounds can access higher education supports integration efforts and the development of skills. Scholarships and other forms of financial support, university and non-profit partnerships, and technology-facilitated education such as distance learning and massive online open courses present examples of how colleges and universities can facilitate access and support students from refugee backgrounds.
Ferede, M. (2010). Structural Factors Associated with Higher Education Access for First-Generation Refugees in Canada: An Agenda for Research. <i>Refuge: Canada's Journal on Refugees</i>, 27(2), 79–88. CAN Annotation written by Dr Georgina Ramsay	Context: Canada: review of empirical literature Aim: Explore refugee perceptions of higher education. Refugees are the least educated migrants on arrival, yet they invest in HE at lower rates than other newcomers. Conclusions: Refugees are less likely to invest in HE because of misunderstandings about the costs and benefits of HE. Deterred by perceptions of high tuition costs. Academic preparedness (or lack of) is also a constraint. There is a need to explore how the pre-experiences of refugees resettled in Canada (and other Western countries) affect how they perceive and access HE, with a particular need for this research agenda to take a qualitative approach that specifically explores refugee subjectivities.

	Core argument: Justifies our gap in the literature: the lived experience of HE and expectations, motivations, and challenges of HE for refugees needs to be explored from a qualitative perspective that takes into account refugee subjectivities.
Ferede, M. (2014). “More than winning the lottery”: The academic experiences of refugee youth in Canadian universities. In Brewer, C.A., & McCabe, M. (Eds.). <i>Immigrant and Refugee Students in Canada</i>, pp. 220-247. Brush Education Inc. CAN Annotation written by Sally Baker	Context: Explores academic experiences of sfrb in Canada who access HE through the World University Service of Canada [see http://wusc.ca]. Notes that sfrb are “often combined with other immigrants in educational research” (p.221) due to issues with privacy laws and lack of systematic collection of refugee status. Key findings: “...the process of gaining an education provides refugee adolescents with a sense of control in a life that has been mainly defined by chaos” (p.223) • Almost half participants expected university to be easy (maybe WUSC briefing on Canadian HE did not resonate?) • Most participants surprised that lecturers were ‘hands-off’ – they expected something similar to African high school • Most participants expected to enrol immediately in specialised courses (e.g. law/ medicine which are PG level courses in Canada) Accent was problematic (their own and those of other students/ lecturers). Some participants described preferring to stay silent and “limit their participation for fear of not being understood” (p.231). Offers 3 characterisations of sfrb trajectories as learners: steady riser, dipper, planner Steady riser: “These students’ progression pattern is defined by considerable struggle at entry and the experience of steep learning curves. They tend to fail, drop, or do poorly in their first year classes” (p.237) Dipper: “In this pattern, refugee students do well in their first year and then slide in subsequent terms (mainly within their second and third years). This slide is followed by improvement in the fourth or fifth year” (p.240) Planner: characterised by asking for help from a wide variety of people in addition to faculty members Research design: Followed 25 young sfrb (15 male, 9 female) who came through WUSC- sponsorship over 5 months (3 x 90min interviews) + academic transcripts, core documentation. All participants were African

	Conclusions: Experiences of sfrb via WUSC = “varied and complicated, a patchwork of struggles and triumphs” (p.220). Recommendations: send audio of Canadian voices to students before they arrive in Canada to get used to accent; offer specialised orientation with faculty members and support staff; weeklong ‘remedial training’ at start of studies; subsidise housing for Year 2 [related to financial support package]l; mandatory attendance at faculty’s office hours in first week of course. Core argument: “Trusting relationships with advisors working at migrant resource centres were positive for access, allowing refugees to connect with valuable information, guidance, and support in familiarizing refugees with the Australian higher education system” (p.222-3; from Hannah, 1999). Help-seeking behaviours – students saw classmates/study groups are important for helping with academic progress (p.234)
Ferfolja, T., & Vickers, M. (2010). Supporting refugee students in school education in Greater Western Sydney. <i>Critical Studies in Education</i>, 51(2), 149–162. AUS Annotation written by Sally Baker Keywords: <i>IECs, transition, literacy, support</i>	Context: Explores transition from IEC to mainstream classrooms and the perceived impact of the Refugee Action Support (RAS) program (partnership between Australian Literacy and Numeracy Foundation, WSU and NSW DEC). RAS = school-based training centres, using pre-service teachers as tutors. Authors argue that sfrb “represent a distraction from what neo-liberal discourses have established as ‘central’ goals for schools, namely, a focus on outcomes rather than inputs, the use of standardised testing and an auditing of student outcomes that places schools in competition with each other” (p.149). GW Sydney = houses 10% of Australia’s population, where 1/3 of population were born overseas, where half of the world’s languages are spoken and where largest urban ATSI population lives. 80% of HEB visa holders in NSW were settled in GW Sydney between 2001-2006. In GW Sydney [and other areas?], there are public schools with a concentration of marginalized student populations (where minorities constitute the majority). RAS: developed to support students in need in the context of diminishing resources, and is designed to support sfrb with literacy and learning needs. RAS operates in 13 high schools. Coordinating teachers are mostly ESL trained and paid to oversee RAS sessions. RAS provides 1-to-1 or small group academic support to Year 7-11 students over 12-weeks (targeted literacy and numeracy tutoring). RAS = situated in secondary teacher education at UWS: “service learning transforms the conventional practicum by introducing a focus on reciprocal learning” (Vickers, 2007; p.153) – designed for students and tutors to learn from each other. Tutors get course credit and are provided with 20 hours of literacy and numeracy training for sfrb + literacy and social justice

	modules as part of teaching qualification. Ethnic Community Liaison officer employed to communicate with parents/ caregivers. IECs: “Commonwealth funding supports immigrant and refugees students with language backgrounds other than English, providing up to four terms of specialised education in IECs during their first two years in Australia” (p.150), after which, sfrb have to join a mainstream school. Research shows four terms in IECs is insufficient preparation for sfrb to transition into mainstream schools. Aim: To explore the perceived benefits/ effects on refugee students from perspectives of teachers who coordinate RAS in various school sites. Issues for sfrb: Four terms of IEC is not enough; fragmented prior education; institutional procedures that evoke past trauma (although critique of Western notions of trauma; racism and discrimination; political posturing using refugees for political gain; socioeconomic disadvantage. Methodology: semi-structured, face-to-face interviews (30-60 mins) with coordinating teachers at start/end of each 12-week tutoring cycle. First interview: observations of sfrb participating in RAS, learning needs, interactions between sfrb and tutors, attendance, overall impact. Second interview: sfrb social and academic learning and suggestions for improvements. Also conducted pre/post-course questionnaires Findings: one teacher’s observation: “They drown in the classroom”. RAS students are able to ask questions (potentially embarrassing) in a comfortable environment. Acculturation: “While much emphasis is placed on the need for improved academic skills, it appears that for refugee students, acculturation to the social expectations and institutional practices of the mainstream must come first. Without an understanding of these institutional practices, students cannot ‘work the classroom’ and, therefore, are less able to engage with learning” (p.156) Teachers reported improvements in writing Core argument: “At issue here is the failure of policy reform to keep pace with changes in the nature of the refugee populations now entering Australian schools” (p.160) – based on assumption that 6-12 months of English is sufficient (see https://alnf.org/program/refugee-action-support/)
Ficarra, J. (2017). Comparative International	Context: Despite global refugee discourse, determining how best to support refugee students is a

Approaches to Better Understanding and Supporting Refugee Learners. <i>Issues in Teacher Education</i>, 26(1), 73–84. USA Annotation written by Jenn Read	local effort shared by refugee resettlement centres, religious organisations, government offices, and schools. Aim: The purpose of this article is to compare international approaches that support refugee learners to “give educators a concise but broad overview of research on refugee education by putting work conducted in a number of local contexts in refugee-receiving countries in conversation with each other” (p.82). Methodology: Ficarra uses an in-depth review of existing literature to better understand refugees’ varied educational experiences in their home countries and refugee camps; as well as the processes they experienced when joining schools and communities across the world (p.74). Additionally, literature concerning how refugees of colour are often racialized by their host society which consequently influences their schooling experiences is discussed. Findings: Through their analysis of recent literature, Ficarra discusses comparative interventions which include specific approaches to teacher training, community education, school district programming, and partnership models used in international contexts around the world. Core Argument: Publications can be used to inform refugee communities about successful collaborations between community-based organisations, school districts, and local governments. “More should be done to bring research from across national contexts into conversations with others, bringing non-Westerners voices into research and practises” (p.83).
Feinberg, I., O’Connor, M., Owen-Smith, A., Dube, S. (2021). Public health crisis in the refugee community: little change in social determinants of health preserve health disparities. <i>Health Education Research</i>, 36(2), 170–177. USA Annotated by Sally Baker Keywords: <i>food; housing; refugees; public health; medicine; health disparity; limited english proficiency; community; social determinants of health; coronavirus</i>	Context: Southeastern USA; access to information; COVID, Refugees = ‘limited English proficient’ (LEP) lead to challenges with communication: “A problem particular to these predominantly limited English proficient (LEP) populations is providing information that both comes from a trusted source and is culturally and linguistically appropriate” (p.170). Aim: To “share insights on the SDOH in a population of multi-ethnic refugees in the southeast United States both during a 1-year period that includes the beginning of the Coronavirus pandemic” (p.170); to argue that SDOH were already poor and got worse during pandemic Theoretical framework: Social determinants of health Methodology: 1-year study using cross-section survey instrument (telephone/ online) measuring English language proficiency, SDH, mental health status. Data collected in 2019 (n=136) and 2020 (n=128); translation offered in Swaheli, Burmese, Arabic. All participants were over 18yo, lived in Clarkston county, and self-identified as refugee/ asylum seeker

pandemic	Findings: • 78% spoke a language other than English. • 57.4% self-reported ‘marginal’ proficiency in reading, writing, speaking. • 66% reported daily stress ○ 82% = financial insecurity ○ 31% = living in high-density households ○ Nearly 70% unsure how to access assistance/ benefits • 2019: significant relationship between high levels of stress and poor health status + high stress and financial insecurity, and food insecurity. Core argument: Clear concern for participants = ability to navigate welfare system/ find financial assistance. “...our studies show the depth of structural inequities, unemployment, ability to maintain daily sustenance and lack of knowledge on or ability to access resources which exacerbate existing health disparities within this population” (p.175). Little in US to support ongoing integration beyond initial period (e.g., adult education/ language classes/ employability classes/ supports). “Limited English skills keep refugees locked in a socioeconomic stratum that prevents them from accessing healthcare, education and the jobs they need to improve their lives” (p.175). Recommendations: 1) Enhance language and literacy assistance in early settlement 2) Invest in social welfare and health resourcing 3) Education and training needed for health professionals, including intercultural competence 4) Establish nationally-coordinated data collection to understand needs of refugees while integrating/ resettling.
Forrest, J., Lean, G., & Dunn, K. (2016). Challenging racism through schools: teacher attitudes to cultural diversity and multicultural education in Sydney, Australia. <i>Race Ethnicity and Education</i>, 19(3), 618–638.	Context: Schools have been discovered to be the ‘most common setting’ for children and adolescents in Australia to experience racism (p. 619). Racism is also argued to pose significant barriers to successful educational outcomes, and ‘white’, ‘middle class’ teachers have been noted to perpetuate ‘dominant patterns of white hegemony’ (p. 620). Aim: This study aims to provide a comprehensive analysis of the attitudes of 1309 classroom teachers in schools across metropolitan Sydney, with a focus on the capacity of teachers to

AUS Annotated by Anna Xavier Keywords: <i>teacher attitudes; multicultural education; cultural diversity; anti-racism; public schools; Sydney; Australia</i>	challenge racism. The study also aims to compare the views and awareness of teachers to the surrounding communities of their respective schools, to measure the ‘anti-racism potential of anti-racism policy implementation in schools’ (p. 619). Theoretical framework: Critical Race Theory (Kobayashi & Peake, 1994): Views racism as a social construction, and provides insight on how repetitive behaviours and actions could result in the normalisation of unfair practices & outcomes (Picower, 2009, p. 197). Methodology: Overall methodological approach: Quantitative; Data collection method: Self-administered online survey (state wide); Research participants: Permanent teachers and executive staff in NSW public schools (n=1309 responses out of 55,000 teachers; 50% primary and 50% secondary school); Research setting: NSW schools with diverse socio-cultural & economic backgrounds; Procedure: Results from survey were compared with data from 14-case study schools with a 75% response rate; Survey instrument: 6 groups of questions related to – ‘teachers’ backgrounds and training, professional learning experience, perspectives on multicultural education in schools and views on diversity and cultural relations’ (p. 623); Data analysis: Principal components analysis (PCA) with varimax rotation towards simple structure and interpretable components (Yaremko et al. 1986)- to test for any ‘underlying dimensions among opinions of effectiveness of school strategies in dealing with racism and goals of multicultural education and to attitudes relating to diversity and multiculturalism’ (p. 623). Findings: 1)Variations in teacher attitudes & backgrounds: More than 40% of Sydney teachers who participated in the survey included multiple aspects of multicultural education in their professional development, where 50% and 54% had experience in teaching a culturally diverse curriculum and incorporating anti-racism strategies respectively. 2)Goals of multicultural education & effectiveness strategies: Most highly ranked multicultural goals identified – proficiency in English language and literacy; equity in student learning outcomes; provision of equal opportunities to participate in multiple aspects of Australian life; development of ‘harmonious cross cultural relations’; ‘combating racism & discrimination’ (p. 625); Effectiveness strategies – ‘developing a cross-cultural curriculum, using diverse cultural learning styles, implementing anti-racism strategies, improving intercultural relations inclusion of Aboriginal perspectives in the curriculum and greater involvement of parents from culturally diverse backgrounds dominated this component in broadly equal measure’ (pp. 625 – 626). 3)Familiarity with cultural diversity & community

relations policies: less than 50% of classroom teachers in Sydney schools have read the policy statement; 74% have read the Department's anti-racism policy, which appeared in 2005 concurrently with the Multicultural Education policy statement; Implementation of policies: 71% agreed that an anti-racism policy had been put in place in their school; Only 46% were positive about the implementation of the multicultural education policy; 48% were uncertain about its implementation; responses across Sydney varied considerably – lowest in middle- to high- SES schools (over 50% of respondents were unaware of the policy implementation); schools in parts of Sydney with a high concentration of ethnic minorities had more positive responses; overall awareness: teachers in Sydney were generally informed about departmental racism policy, but were less informed on policy related to multicultural education, despite perceiving multicultural education as 'important & effective'; 4) Schools, teachers & community context: Racial tolerance based on regions – 'the higher the SES and the greater the level of host society presence, the higher the expected level of racial tolerance' (p. 628) (Dunn et al. 2004); the often cited positive relationship between SES and tolerance is only evident at the upper-middle (non-racist) and lower SES (more racist) communities; the relationship is much less evident in the broad SES area in between, and even at each end not consistently so (Forrest & Dunn, 2007); 5) Comparisons of teacher attitudes to surrounding communities: '93% of Sydney's classroom teachers, compared with 92% of people in school catchments, held pro-diversity views, though skewed towards higher SES districts' (p. 629); greatest differences between teachers and the communities surrounding their schools were observed in multiculturalism and the acknowledgment of racism in society - 74% of Sydney teachers had pro-multicultural views, but only 56% of members of the regional community shared similar views; teachers were more pro-diversity in middle to higher SES districts; community members in lower SES, ethnically diverse districts - more pro-multiculturalism than those in some higher SES, less diverse areas – contrary to what might be expected (Challenging Racism Project 2011); high level of ambivalence in the two lower to middle SES districts in those areas that were mostly Anglo but with some ethnic diversity; 6) Testing the links between teacher attitudes to multicultural education, cultural diversity & racism: A high proportion of teachers (87%) agreed that each school should address the needs of students from varying cultural backgrounds, and asserting recognition of the need to address the concerns and problems of minority students; A large majority (91%) agreed that it was a positive thing to have students from various cultures in

	schools, reflecting a positive response to cultural diversity among school populations in Sydney school teachers; prevalence of racism in Australian society & schools – majority acknowledged racism (more evident in society than schools); 2/3 respondents agreed on the prevalence of racism in Australian society, while only slightly more than 50% of respondents agreed it was an issue in Sydney schools. Core argument: Teachers have the capacity to challenge racism in schools. However, ‘holistic action requires teachers to be convinced of both multicultural education as well as anti-racism interventions’ (p. 633)
Fox, A., Baker, S., Charitonos, K., Jack, V., & Moser-Mercer, B. (2020). Ethics-in-practice in fragile contexts: Research in education for displaced persons, refugees and asylum seekers. <i>British Educational Research Journal</i>, 46(4), 829–847. UK/AUS/ SWI Annotation written by Dr Rachel Burke Keywords: <i>forced migration; educational research; ethics-in-practice; fragile contexts</i>	Context: While growing numbers of forcibly displaced people have resulted in increased research in displacement, transit, and resettlement settings, the authors contend that a corresponding increase in attention to the ethical complexities of research in these ‘fragile contexts’ has not occurred. The authors conceive of fragility as “arising through an unequal distribution of resources and social goods, by various forms of discrimination and through the denial of voice in key decisions impacting upon one’s life” (p.830). Reflecting on the potential for research in fragile contexts to compound issues of injustice and vulnerability, this article explores three narrated accounts by members of the author-researcher team, in which they reflect on their understandings of ethics-in-practice, which the authors define as “anticipating, attending to and learning from the experience of conducting research” (p.830). Aim: The authors advocate for ethical research in displacement contexts to honour the voices of participants in both “creation and dissemination” (p.830), genuinely engage with social justice, and seek to disrupt power imbalances while enacting positive change. Noting that some researchers may be aware of the associated ethical responsibilities but unsure how to respond to these complex “micro-ethical issues” (Dona, 2007), the authors explore the complexities and tensions of research in fragile contexts via the three narrated researcher accounts. Theoretical framework: The CERD (consequential, ecological, relational & deontological) ethical appraisal framework (Stutchbury & Fox, 2009; Fox & Mitchell, 2019) is used to reflect on the narratives. This framework consists of four components: <i>Consequential thinking:</i> explores the questions: “how do we know what would be a ‘good’ consequence” of research, who is qualified to answer this question, and “Can researchers entering the field anticipate such positive consequences and, further, can they identify or influence

immediate beneficial changes in those environments?” (p.831). Noting the experimental nature of much of the research undertaken in fragile contexts, the authors outline challenges preempting risk and benefit.

Ecological Thinking: acknowledges the interrelationships of various stakeholders, with the authors basing their discussion on Onwuegbuzie et al.’s (2013) representation of ecological systems in research to show unequal power relationships and their implications for ethical research.

Relational thinking: is connected to relationship-building and establishment of trust, and emphasizes the importance of participants’ right to self-determination. The authors discuss complex questions regarding research outcomes, including imbalances regarding benefits, risks, and potential for enacting positive change in fragile contexts.

Deontological thinking: acknowledges researchers’ various obligations, e.g., to the research participants, institutional ethics committees, funding agencies, and the academic community. The authors posit that all stakeholders engaged in research in fragile contexts need to reflect on their own biases, institutional constraints, and depth of knowledge regarding the research context and the participants.

Methodology:

Narratives in which author-researchers explore key events pertaining to complex ethical practice in the field are used as a method of inquiry. The ethical events “viewed as significant in generating knowledge that led to further action” (p.835) were co-analysed by the author-researchers using the CERD framework (Stutchbury & Fox, 2009).

Findings: The three narratives offer insights into a range of complex and timely issues impacting research in fragile contexts. Among these issues, *consequential thinking* is relevant to the author-researchers’ discussion of the context-dependent nature of ethics in practice. The challenges of predicting ethical issues prior to entering the field are illustrated through the researchers’ experiences with unforeseen factors, e.g., the impact of participant self-identification on recruitment processes, and the ethical implications of a lack of support for interpreters. The reiterative nature of ethics in practice is also identified in the narratives, with researchers articulating how insights gained in the field shaped their interventions in later phases of the study. The implications of these issues for institutional ethics processes are explored, with the authors highlighting the need for committees to include researchers with experience working in fragile

	contexts, and the requirement to support researcher navigation of microethical issues at all project stages. Issues pertaining to <i>ecological thinking</i> are also identified in the narratives, which indicate gaps in interconnectedness between various research stakeholders. Consequently, legal and reputational concerns are identified as contributing to overly procedural institutional ethics practices that limit researcher responsiveness and foreground the perspectives of larger agencies over participant voices. <i>Relational thinking</i> emerges in the authors' assertion that socially just research requires interconnected and shared acknowledgement of power imbalances by all research stakeholders. The authors argue that partnerships between the various stakeholders in research ecological systems should increase agency for all, for e.g., through co-learning and co-research with participants. The authors advocate for a meso level of oversight to facilitate engagement with associated micro-ethical issues, suggesting this may occur collectively in groups of researchers who work in fragile contexts. <i>Deontological thinking</i> emerges in the analysis, with the narratives demonstrating how researcher obligations to participants are impacted by the external factors during planning, when in the field, and when exiting. Researcher attempts to "offer hope through showing care" (p.842) are discussed in the context of the inherently imbalanced power relations that determine what is considered worthwhile, responsible research. Core argument: The authors identify the importance of responsive, critical reflexivity in the field and in institutional practices regarding research ethics in fragile contexts. Among the many arguments presented in this article, the authors call for the reconceptualization of notions of research vulnerability and fragility, a more dialogic and interconnected approach to ethical considerations and responsibilities, and the need for support mechanisms to facilitate critical and responsive engagement. As the authors contend: "This article has held up a mirror to the field of educational research in fragile contexts and shown, through analysis, the power and voice differentials which, once revealed, should not be ignored" (p.843).
Fozdar, F. (2021). Belonging in the land down under: Black Africans in Australia. <i>International Migration</i>, 61(1), 23-38.	Context: Black African migrants have an increasing "visible presence" (p. 23) in Australia. Aim: To explore the extent of positive and successful settlement experiences of black African migrants in Australia.

AUS

Annotation written by Anna Xavier

Keywords: *Race; colour; African; Australia*

Methodology: Literature review; Database – Google Scholar, Onesearch, Scopus and Web of Science; Search terms – African, Australia, “migrants, qualification recognition, culture shock, gender, inter- generational, family, networks, violence, justice system, mental health, contraception, food, drugs, alcohol, khat, youth, resilience, rural and regional settlement, transnationalism, remittances, racism, discrimination, media, and belonging” (p. 26).

Theoretical framework: Ager and Strang’s (2004) integration framework; 10 integration domains: employment, housing, education, health, social bridges, social bonds, social links, language and cultural knowledge, safety and stability, and rights and citizenship

Findings:

1. Employment: considerable area of concern with unemployment rate generally higher than the Australian average of 3.6%; Key challenges: Discrimination (Abdelkerim & Grace, 2012; Abur & Spaaij, 2016; Boese, 2013; Correa-Velez & Onsando, 2013; Hebbani & Colic-Peisker, 2012; Uda et al., 2019a, 2019b), communication (Hebbani & Colic-Peisker, 2012), qualification recognition (Abdelkerim & Grace, 2012; Abur & Spaaij, 2016; Colic-Peisker & Tilbury, 2007; Hawthorne, 2015), structural discrimination (Correa-Velez & Onsando, 2013)
2. Housing: African refugees have lower likelihood of purchasing homes compared to other refugees (Forrest et al., 2012); Key challenges: required employment, need for local guarantors/references, real estate agent issues, discrimination (especially for South Sudanese migrants);
3. Education: Education is highly valued for African-background refugee families (Correa-Velez et al, 2017); Key challenges: racism and exclusion (Baak, 2019) but show optimism and resilience (Oliver, 2012); low enrolment in higher education for African refugee-background youth (aged 18-30) (Molla, 2020a), traditional gender roles (Harris et al., 2015), obligations to community (Sudanese community) (Turner & Fozdar, 2010).
4. Health: Challenges related to a) sexual health (Dean et al., 2017; Clark et al., 2014; Ngum Chi Watts et al., 2014; Renzaho et al., 2011) b) domestic violence (Colleen Fisher, 2013; Losoncz, 2011) -poor understandings of the family law system in Australia among South Sudanese communities (Milos, 2011)
5. Social bonds: Evidence of strong social bonds via many local ethnic and pan-ethnic African associations (African Think Tank, Federation of African Communities Councils in Australia)

(FACCA), African Australian Network, and African Professionals of Australia); Significance of personal networks, maintaining social and cultural practices, a sense of belonging in getting employment (Colic-Peisker & Tilbury, 2007; Hebbani & Colic-Peisker, 2012; Torezani et al, 2008; Marlowe, 2013); Negative impact of bonding capital: Closed communities and emphasises traditional power hierarchies (Marlowe, 2013).

6. Social bridges: Both African migrants and Australians view the relationship between each other as “problematic” (p. 30) – Challenges experienced by Africans: racism, discrimination and cultural imperialism (Baak, 2019; Blair et al., 2017; Colic-Peisker & Tilbury, 2007; MacDonald, 2017; Marlowe, et al, 2013; Udah, 2018); Concerns of mainstream Australians: integration & perceived violence (Wahlquist, 2018).
7. Social links: Refugees have access to various settlement services but these are often seen as “bureaucratic”, with a limited understanding of the African migrants’ needs (Horyniak et al., 2017; Milos, 2011; Ndhlovu, 2011).
8. Language and cultural knowledge: issues with acquisition of English and language of origin maintenance (Budarick & Han, 2015; Clark et al., 2014; Colic-Peisker & Tilbury, 2007; Harris et al., 2015; Ndhlovu, 2010, 2014; Tilbury et al., 2004).
9. Safety and stability: Mixed experiences of safety and stability among Black Africans – they feel safe in Australia, but threatened by an absence of respect for their cultures and the Australian justice system; Authors highlight lack of representation in Ager & Strang’s (2004) model under the “safety and stability” domain.
10. Rights and citizenship: While Black African migrants experience civic belonging in terms of access to services and rights, they’re aspiring towards “ethno” belonging, which is a sense of inclusion with mainstream Australians (Fozdar & Hartley, 2013; Ndhlovu, 2011; Nunn et al., 2016).

Core argument: The overall picture of settlement experiences for Black African migrants in the literature is “quite negative” (p. 33); Significant problems identified include: unemployment, health and housing issues, challenges in access to education, limited opportunities to build social capital at all levels, and multiple experiences of discrimination and prejudice.

Fozdar, F., & Hartley, L. (2013). [Civic and Ethno Belonging among Recent Refugees to Australia](#). *Journal of Refugee Studies*, 27(1), 126–144.

AUS

Annotation written by Sally Baker

Keywords: *refugees, Australia, belonging, integration, civic and ethno nationalism, cosmopolitan, post-national*

Context: Examines place of belonging (relating to civic and ethno-belonging) within Australia's settlement services offered to recent arrivals – material and social-affective supports. Authors argue that settlement often equates with integration – see Ager & Strang's (2008) 10 domains of refugee integration – material domains (housing etc.) rely upon social domains, which are mediated by language, cultural middle layers. Authors point to etymology of word 'belonging' – a conflation of being and longing: "Unlike the native born, who are both existentially and emotionally within the nation-state to which they belong, migrants may be in one place, but long for another" (p.130). Forced migration creates a destabilising rupture, which necessitates the need to address 'ontological security' (Giddens, 1993), "a secure sense of oneself and one's place, after such ruptures" (p.130).

Aim: To examine how refugees understand/experience belonging

Conceptual frame: Nationalism, the state, belonging: Definitions of settlement often ignore affective dimension because they rely on 'civic' understanding of nation state, rather than 'ethno' version – relating to contested understandings of the state/ national belonging (see p.127-9). Authors draw on Betts & Birrell's (2007) distinction between ethno-patriotic and civic-proceduralist versions of nationalism – others argue for more categories on the spectrum to offer more nuanced view.

Methodology: Draws on interview data collected from qualitative study with refugees (n=77) in WA. Data collection methods = focus groups, photovoice. Broad mix of participants: age, ethnicity, sex. Interviews with bilingual interviewers and interviews = translated by bilingual assistants. Two main questions asked: 'do you feel you belong here in Australia' and 'do you think that white Australian people feel that you belong here'.

Key findings: Initial number analysis: 50 = positive response, 21 = negative, 6 = no response. Overall, participants felt they belonged, but were less certain what others thought about that. Many told stories of kindnesses and access to material services (e.g. Centrelink, education, health care etc.) = offered as evidence of belonging. Some saw other markers of civic belonging (such as employment and paying taxes), but many saw this as a 'not yet'. For others, citizenship was marker of belonging.

	Not belonging = related to structural access issues/exclusions – data suggests = racism/ related to skin colour/ visibility of difference. Tendency of Australians to ask ‘where are you from’ = noted as marker of not belonging and lack of welcome. Participants’ recommendations of how to improve: programmes designed to improve / make more accessible, and programmes to improve interaction between Australians and new/recent arrivals. Civic = rights-related (education, health etc.) – access to information, affordable housing, driving licence Ethno = education for Australians; more concerted efforts to make and support connections between Aus and migrant communities. Core argument: “Evidence has been provided that refugees tend to experience belonging in relation to their access to rights and services, implying that their relationship to the nation-state is seen in civic or procedural terms” (p.139). Both civic and ethno-belonging = important for refugees.
Fozdar, F., & Hartley, L. (2013). Refugee resettlement in Australia: what we know and need to know. <i>Refugee Survey Quarterly</i>, 32(3), 23–51. AUS Annotation written by Sally Baker Keywords: <i>refugees, Australia, settlement, employment, integration, social inclusion</i>	Context: 2011 = 60th anniversary of Refugee Convention (end of 2010, 43.7m people were displaced). Authors note Australia = in top 3 countries for refugee resettlement, and number 1 in the world according to per capital intake. Australian humanitarian policy had successful settlement and integration as key objectives, based on a range of measures including economic participation, social participation and well-being, and physical and mental well-being. Definitions of integration outlined on p.24-5; authors note the complex background (White Australia policy) that current migration/ humanitarian/ integration definitions and policies are based on. Humanitarian intake figures from 1995-2010 offered in Figure 1 (p.26). Authors note services available to new arrivals, but note how most federally-funded/ government interventions are outsourced to NGOs, “making coordination and long-term development of institutional capacity difficult” (p.26). Challenges with settlement (language, education, cultural and values mismatch, family issues) are exacerbated by poverty and racism Aim: To review 15 years’ worth of research on refugee resettlement and outline Australia’s resettlement policy, so as “to better inform policy makers, practitioners, and scholars, and to highlight areas of research in need of further investigation” (p.24) Methodology: Review of material published of Australian materials (literature) from 1994-2011. Authors also discuss findings of two national reports: Settlement Outcomes of New Arrivals (SONA) and Hugo (2011)

Findings: Discussion based around 4 dimensions (from Ager & Strang, 2008)

Economic dimension: Employment = prioritised and highly desired (essential for supporting family in Australia and abroad); however, refugees are more likely to be unemployed/ in lower paid jobs/ vulnerable to precarious work – but second generation refugees are more likely to be in work. Hugo (2011) argues that English/ language proficiency is essential to a new arrival's employability. Authors note work that argues for financial incentives for job active providers to focus on refugees (which rarely have a youth focus). Authors cite Colic-Peisker & Tilbury's study on integration into the Australian labour market, noting that the major perceived barriers are lack of Australian work experience, lack of Australian references, and lack of recognition of overseas qualifications. Hugo's report foregrounds the importance of language proficiency and education, but also notes that many qualified refugees are underemployed ('sacrificing' for future generation). Refugees also tend to get caught in low-skilled jobs (e.g. meat processing and taxi driving), which creates a segmented labour market (see Colic-Peisker & Tilbury, 2006). High levels of entrepreneurialism = noted in refugee communities (perhaps because of challenges with accessing the labour market).

Education and training dimension: authors note that 25% of refugees do not access/ forego English tuition (gendered: quick employment/ caring duties). Other researchers have questioned the effectiveness of the AMEP, particularly for pre-literate refugees. Authors note barriers to post-secondary educational engagement (information blockages, language, income/ need to work). Authors note the concerns raised in Olliff (2010).

Language: underpins all other settlement factors

Housing: is vital for developing a sense of security and belonging but language and cultural knowledge may impede refugees' capacity to navigate the rental market. Other issues include lack of affordable rental properties, diminishing stock of public housing and long waitlists, lack of knowledge about tenancy rights and responsibilities.

Health dimensions: research suggests that refugees are more likely to suffer from physical and mental health issues. Young refugees tend to lack access to sexual health information; women tend to lack awareness of general health supports/ services. Australian health services need to do better to offer culturally-sensitive health care.

Social dimensions: SONA survey suggests that over half of refugees feel well-connected to community, and 38% felt a little connected. 60% felt they were part of mainstream Australian

	social/cultural life. Hugo (2011) found refugees = most spatially concentrated (due to settlement providers moving people into areas that already have a community/ services), which facilitates local connections. On a negative note, family reunification causes concerns among many refugees. <i>Racism</i>: prejudice towards refugees is an ongoing issue in Australia (public opinion surveys depend greatly on wording) – particularly towards people seeking asylum. <i>Culture shock/ intergenerational dispute</i>: adapting gender roles, gulf between children and parents, cultural mismatch with ‘mainstream’. <i>Spatial dimensions</i>: refugees tend to be settled in urban Australia/ in capital cities (particularly Sydney and Melbourne). Authors note recent push by government toward regional resettlement (but challenges with access to services like English tuition and well-paid work). Core argument: Recommendations p.49-51 • Strengths-based, not deficit to resettlement – better links between parts of settlement sector needed and more coordination between them • Education/ public awareness campaigns needed to shift public perceptions (holistic program starting with political discourse) • Develop better ways of recognising overseas qualifications and prior experience • Increase number of hours in AMEP with an incentive to desist from starting work that would preclude attending language classes • More youth-oriented mental health support • More family reunification/ unlink family reunification visas from humanitarian quota. • Longitudinal research (mixed methods) needed
Fozdar, F., & Banki, S. (2017). Settling refugees in Australia: achievements and challenges. <i>International Journal of Migration and Border Studies</i>, 3(1), 43-66. AUS Annotation written by Sally Baker	Context: Laws and policies governing resettlement of refugees differ across national contexts, and within a national context depending on the types of visas issued (e.g. Australia). This article focuses on refugees (resettled via offshore program) – but makes the point that divorcing asylum seekers from the discussion maintains the differential treatment. “‘Settlement’, the term most widely used in the Australian context, and the one which describes the outcomes we are studying here, refers to the process of beginning a new life and incorporation into the economic and social fabric of the new country (DSS, 2014a)” (p.44). Integration = “include not only material and economic elements, but, of paramount importance, the legal structures of rights and citizenship, as well as social relations and the provision of services” (p.45), and is critically different from assimilation in that integration

Keywords: <i>settlement; resettlement; refugees; integration; Australian refugee policy; acculturation; Australian settlement policy; asylum seeker</i>	suggests a sense of mutuality, require institutions to accommodate and meet the needs of diverse groups. However, integration is often taken up in ways that align with a more assimilationist model (see Spinks, 2009) and is often reductively policy-driven (clients, settlement outcomes) – see Neumann et al., 2014 Aim: To examine to what extent Australia meets its legal obligations for resettling refugees; to examine “how these laws are upheld requires a focus on the lived experience of settlement, and identification of where law, policy and practice are disjoint and where they conjoin” (abstract). Methodology: Essay Discussion: Outlines the Australian migration context, Australia’s legal framework (p.45-47), the dedicated services available in Australia (p.47-49). Authors then focus on five settlement obligations: employment, education (authors note that ¼ refugees do not attend AMEP classes because of opportunity costs; see p.51-2), health, housing, and family unification Core argument: Authors offer “a mixed picture of refugee settlement, indicating that while legal, policy and program level structures theoretically support the initial settlement of refugees, practical constraints such as access, and the wider social and cultural environment, may limit positive outcomes in the short to medium term” (p.55). Authors call for more support to help refugees navigate systems (calling on employers and education institutions to engage refugee communities, which will assist integration “through raising providers’ awareness and increasing refugees’ employment and training opportunities” (p.56)
Fránquiz, M. E., & Salinas, C. S. (2011). Newcomers developing English literacy through historical thinking and digitized primary sources. <i>Journal of Second Language Writing</i>, 20(3), 196-210. US Annotation written by Priyanka Bose Keywords: <i>Historical thinking, Identity texts</i>	Context: Set in a secondary ESL teacher’s (Ms. Ayla) classroom, where newcomer students were to assimilate historical thinking and digitized primary sources for the development of English language acquisition skills. Aim: To examine how students interpret and express historical events with their own experiences in writing. Main RQ: “How does the writing of newcomer adolescent students reflect growing mastery of English literacy and historical thinking?” (p.198). Methodology: Participants included eleven adolescent newcomers or refugee students, with limited or no formal literacy, entering U.S. middle and high schools. They had to perform by “thinking historically” and read and write past and present historical events. Ethnographic research, through fieldnotes, audiotapes and student-written responses, for a period of 3 months.

	Findings: Students developed English writing as well as English literacy and historical thinking skills (from the three lessons in Ms. Ayla's class) as: • Increased vocabulary on historical experiences (known and unknown) • Learned to represent knowledge through drawings, telegrams and letters • Increased comprehension of information from newspapers, magazines, internet and blogs • Developed an ability to write short responses (in native or English language) to digitized primary documents in English, as observers or participants of historical events; and sometimes writing identity texts as historical individuals • Were able to write with the intention to master the historical thinking process (p. 206). Conclusions: Adolescent newcomers encounter challenges in developing oral and academic written skills, and content-related knowledge to meet the state grade level standards. This study reveals how students benefit from the amalgamation of historical thinking and digitized primary sources by using plurilingual literacies that may facilitate English language acquisition among them.
Frimberger, K. (2016). Towards a well-being focused language pedagogy: enabling arts-based, multilingual learning spaces for young people with refugee backgrounds. <i>Pedagogy, Culture & Society</i>, 24(2), 285–299. UK Annotation written by Dr Georgina Ramsay Keywords: <i>Multilingual learning; arts-based education; transgressive validity; language deficit; language plenty; well-being focussed pedagogy; language competence; ethics; education for humanity</i>	Context: UK (Glasgow) Aim: Examine a well-being focussed language pedagogy in the context of an informal educational event called 'Language Fest.' Critiques static notions of language competence to consider language as a situated practice Conclusions: - Puts forward idea of humanity-oriented education - UK government reports reproduce the idea of lack of English language proficiency being a deficit: multilingual learners are positioned as academic problem - Acknowledgement of student's 'humanity' (including their language practice) is key to an education <i>for</i> humanity that is underpinned by ethics and a situated view of language learning practice - Use of arts-based methods (singing) allowed for human connection beyond 'perfected' verbal exchange
Furman, C. (2021). Hospitality: Welcoming the unknown student. <i>International Journal of Inclusive Education</i>, 25(2), 116–130.	Context: Inclusive elementary education in the US. Welcoming children as a teacher examined through experience of integrating a newly arrived refugee child into a classroom.

US

Annotation written by Sally Baker

Keywords: *hospitality; inclusion; uncertainty; epistemic knowledge; early childhood*

Aims: To “showcase how this child challenged and changed both my philosophy and practices of inclusion” (p.2); to examine “explore how [the author] could have served Sam better while advocating for a framework that schools and educational systems should adopt” (p.3)

Theoretical frame: Hospitality (Derrida, 1995; 2005; Ruitenberg, 2011; 2016), particularly the notion of ‘unconditional’ hospitality, which has 3 features relevant for elementary education:

- “The teacher as the host must provide a welcome for every student.
- Welcome means making space for students to both express themselves and learn about the pre-existing culture they enter into.
- The teacher must welcome with little to no idea of who will be entering through the classroom door (Ruitenberg 2011, 2015; Derrida and Defourmantelle 2000)” (p.3).

Author notes the relevance on paradigms (expanding through study of particularity) and counternarratives as fundamental to the framing of her article.

Methodology: Reflective essay; author reflects on experience when as an elementary teacher she made a decision for ‘Sam’ (a young girl who was a new arrival, who had been placed in a class for 6 year olds — in line with her language and literacy development — but was moved to 3rd grade when it transpired that she was actually 8 years old). Author reflects on her shame (?) about not having consulted with Sam or her parents at the time. Sam continued to struggle in classes, and was eventually given an Individual Education Plan to support her EAL/D needs, which meant more pull out from the classroom/ Othering. Author reflects on teaching journal for [shame-inducing] reflections of finding Sam challenging, and worrying about influencing the other children with her reactions of frustration.

Findings: Teachers often welcome on the basis of recognising the guest/ student: “This recognition tends to rest on the ability to quickly identify the child’s skills and behaviour in accordance with predetermined standards” (p.7), but over-reliance on labels creates its own problems in terms of limiting/ stereotyping, although identification can also help to build connection and make sense. Being unrecognised/ unfamiliar can lead to exclusion. Derrida’s ethic of [unconditional] hospitality requires teachers to welcome the unknown, with the proviso that they may never know the guest. Need to develop pedagogic gestures that signal hospitality (Ruitenberg, 2015). Author proposes the notion of ‘attending’ (rather than looking or listening, or epistemic knowing): “It acknowledges what is in the room without assuming that generalisations can be made” (p.8). Author notes that in her

	recording her thoughts, she was attending to her own need for validation/ to vent, rather than attending to what Sam was actually doing. Attending can happen through close observation of a child's actions, helping to unpack what unfolds and what context/ assumptions are brought to it. Journalling may be useful. This requires tools to aid interpretation that help to unpack assumptions about communication (how it happens, semiotics, meaning making) — actively seeking to shift the lens from deficit to capacity. Hospitality as metaphorical conversation between host and guest; this may require the use of different modes/ media of communication (example of Sam + blocks on p.10) Need to consider the issue of 'the gift', if hospitality (education in this case) is conceived as a gift, it puts the guest/ recipient in debt to the host, which is repaid in gratitude, or it is assumed that this gift will be paid forward when the guest is in the position of being able to be host. This requires a shift in perception for the teacher—learning to seek mutual benefit/ recasting frustration as mutual affection Core argument: 'Welcoming' depends on the teacher's ability to welcome the most unfamiliar student to the teacher ('absolute other' — author's use of Derrida's term, p.3). To do so, teachers should resist the overreliance on epistemic knowledge.
Gaillard, D., & Hughes, K. (2014). Key considerations for facilitating employment of female Sudanese refugees in Australia. <i>Journal of Management & Organisation</i>, 20(5), 671–690. AUS Annotation written by Dr Megan Rose Keywords: <i>refugees, Sudanese women, humanitarian visa, unemployment, social initiatives</i>	Context: Sudanese refugees settled in Western Sydney. Aim: To explore experiences of female Sudanese refugee communities in Western Sydney. To investigate the key elements a business opportunity would need to consider to develop an employment service for this community. Methodology: Interpretative ethnographic research- literature review, government document analysis, qualitative interviews with not-for-profit organisations working with the community. Findings: English language proficiency is a key challenge for this community. Respondents from NGOs indicated that current existing skills needed to be used to establish some form of employment, however this would only be a short term solution. For example these jobs would require lower levels of language ability, or a business that facilitates the culinary skills the women have or opportunities for cultural exchange.

	Respondents also emphasised that new skills needed to be developed. Child cost barriers and transport were identified as barriers preventing access to English language education. Computer skills were also a core area of development. Core argument: Mobilising the existing skills of Sudanese refugees is a key first step in addressing unemployment. The subsequent integration would provide further opportunities for these clients to develop new skills, particularly language ability.
Ganassin, S., & Holmes, P. (2013). Multilingual research practices in community research: The case of migrant/refugee women in North East England. <i>International Journal of Applied Linguistics</i>, 23(3), 342–356. UK Annotation written by Jana Berg	Context: After conducting a one year research project into “cultural inequalities among vulnerable ethnic minority women’s groups” (p. 343), the authors reflect on their experiences with multilingual community research. Aim: The authors aim to critically and transparently reflect on multilingualism in a research project they conducted. They aim to show how multilingualism shapes meaning-making in a project, but also how representation of the multiple languages can be lost in English project report writing; “our aim here is to be reflexive and transparent about how researchers and researched use multiple languages to negotiate and make meaning in multilingual community research contexts, and the methodological implications that emerge” (p. 343). Methodology: The paper presents a reflection of multilingual practices in a feminist community research project. In the study they reflect on, research was conducted by a multicultural and -lingual team of community practitioners and volunteer researchers. The participants were “Sixty-eight migrant and refugee/asylum seeking women from 17 countries” (p. 345). While the project was multi-method, the discussion in this paper focusses on focus groups. Findings: “In revisiting the methodology of this study, we noted in our post-reflection the emergence of three key themes: researchers’ and participants’ asymmetric linguistic competence; the importance of flexible multilingualism; and the representation of voice and language in the writing up” (p. 346). <i>Asymmetric linguistic competence</i> Regarding linguistic diversity and asymmetry, the authors describe a diverse mixture of first, second, or several languages and various preferences for one or more languages. The authors point out that the country of origin was not necessarily providing reliable indication of language proficiency and preference. T

This resulted in several challenges:

- Difficulty to plan, given a lack of previous insight into languages spoken
- Difficulty to address and engage all participants
- Worries about having a strong influence on the outcome of the study when explaining questions or topics to individual participants in various ways
- Capturing all discussions and nuances in all languages, especially during peer-conversation and support
- Working with translated transcriptions that presented a multilingual discussion and translations within this discussion all in English

The authors addressed this by using “simple but meaningful language in designing and asking questions, and rephrased sentences when they felt the meaning was unclear” (p. 348), directly addressing participants that they felt had potentially engaged less in conversation due to a lack of understanding, and by encouraging peer support and ad hoc translation.

Flexible multilingualism

The researchers perceived a flexible ad hoc use of various languages and communication strategies (such as paraphrasing), including peer discussions and translations, to facilitate a trustful, safe and open discussion during the focus groups. In this constellation, some participants took to translating for others and the authors perceived the close communication among the participants as relevant to ensure that concepts and meanings were translated according to the participants intentions. “In community grassroots projects, as this study exemplifies, flexible multilingualism is an important resource for data generation” (p. 351).

Linguistic representation

With reference to their feminist approach, when writing up the study, the authors aimed for a nuanced representation of the participants’ positions that recognized their voices and also divisions. However, given the public funding and the intended audience, the final report was written by only a few researchers in “polished English” (p. 352). The authors critically perceive that as the participating womens voices being “erased through processes of recording, translation, transcription, analysis, and writing up” (p. 354).

“Where multilingualism is concerned, this study reveals two contradictory layers of language use in the research design. The first concerns the displacement of English as a lingua franca by the

	multiple languages the participants brought into play, and the important role these languages played in participants' and researchers' multilingual communicative practices as they co-constructed knowledge. The second layer of language use concerns the writing up of the report in the English of local government, where, by contrast, multilingualism was displaced" (p. 353). Core argument: Multilingualism among researchers and participants is an important resource in community research. It needs to be conceptualized and planned with as such from the initial project design, so that representation can be assured throughout all project phases.
Garnett Russell, S., Buckner, E., & Carsley, S. (2020). The diffusion of global discourses: the case of educating refugees. <i>British Journal of Sociology of Education</i>, 41(7), 992–1012. AUS Annotation written by Mr Abikar Keywords: <i>World society theory; refugees; education; international organizations; civil society; discourses; professionalization; diffusion</i>	Context: Analytical study of global discourses around refugees' right to education translates to the local level; perceived <i>as legal, humanitarian, and development</i>. Authors explored "the standard to which organizations working on refugee education issues engage with global documents and the relationships that facilitate these linkages (p.3). Authors argue that IGO memberships serve as a proxy for a state's participation in the world polity, while INGO memberships measure global civil society and embeddedness in a world society. Aims: To measure linkages to world culture and the discourses around refugees' right to education translate to the local level, with perceived legal, humanitarian, and development. RQ1: "To what extent do organizations reference global legal, humanitarian, and development documents in their work?" RQ2: How do linkages with UN organizations (namely UNHCR, UNESCO, and UNICEF) via financial and normative relationships influence organizations' usage of global policy documents? Methodology: Quantitative/ Survey data comes from 190 respondents working for United Nations (UN) agencies and international and national non-governmental organizations (NGOs) in 16 different countries across four different regions (the Middle East and North Africa, Latin America, Sub-Saharan Africa, and Asia). See more on p.8-10 for participants' details—measurements for perceived legal, humanitarian, and development. Findings: Financial relationships; refer to financial dependency or implementing partner status. Normative relationships; include professional networking, technical support, and information sharing. Core argument: In the case of Education in Emergencies, authors find differences in how legal, development and humanitarian discourses are diffused, with financial mechanisms being more

	effective in development discourses, and normative relationships more effective in diffusing professional discourses. Recommendations: “Findings from the current study will support a growing body of work that suggests that local actors have varied linkages to disseminators of global discourses and that different global actors may be emphasizing different versions of global scripts. It demonstrates that some mechanisms may be more effective at transmitting certain discourses than others, which may have implications for understanding variation in the uptake of certain global discourses at the local level. It also contributes to theorizing diffusion processes in neo-institutional theory by demonstrating that the effectiveness of a given mechanism varies depending on the particular policy domain and the receptor. Finally, suggest diffusion processes may be more nuanced than prior scholarship assumes” (p. 13).
Ganassin, S., & Young, T. (2020). From surviving to thriving: ‘success stories’ of highly skilled refugees in the UK. <i>Language and Intercultural Communication</i>, 20(2), 125–140. UK Annotation written by Sally Baker Keywords: <i>Refugee reintegration; intercultural communicative competence; resilience; ethics; highly skilled refugees</i>	Context: Highly-skilled refugees in UK (study prompted by ‘European refugee crisis’); authors note the challenges of obtaining detailed/ accurate information about numbers of highly-skilled refugees in UK/ EU, but authors cite reports that identify Syrian refugees as likely to have larger numbers of university graduates and professionals. Barriers to obtaining meaningful employment identified in literature as “having to learn the local language, lack of work experience in their new countries and understanding of the local professional labour market, and previous qualifications not being recognised” (p.127) Aim: To “offer an insight into participants’ post-displacement personal and professional journeys, as they share beliefs about what other skilled refugees need to support their transitions into their professional roles” (p.126) and respond to these RQs: “(1) What factors (if any) hindered participants’ professional reintegration? (2) What factors (if any) supported their professional reintegration?” (p.126) Conceptual frame: intercultural communicative competence (ICC; Bryam, 1997) and ‘third place’ (Kramsch, 1993, 1999): linguistic, sociolinguistic, and discourse competences, comprising: <i>intercultural attitudes, knowledge, interpreting/ relating skills, discovery and interactional skills, critical cultural awareness</i>

Methodology: Article from consortium European Commission-funded project on professional reintegration of refugees in Europe (Critical Skills for Life and Work), with aim of developing language learning support materials to facilitate professional re-integration by refugees.

Qualitative; interviews with highly-skilled refugees (n=5); questions = “(i) travel and intercultural experiences prior to coming to the UK; (ii) professional experiences in their country of origin and in the UK; (iii) experiences of language learning/linguistic adjustment in the UK; (iv) experiences of education and training in their country of origin and in the UK; (v) factors that were of support (as they rebuilt their careers); (vi) factors that were a particular hindrance; (vii) key advice they would give to others in a similar position” (p.129).

Findings: Six main themes: experiencing intercultural encounters, expectations and professional goals, obstacles to employment, factors that facilitated employment, understanding success, ways forward.

Factors that inhibited professional reintegration:

- Finances (e.g., accessing funding to pay for reaccreditation)
- Bureaucracy (with asylum application, housing, qualification recognition)
- Mental health
- Language proficiency

Factors that supported professional reintegration:

- Language as ‘opening a door’: “the role of (English) language is inextricably related to the development of ICC as are the other factors that supported participants to re-enter employment” (p.132).
- (Re)building networks: curiosity is necessary for developing ICC. Participants “valued their ability to transfer their pre-existing interpersonal skills” (p.132)
- Contributing to new society/ community: all participants described how volunteering was helpful for re-establishing themselves personally and professionally
- Maintaining a positive outlook/ focus on goals

“Their intercultural communicative competence, building on their pre-existent English language proficiency, related in all cases to resilience and motivational factors, and contributed to their success, as defined by their professional reintegration” (p.134)

	Advice for others in similar situation: • Learn language • Focus on professional development and be patient • “In the participants’ views, the most important steps are getting a locally-recognised qualification (either by getting an overseas qualification recognised or by re-training), and to identify the career pathway that they want to pursue and any source of support (e.g. funding they can access)” (p.134) • Actively try to build a new social network Core argument: Notion of ‘third space’ (liminal/ in-between) = useful for understanding development of ICC: “Our participants went beyond mediating in that they were able to both analyse their own circumstances – what they had lost, and what they had wanted to gain – and to actively create opportunities for themselves, despite the contextual factors that hindered them” (p.135). HS refugees = simultaneously elite and marginalised No experience is the same so avoid homogenous descriptions Gender = challenging factor that recruitment made difficult to explore (but see notes on cultural contexts of 5 participants) “Another possible area of study could explore employers’ and policy-makers’ perceptions and attitudes towards highly skilled refugees” “It is reasonable to conclude that until public discourse and the legislation change (and, for example, asylum seekers be allowed to work in all countries) no real progress can be made in their professional reintegration in the vast majority of cases, and the participants in our study will remain exceptions in their success rather than the norm. Social action which both recognises and supports the role that refugees and other migrants can play, and which offers them practical help to be able to contribute and to thrive, is needed now more than ever. This is true in all the multifarious contexts worldwide that people displaced by economic or political circumstances find themselves in” (p.137)
Gately, D.E. (2014). Becoming Actors of their Lives: A Relational Autonomy Approach to Employment and Education Choices of Refugee Young People in	Context: Access to higher education and employment for refugee young people in the UK Aims: Problematised the lack of support and guidance for refugees attempting to access higher education and employment.

[London, UK](#). *Social Work and Society*, 12(2), 1–14.

UK

Annotation written by Dr Georgina Ramsay

- Theoretical framework is around autonomy and aspirations, use of Sen

Method:

- Qualitative case study design with two case study organisations
- Specific methods included observing lessons, employment workshops, and education advice sessions for refugee young people. Two expert interviews (with a director of an organisation and a consultant working in refugee education). Other qualitative interviews with workers and with refugee young people through face-to-face interviews, a small scale open-ended questionnaire, and a focus group.

Conclusions:

- Employment is considered to be critical to integration, providing income, social status, independence and recognition. Education is a central aspiration of refugees. A central barrier in accessing education and employment for young people is the lack of information and advice in order for them to make ‘informed choices’ about their futures. They often find it hard to access education advice that is relevant. Or when they have received advice, it is often inaccurate or confusing. UK policy does not demarcate refugees as a group requiring specialised integration support.
- Need to move beyond vulnerability, to consider that a traumatic past does not determine a future. Hopes for the future and gaining education or employment was what they found most valuable and was a central autobiographical aspiration.
- Support that is accurate and appropriate is critical to being able to pursue those goals, especially since many refugees have not live in the UK for a long period of time. Advice is pivotal. For the individual to have the opportunity to choose they must know that they have this opportunity and the space and knowledge to make choices around it.
- It can be difficult to make decisions and choices about employment and education when dealing with problems related to emotions, temporary accommodation, accessing health care, lack of money, and immigration status.
- Suggests broadly a shift from “needs” to “strengths” – in which refugees are considered actors of their own lives, their preferences are crucial, and they are given the space to set their own goals and to voice aspirations. Interventions must work in a holistic and multi-dimensional way.

Gately, D.E. (2015). A Policy of Vulnerability or Agency? Refugee Young People's Opportunities in Accessing Further and Higher Education in the UK. <i>Compare: A Journal of Comparative and International Education</i>, 45(1), 26–46. UK Annotation written by Dr Georgina Ramsay Keywords: <i>refugees; further/higher education; autonomy; voluntary-sector; RIES</i>	Context: UK, specifically in terms of how refugee education has fared through austerity cuts Aim: - Broadly: austerity cuts to social welfare services have impacted on refugee support services: impact on education access particularly? - Specifically: how did a voluntary-sector intervention capacitate the autonomous decisions and actions of young people (18-29) with refugee status in relation to their education choices, given funding to this service was cut in 2011 Findings: - Take 'autonomy approach' which moves beyond the dominant assumption around refugees that is rooted in a discourse of vulnerability, beyond problematisation, which often shapes top down policy and which can lead to dependence and passivity - Poverty of refugee youth can be a barrier to accessing education: issues meeting their basic needs need to be addressed - Confusion regarding tuition fees is also problematic - Isolation and lack of support to access education - Autonomy: ability to formulate strategic choices and control decisions effecting central life outcomes: lack of access to information about education restricts this autonomy Implications: - Terminating funding for targeted initiatives will have a detrimental impact on the education choices and opportunities for refugee young people: will limit their ability to make strategic decisions about their future education, and restrict their potential for education-orientated self-determination - Advice is so important: refugees need access to relevant educational advice, and currently they are frequently given inaccurate or confused information about education which has long term implications
Gately, N., Ellis, S., Britton, K., & Fleming, T. (2017). Understanding and Overcoming Barriers: Learning Experiences of Undergraduate Sudanese Students at an Australian University. <i>International Journal of Higher Education</i>, 6(2), 121–132.	Context: Increased migration/ arrival of Sudanese people in Australia/ experiences of Sudanese refugees in Edith Cowan University (Western Australia). Authors argue that in addition to humanitarian entrants, other Sudanese people are choosing Australia as a study destination (no evidence provided). Authors argue that in general, Sudanese students have poor academic results at ECU – authors cite a failure rate of 47.5% of assessments taken across all courses from 2010–

AUS

Annotation written by Sally Baker

Keywords: *Sudanese students, Learning barriers, English Language*

2014. Authors review literature on motivation, sociocultural views of learning (with such factors as language/s spoken argued to impact on students' academic outcomes), and English language proficiency – drawing on Kruger & Dunning's (1999) notion of 'unskilled but unaware' to describe the ways that students may be unable to control their expression for grammatical errors

Aims: To explore "Sudanese students' motivations to study, and whether they are confident about their learning and English language abilities" and barriers to "effective study" in Australian university context. RQs:

"1. What motivates Sudanese students to study at university?

2. What are the students' confidence levels in relation to English language?

3. How are the students performing academically (via grades) and what are their views on available academic support?

4. What factors impact on Sudanese students learning experiences?" (all p.123)

Methodology: Multi-method approach: questionnaires, focus groups, individual interviews. Focus groups with Sudanese students separated by gender (n=13 out of potential 152); although 22 students agreed to participate, 9 failed to turn up for the focus group meeting so they were individually interviewed instead. Information about participants on p.124. Students also completed "a short demographic survey, the Academic Motivation Scale (AMS) and the English Language Confidence survey" (p.125)

Findings:

Survey data:

Motivation = males more likely than females to report lower levels of motivation

Intrinsic motivation = generally lower than extrinsic motivation

Students described intention to do university as motivated by desire to 'build a better future' and help own and Australian communities

English language confidence = students demonstrate high confidence in general, but slightly lower confidence in writing essays and reports.

Males = more likely to report higher confidence than females, which was skewed by males' reporting of reading confidence.

Some students (younger students) viewed it as unfair that they were assessed against other students in English when it isn't their first language/ English language challenges are not

	accommodated in assessment literacies. Students also suggested that the level of English language required for university study was higher than they expected. Students perceived their lecturers as not understanding the challenges of studying in a different language. Students also reported that the pace of studying was challenging (see p.128) Academic performance = calculated with WAM: range from 39% to 67%, with a mean score of 53%. Students reported being surprised when they got their marks/ feedback, and reported seeking support from learning advisors after receiving marks. <i>Socio-political factors</i> = issues that impacted on transition to Australia/ university caused by traumatic exile, loss, time spent in camps coupled with challenges of adapting to Australia (finding work, balancing study and work, supporting family) Recommendations: “1. Sudanese (or African to widen the pool) Peer Mentorship programs. Successful students can orient and support Sudanese students to the demands of university study, but also provide advice on where support can be accessed. Mentors can take into account the socio-political factors that can impact on their learning as they have cultural commonalities. 2. Establish early checkpoints for English Language Proficiency in particular for alternative entry pathways, so students who require additional English language support be identified and supported early in their studies. 3. Provide additional support to Learning Advisors to enable more frequent interactions with students and appoint specialist English as a second or subsequent language advisors to specifically assist students” (p.130).
Gerrard, J. (2016). The refugee crisis, non-citizens, border politics and education. <i>Discourse: Studies in the Cultural Politics of Education</i>, 38(6), 880–891. AUS Annotation written by Dr Georgina Ramsay/ Annotation by Sally Baker Keywords: <i>Refugees; citizenship; nation state; borders;</i>	Context: Global, but particularly in terms of the EU border “crisis” of 2015 Aim: Critique the much celebrated ‘global’ citizenship discourse in education research in the context of contemporary conditions of mass forced migration - Tease out the politics of borders in the creation of non-citizen spaces and in the proliferation of the images of refugees, and the repercussions of these politics for education. 1) Explore how border politics are articulated through the imagery of the pain of Others. 2) Examine the sorts of closures and boundary work that is done in the creation of borders around and within the nation state. 3) Offer some conceptual entry points for understanding the politics of citizenship and borders as understood and treated within educational research

migration; imagery of suffering; politics

Methodology: Essay (with reflexive positioning of self as privileged academic able to transverse national borders with relative ease: offers jolting juxtaposition with constraints placed on asylum seekers)

Conclusions:

- “Despite the rise of the ‘global’, the consequent withering of the national has not occurred” (p.6).
- ‘Cosmopolitan global’ = exclusive terrain of affluent middle classes
- “Citizenship is a central mechanism by which nation states govern these distinctions; decisions concerning those who are afforded entry and those who are not are of paramount import to contemporary governance” (p.7).
- Tolerance = underpins politics of nation-state citizenship: “the citizen Other is tolerable, until they are deemed to outstay or misjudge their welcome” (p.8).
- Educational discourses often focus on global mobility, transnationality and globalization, globalised notions of citizenship. But citizenship and cosmopolitanism tied up with it in contemporary education discourses is privileged: need to take into account the politics of the denial of citizenship.
- Politics of citizenship is a technology of nation-state governance, cannot be generalised as a state of being in humanity-with-others (as it is in education research). The proliferation of non-citizenship spaces, practices, and statuses mounts a considerable challenge for educational research and practice.
- This means attending to the ways in which the bordering of citizenship, and creation of non-citizens, is already present within classrooms, and present within our research projects, even if unacknowledged. Schools and universities are inevitably part of these global politics.
- Educational research and practice must consider the place of borders and boundaries in conceptualisations and practices of the ‘global’ and ‘national.’

Core argument: “There is a need to consider the practice of citizenship, not just as an aspirational concept or practice of global connectedness, but also as a legal and political category, connected with nation-state sovereignty with very real effects” (p.10).

Core argument:

	- good framing for the need for educational research and universities to think critically about inclusion of research about experiences of SFRBs: part of a global dialogue of inclusion/exclusion, need to think critically. “Ultimately, then, the challenge for educational research and practice is to consider the place of borders and boundaries in any conceptualisation or practice of the ‘global’ and the ‘national’. In other words, the challenge is to consider what and who is outside of, and excluded from, the geo-political defense and practice of national citizenship” (p.11).
Gillam, L. (2013). Ethical considerations in refugee research: What guidance do formal research ethics documents offer? In K. Block, E. Riggs & N. Haslam (Eds.), Values and Vulnerabilities: The ethics of research with refugees and asylum seekers (pp. 21–39). Toowong, Qld: Australian Academic Press. AUS Annotation written by Sally Baker	Context: ‘Ethically fraught context’ of researching with refugees (issues of beneficence, criss-crossing with international law, human rights, politics, emotions). Guidance is usually sought from international statements on ethics of human research/ from institutional HREC. Aim: To consider what specific guidance is given in Australian NHMRC statement on ethical conduct in human research (‘the National Statement’) Methodology: Essay Findings: Author poses four questions (of many that could be asked): “(1) Is there an ethical obligation to conduct research with refugees and asylum seekers, to determine what impact policies in this area are having on those who are subject to them? (2) Is there an ethical imperative to act on the findings of refugee and asylum seeker research (in particular ways)? (3) Is it ever ethically appropriate to conduct research with people in such a vulnerable situation, especially those who are detained or involved in legal proceedings? (4) What are ethically appropriate ways of conducting refugee research?” (p.23) First two questions = not covered in national statements other than general statements about core ethical principles. HRECs = central part of institutional research governance and attend to issues of internal ethical aspects (conduct) rather than broader ethical issues. HRECs = concerned with efficient processing, meaning they stick closer to remit of focusing on internal ethical aspects. Qs 3&4 = covered in national statement under issues relating to • <i>merit (research/ scientific) and integrity</i> = SMART aims and researcher honesty. Issues with refugee/asylum seeker research relate to the notion of achievability (awareness of limited impact of research on widespread complex issues and commitment to disseminating

	results to permit scrutiny) and to being able to disseminate findings without being constrained by external/ political pressures • <i>respect for human beings</i> = requires careful consideration of relative autonomy and informed consent. Need to consider whether consent docs are understandable and the voluntariness of consent is adequately communicated. Need to consider not only language and cultural concerns but also understandings of risks and benefits (and tempering expectations). How can researchers ensure that expectations and understandings are reasonable for all parties? No specific guidance in national statement on this point. Voluntariness of consent involves careful reflexive consideration of both real and perceived power dynamics that could lead to coercive participation. • <i>Justice</i> = distributive and procedural justice (due process/ natural justice): in national statement there are 6 guidelines that are specific to justice - 3 are procedural (clear inc/exc criteria, fair recruitment processes, no exploitation) and 3 are distributive (no unfair burden on participants, fair distribution of benefits of participation, fair access to benefits of research) • <i>Beneficence/ risk</i> = research design to minimise any risks to participants, requiring careful consideration of methods Question of vulnerability – author notes this word has been dropped by from national statement but argues that the idea of vulnerability continues to influence HREC decisions. Author notes that HRECs are unlikely to have specific expertise on refugee/ asylum seeker research, meaning burden is on researcher to provide evidence of previous research/ arguments for taking specific approach because HRECs won't have time or knowledge to do so. Core argument: “HRECs are not necessarily well equipped with the appropriate knowledge and experience to meaningfully carry out this interpretation for refugee or asylum seeker research” (p.22) – not just in Australia but with similar messaging in American and Canadian national statements. To fill interpretive gap that is left in national statements, refugee researchers should fill the gap: “Research ethics is most fruitfully seen as a collaborative enterprise, in which researchers and research ethics committees work together to produce research of a high ethical standard” (p.23)

Gilhooly, D., & Lee, E. (2014). The role of digital literacy practices on refugee resettlement: The case of three Karen brothers. <i>Journal of Adolescent and Adult Literacy</i>, 57(5), 387–396. :	Context: Gilhooly and Lee’s research was based in Georgia, USA, on three newly arrived refugee Karen brothers from Burma. Having had minimal exposure to technologies before resettlement, Gilhooly and Lee investigated how online spaces can cultivate access to social worlds otherwise inaccessible due to L2 proficiency, remote locations, and outsider status in educational and community settings. Aims: This paper aimed to investigate how digital literacies ameliorate resettlement trauma for immigrant refugee adolescents. Methodology: Data were collected in the family home, featuring participant observations, field notes, and formal and informal interviews. Content analysis was also conducted on digital materials the brothers produced; multimodal videos, photographs, drawings, song lyrics, prayers and other creations. Findings: Participation in online literacy spaces had these four outcomes: 1. Sustaining and fostering coethnic relationships through social media, such as Facebook 2. Forming connections with other Karen diaspora communities 3. Maintaining and building ethnic solidarity 4. Producing and distributing digital productions Each of these provided a means of establishing and expressing identity that would have otherwise been unattainable to immigrant groups. This assisted in easing trauma associated with the brothers’ resettlement. Core argument: Gilhooly and Lee reported that the brothers felt marginalised and frustrated in mainstream schooling, where they were unable to engage academically or socially due to English proficiency limitations. Students reportedly experience “benign neglect” (p.394) due to teachers feeling ill-prepared to assist their socialisation or academic participation.
Glen, M., Onsando, G., & Kearney, J. (2015). Education Pathways for Humanitarian Background Refugees in Southeast QLD: Focus on Logan Community. Griffith University: Brisbane. AUS	Context: Internal Griffith report on further education pathways in Logan area/ Logan campus (Southeast Queensland). Between 2009-2013, more than 21,000 young people from refugee backgrounds arrived in Australia; Queensland = 15% (=3150 young people) Aim: Central RQ: What enables and inhibits humanitarian refugees' transition into further education pathways? (p.6)

Annotation written by Sally Baker

Methodology: Literature review, thematic analysis of literature and survey of 160 young people from refugee backgrounds + documentary analysis

Findings: Review and analysis of literature = thematic:

- Complex/ traumatic prior lives (including attention to socio-emotional context)
- Heterogeneous population
- English language proficiency and information literacy (AMEP = important)
- High aspirations = typically evident
- Successful transition = closely linked to close interpersonal relationships with family, peers, teachers, support staff and community
- Finding meaningful employment = difficult
- Secondary school completion rates = much lower

English language = major theme in literature (see p.8-9); also relationships with tertiary education and access to employment opportunities

Survey findings: broad gender split (48% m, 52% f); median age = 23; 3 most common countries of origin = Afghanistan, Sudan, Bhutan/ Myanmar. Years of arrival = 1989 – 2014. 94% = had work/study entitlements or were Australian citizens; 6% = TPV or SHEV (no entitlements). 60% = not married. Wide range of languages spoken. 60% = low SES. 31% had no prior education; 19% had undergraduate and 5% had postgrad degrees (see p.16). Attitudes to education: top = “I want to improve my qualifications by further study”, followed by “I think it is important to obtain as much education as possible” (p.18). Lowest median attitude = “My current responsibilities does not allow me to study”.

Recommendations for further study:

P.22

	1) <u>Pathways</u> • What pathways into further education are best suited for the local refugee communities? • Are there different pathways for young people compared with the mature aged? 2) <u>Transition</u> • What are the experiences of various humanitarian refugees who undertake transition at different points – e.g. AMEP to TAFE, TAFE to university, school to university? • How can education provider's best facilitate successful transition experiences? 3) <u>Support Agencies</u> • What is the role of not-for profit providers on access and participation in further education for humanitarian refugees? • How can not-for-profit providers best facilitate access and participation for their refugee clients? 4) <u>Language Learning</u> • How well does the AMEP prepare humanitarian refugees (both young people and mature aged) for further education and training? • What other language learning needs exist and how are they best addressed?
Gonzales, R. (2010). On the Wrong Side of the Tracks: Understanding the Effects of School Structure and Social Capital in the Educational Pursuits of Undocumented Immigrant Students. <i>Peabody Journal of Education</i>, 85(4), 469–485. USA Annotation written by Dr Georgina Ramsay	Context: USA, undocumented immigrant college students Aim: How do school experiences shape the outcomes and participation of undocumented immigrant students in HE? Conclusions: - School based networks are critical for success, but depend on school structure. - Only working with students already in the college system gives a partial picture, unclear about those who do not get there, and what supports could have gotten them there. Particularly given that more undocumented migrants do not get to HE than those that do, makes sense to work with those in contexts of transition, and why they do not transition - Focus on the 1.5 - school opportunity structure has a lot to do with students transition from secondary to higher education. Considers that there needs to be more to this transitions discussion than individual agency: structural factors are critical In particular, feeling connected to the schooling process is crucial.

Gray, K., & Irwin, E. (2013). Pathways to social inclusion: The participation of refugee students in higher education. In Proceedings of the <i>National Association of Enabling Educators of Australia Conference; Flexibility: Pathways to participation</i>, Melbourne, Australia, 27–29 November 2013. AUS Annotation written by Sally Baker HIGHER EDUCATION ENABLING EDUCATION	Context: Set in Australian HE context: explores the provision for sfrb in UON’s enabling programs. Notes that numbers of sfrb entering enabling programs has remained steady (approx. 20 a year) and from African countries (predominantly South Sudan). Discusses Language Background Other Than English (LBOTE) support role in ELFSC. Discusses challenges (language proficiency, ‘knowing the rules of the game’, cultural meanings placed on education). Theory: Draw’s on ‘education as fourth pillar’ cultural theory (Sinclair, 2001); Morrice’s (2009) use of Bourdieu (habitus, field, capital). Discussion: Authors describe the LBOTE support role that Author 2 inhabited, noting how her office became a ‘hub’ for refugee (and other LBOTE) students to gain support and as a meeting point. LBOTE support person also acted as a mediator between students and other staff (see example of exchange with academic on p.7). Authors note the benefits of mentoring, but also discuss the challenges of establishing mentoring programs with refugee students (p.8). Core argument: There is a need to educate the educators on issues of cultural sensitivity. Authors argued for further research on the experiences of refugees.
Guillemin, M., & Gillam, L. (2004). Ethics, Reflexivity, and “Ethically Important Moments” in Research. <i>Quality Inquiry</i>, 10(2), 261–280. AUS Annotation written by Sally Baker Keywords: <i>research ethics; reflexivity; research practice</i>	Context: Examines relationship between research ethics and reflexivity – what ethical research is in practice for qualitative research. Aim: To put forward a conceptual and practical distinction between ‘procedural ethics’ and ‘ethics in practice’; to examine the relationship between them and the differences in ‘the actual doing’ of research; to propose that reflexivity = “helpful conceptual tool for understanding both the nature of ethics in qualitative research and how ethical practice in research can be achieved” (p.262-3) Discussion: Procedural ethics and ethics in practice <i>Procedural ethics</i> = completing the requirements for seeking approval from an ethics committee (learning to use the language of ethics, avoid jargon, do the job of reassuring the committee of competence, explaining the virtues of the chosen methodology, trying to avoid concerning the committee by glossing over issues that are likely to provoke further questions: “Most researchers learn quickly that they need to be savvy in addressing the potential issues of concern of the committee: using the appropriate discourse to ensure that applications will be approved as quickly as possible with minimum changes and dispute, while remaining true to their research integrity” (p.264).

Ethics in practice = “the day-to-day ethical issues that arise in the doing of research” (p.264); responding to ‘ethical dilemmas’ which require immediate ethical decision making (or ““ethically important moments”, p.265). Authors argue for ‘microethics’ (originated in bioethics) = ‘complex dynamics’ between researcher and participant. History of human ethics (from Nuremberg Code onwards) = medical version of ethics. “It appears that ethics at the procedural level has been imposed on qualitative research from outside” (p.268), resulting in ethical checklists – checklists = prescient and imaginary (imagining the ethically important moments in both the design but also in ‘the field’). “Arguably, procedural ethics has little or no impact on the actual ethical conduct of research” (p.269). That is not to say that there is an insurmountable gulf between procedural ethics and ethics in practice – there is, say the authors, ‘considerable continuity’ between procedural and practical levels; rather ethics in practice/ reflexivity = extension of procedural ethics.

Ethics in practice = human research starts from position from ethical tension (p.270). People who take part in research = doing things that are outside of normal activity and of no immediate benefit = tension #1. Authors argue this can be resolved by considering people as participants, rather than subjects (and reason for informed consent)

Ethical reflexivity = (“primarily an enterprise of knowledge construction”, p.274). What is reflexivity? = researcher is constantly monitoring own actions and role in research (Mason, 1996); actively constructs interpretations (Hertz, 1997); Bourdieu = take 2 steps back: one step back to reflect on research, one more step back to reflect on reflection/observation (see Jenkins, 1992), all p.274.

“Our research interests and the research questions we pose, as well as the questions we discard, reveal something about who we are. Our choice of research design, the research methodology, and the theoretical framework that informs our research are governed by our values and reciprocally, help to shape these values. Who we include and who we exclude as participants in our research are revealing. Moreover, our interpretations and analyses, and how we choose to present our findings, together with whom we make our findings available to, are all constitutive of reflexive research. Reflexivity in research is thus a process of critical reflection both on the kind of knowledge produced from research and how that knowledge is generated” (p.274).

	Connections between reflexivity and ethics = at epistemological and process levels of research: “Adopting a reflexive research process means a continuous process of critical scrutiny and interpretation, not just in relation to the research methods and the data but also to the researcher, participants, and the research context” (p.275). Ask questions about the macro purpose of (the) research – is it ethically appropriate to do research to advance one’s career, for example? Being ethically reflexive: “Being reflexive about research practice means a number of things: first, an acknowledgment of microethics, that is, of the ethical dimensions of ordinary, everyday research practice; second, sensitivity to what we call the “ethically important moments” in research practice, in all their particularities; and third, having or being able to develop a means of addressing and responding to ethical concerns if and when they arise in the research (which might well include a way of pre-empting potential ethical problems before they take hold)” (p.276). Core argument: “Being reflexive in an ethical sense means acknowledging and being sensitized to the microethical dimensions of research practice and in doing so, being alert to and prepared for ways of dealing with the ethical tensions that arise” (p.278).
Haggis, J., & Schech, S. (2010). Refugees, settlement processes and citizenship making: an Australian case study. <i>National Identities</i>, 12(4), 365–379. AUS Annotation written by Sally Baker Keywords: <i>citizenship; refugees; Australia; settlement experience</i>	Context: Citizenship, viewed through the lens of refugees approaches to citizenship in Australia following the introduction of citizenship testing. Authors argue that notions of what citizenship is/means = ‘diluted’ as a result of economic globalisation and human rights regime; even where people have citizenship, some groups are considered ‘preferred citizens’ and are consequently afforded differential access to forms of capital (see Ong, 1999). Authors argue that obtaining citizenship is more significant for refugees because it constitutes “a pathway towards regaining the set of rights and capabilities that restores a person to full humanity” (p.366). Authors argue that the case of Australia is particular in 3 ways: 1) it takes almost all of its refugees from the UNHCR resettlement program; 2) it has the capacity to enact high levels of control over who crosses its borders; 3) its (then) policy of mandatory detention for asylum seekers was unique in the Western world. See pages 367-8 for an overview of Australian policy (humanitarian migration and citizenship testing). Aim: To “explore the idea of a ‘ postnational’ construction of citizenship as articulated in the settlement stories of refugees to Australia _ those who are not ‘ preferred citizens’ , but ‘ aliens within’ the nation-state. We identify experiential notions of citizenship that hybridise the dichotomy frequently drawn between universal and particularist notions of citizenship” (p.366)

Methodology: Draws on findings from research project (conducted 2006-7); extended narrative interviews conducted with Middle Eastern and African refugees/ asylum seekers or temporary status holders and perceptions of belonging/ 'being Australian' (n=37). Authors present 6 individual settlement narratives "to demonstrate the ways in which our respondents construct hybrid understandings of citizenship that imbricate the national and the transnational in ways suggestive of a postnational model of belonging and identity" (p.369)

Findings: Common themes in narratives/ approaches to citizenship, despite differences in status and modes of arrival/ whether the participant had already attained citizenship ('official refugees' and 'asylum seekers').

'Official refugees' –

Jean (recently arrived; tertiary educated): Sense of being between two worlds; basic needs met; meaning related to children's futures (growing up free from war/ discrimination because of being a refugee) – "they will be good citizens of the world"

Gatkuoth (long-term PR; undertaking higher education): citizenship = acquisition of rights; welcome

Edward (Aus citizen; tertiary educated): perceives his skin colour obscuring what citizenship means 'Asylum seekers' -

Allan (Middle Eastern; he and his family arrived by boat from Indonesia; gained PR after 6 years on TPV; 6 months to go until he is eligible to apply for citizenship) – perceives himself locked out of employment opportunities and is therefore vulnerable to exploitation. His experience of being locked out of the system caused disappointments and frustrations as he struggled to provide for his family when they arrived. Allan's experience = characterised by lack of welcome and his expectations (of Australia as 'the dreamland') not being met. Citizenship brings affordances of transnationality.

Michael (spent 5 years in mandatory onshore detention after arriving by plane) – lack of welcome except for local volunteer networks (but these were generally older/retired activists and not people of his age) and he found it difficult to move from beneficiary of help to friend. Citizenship perceived as protection.

Nodir (arrived by boat, was given a TPV and then PR; was days away from receiving citizenship certificate) – perceptions of citizenship coloured by his challenges with securing family reunification

	visas: “He values what it brings him _membership of a peaceful and democratic society, a ‘ heaven’ compared to his own country’ s ‘ hell’ _ but asks how can that same society offer him membership without recognising his need to have his family with him?” (p.377). Core argument: Lack of welcome for asylum seekers = stark in analysis and participants’ talk indicates “the shock a lack of welcome incites, and subsequent anguish, even incredulity, at the failure to recognize the humanity implied in their marginal status as detainees and holders of TPVs” (p.377). All participants suggested that they perceived gaining Australian citizenship as changing their marginality in Australia’s racialised society; all understandings were underpinned by belief in ‘global (Western) values of liberal democracy’ – but authors point to how global refers to the West, not the rest of the world.
Halilovich, H. (2013). Ethical Approaches in Research With Refugees and Asylum Seekers Using Participatory Action Research. In Block, K., Riggs, E., & Haslam, N. (Eds). <i>Values and Vulnerabilities: the ethics of research with refugees and asylum seekers</i>, pp.127–150. Australian Academic Press: Toowong, QLD. AUS Annotation written by Sally Baker Keywords: <i>Methodology, Participant Action Research, ethics</i>	Context: Draws on research with Bosnian refugees in multisited ‘critical ethnographic/ applied anthropological’ study across Australia, Germany, Austria, Bosnia. Notes how refugees are often demonised (p.128). Offers definition of refugees as ordinary people caught up in situations not of their own making: “it defines a temporary – and more often than not a prolonged – state in which ordinary people find themselves, when going through extraordinary ordeals as a result of social and political upheaval in their homelands” (p.129) and that these people “often remain in ‘refugee-like’ situations for years without being formally recognised as refugees by the UNHCR” (p.131). Argues that overuse of the term ‘trauma’ has led to pathologising of human suffering. Aim: To explore how PAR can attend to ethical dilemmas inherent in researching with refugees. Ethical issues: Researchers have two main ethical responsibilities (Cushman, 2004), to avoid legitimising mass violence and to avoid producing accounts that deny the experiences/ realities of social suffering. Refugee research “can never be apolitical or ‘objectively neutral’” (p.131). Researching refugees “in itself provides sufficient moral justification... to take a more pro-active role in speaking along with, not on behalf of, those they research” (p.132). Research should promote the interests and well-being of refugees (Pittaway et al. 2010) and “researchers need to be candid about the limits of their sphere of influence and their power to change the refugees’ situation” (p.134). Key ethical issues: reciprocity, cultural sensitivity, informed consent, confidentiality, use of interpreters (p.134-5).

Researchers “are ethically obliged – within their power, resources and abilities – to work at actively protecting and advancing the human rights and dignity of their informants” (p.146) – other research allows refugees to “still continues to be exploited for the benefits of researchers only, while the researched often remained left and forgotten in their predicament” (p.147).

Methodological issues: researchers need to be able to develop ‘customised’ methodologies and methods to suit needs of research communities/ project design. PAR: focuses on participants’ inclusion in research as participants and collaborators and is empowering for refugees.

Critical ethnography = research with political purpose and applied anthropology = using anthropological knowledge for practical problem solving in the field. PAR allows “researchers [to] become co-facilitators of a social change directly or indirectly leading to the empowerment of the participants/collaborators” (p.139)_

Core argument: Discusses how with Bosnian Women, Halilovich assisted participants to set up an advocacy group (Bosnian Women’s Group_ and helped mediate medical contexts/ made referrals to support agencies like the Australian Red Cross.

Halkic, B., & Arnold, P. (2019). [Refugees and online education: student perspectives on need and support in the context of \(online\) higher education](#). *Learning, Media and Technology*, 44(3), 345–364.

GER

Annotation written by Donna Comerford

Keywords: Refugee; digital education; online learning; higher education

Context: Digital educational offers for refugees, MOOCs (Massive Open Online Courses) specifically, Kiron Open Higher Education (Kiron). Kiron is a non-governmental organization supporting refugees in Germany and worldwide, founded in 2015. The Kiron offer is for anyone worldwide with a refugee background.

Aim: To investigate the actual usage of the Kiron offer by analysing the usage and completion data. Using uptake data, to unpack what additional factors need to be taken into account in providing a solution

Conceptual frameworks: Draws on the work of Mergner, Ortenburger, and Vöttiner (2015). Social integration and academic integration, Tinto (1975). Heublein et al. (2017), institutional integration.

Methodology: A mixed-methods approach, combining quantitative student management data and surveys. Data from the follow-up qualitative one-on-one and focus group interviews are not yet available (at time of article publication). The assessed student group (N = 1375) is a subgroup of all Kiron students, called the 'SUCCESS cohort', and comprises all Kiron students who registered between May 2017 and September 2017. There are 54 countries of origin and 60 residence countries represented in the data set. The gender ratio is 4:1 with 80% men and 20% women with an average age of 28.5 years. nearly half of the students (569; 41% with n = 1040, missing = 335) already completed a higher education programme beyond secondary education.

Findings: discussed in two parts: implications for Kiron and Kiron as a solution for disadvantaged groups. Kiron's course completion rates are low with 2/3 of 'SUCCESS cohort' not completing any courses. Support service satisfaction is high but has no correlation to course completion. The authors have yet to carry out qualitative research to gauge the value of Kiron's service as a solution.

Core argument:

Kiron's offer seems to be appealing to refugees world-wide. The author's state that "...It avoids the weaknesses often criticized elsewhere..." (p358) (There is no scholarship to evidence these weaknesses). Students may be using Kiron in a way not foreseen in its planning and design (p. 359). The authors look beyond Kiron's offer and suggest educational technologies utilise participatory and context relevant design. Higher education institutions should 'differentiate refugee students...' to create 'effective (online) education offers for refugees' (p. 360).

	<i>The authors want a solution 'rather than merely an activity of 'solutionism' (Mozorov 2013), embedded in the 'Silicon Valley narrative' (Weller 2015, np) of digital technologies providing easy and fit-for-all solutions' (p. 346).</i>
Hannah, J. (1999). Refugee Students at College and University: Improving Access and Support. <i>International Review of Education</i>, 45(2), 153–166. AUS Annotation written by Dr Georgina Ramsay	Context: Sydney, Australia Aim: Identify examples of institutional good practice when considering how students from a refugee background access and experience higher education. Focuses on factors that influence the decision to enter university, where SFRBs access information and advice, how they use access courses and special entry schemes, the recognition of their prior learning and overseas qualifications, and the support and sensitivity shown by the institution. Conclusions: Recommendations: - Recognises the need to gather specific statistical data to be systematically gathered on the number of applications from SFRBs, their success rate for entry, the courses studied, and completion rates - Institutions should become proactive in distributing information about non-traditional entry routes via refugee community groups and migrant resource centres - Creation of a “one-stop-shop” offering advice and information about opportunities for study in further and higher education can be established, offering free and impartial advice and guidance - Offer refugees “bridging” and “taster” courses targeting specific refugee communities - Institutions can offer more “cultural sensitivity” training to staff, including making that training compulsory - Criteria and procedures for assessing applicants previous experience and learning be made explicit and open - With student agreement, relevant staff should be informed from the outset about a SFRBs background. Appoint sensitive staff and tutors. - SFRBs should be able to access all of the support services available to international students, and that they should be made aware of these services from the beginning
Harris, V., & Marlowe, J. (2011). Hard Yards and High Hopes: The Educational Challenges of African Refugee	Context: South Australian university; students from an African refugee background enrolled at the university.

University Students in Australia. <i>International Journal of Teaching and Learning in Higher Education</i>, 239(3), 186–196. AUS Annotation written by Dr Georgina Ramsay	Aim: Scoping study to better understand the educational experience of this specific group of students, as well as to indicate whether further research or support for them is warranted. Conclusions: There is a gap in the literature that needs to explore how refugees experience HE after resettlement. Interviews with staff continually repeated: 'We're setting them up to fail' - staff are concerned that the university lets in students who may not be sufficiently prepared with academic skills, whilst they do not have the time, capacity, or training to sufficiently support the needs of these students. HEB students face specific challenges about understanding the expectations of university, and have external factors that may influence their participation. HEB students may also feel stigmatised at the university, which is a disincentive to their participation. Community, family, and financial pressures. All of these specific aspects of the HEB HE experience need further exploration. Relations between HEB students and the university need to go beyond providing them with orientation, but need to be continuously dynamic and responsive to their particular needs: i.e. advocates for cultural competency.
Harris, V., Chi, M., & Spark, C. (2013). The Barriers that Only You Can See': African Australian Women Thriving in Tertiary Education Despite the Odds. <i>Generos: Multidisciplinary Journal of Gender Studies</i>, 2(2), 182–202. AUS Annotation written by Sally Baker Keywords: <i>African women, migrants and education, South Sudan, tertiary studies, qualitative research, CALDB persons</i>	Context: African women migrants who are not necessarily refugees in Australian tertiary education – opens with critique of lack of representation on non-refugee African women in Australia (e.g., Aus Human Rights Commission report, 2010). Some African Australian (AA) students experience minimal/ no problems at university (contrary to popular depictions of AA/ refugee students) – notes that the classed aspect of experience may be more impactful than ethnicity [however, it is also true that some could be related to issues connected to ethnicity] Aim: To offer “a snapshot of some African Australian women in attendance at Australian universities” and a “more nuanced view” (p.184), so as to depict a broader and more diverse view of African Australian women in higher education Methodology: 10 x AA women interview (by authors + 2 x Sudanese Australian women) in Victoria. Participants aged 18-38 (9 = Aus citizens, less than 10 years in Australia, 3/10 = married; 4/10 = mothers). Interviews = demographic details, education and equity in childhood, meaning of tertiary education, gains and losses due to university education. Thematic analysis. Five case studies presented Findings: Experiences of lack of unity in Sudanese community because of studying at university, especially for women

	Impact on self-image/ self-concept Increased confidence with English = increased independence University = release from boredom and escape from mundanity Sense of liminality (tall black woman in white male environment of Law School) No acknowledgement of living at “the interstices of two cultures” at university – education leads to isolation: “cultural expectations exist in tension with individual education and career goals” (p.197) University = means to freedom Higher education leads to guilt University can help to provide role models/ there are a lack of role models of AA women in higher education Conclusions: Within label of ‘AA’ = depicted as homogenous; authors illustrate some of the heterogeneity of group. Although higher education offers benefits, there are “gendered complexities of balancing personal, familial and cultural responsibilities and needs” (p.198). Pedagogic responses: • “formalised schemes to support their enrolment and retention, such as mentoring programs, • African and women student networks, • study groups, and • targeted intercultural initiatives” (p.198-9 = not in bullets in text)
Harris, V., Marlowe, J., & Nyuon, N. (2015). Rejecting Ahmed’s “melancholy migrant”: South Sudanese Australians in Higher Education. <i>Studies in Higher Education</i> 40(7), 1226–1238. AUS Annotation written by Dr Georgina Ramsay Keywords: <i>South Sudanese; higher education; inclusion; culture; gender; employment</i>	Context: South Sudanese men and women from refugee backgrounds in HE in Melbourne and Adelaide. Aim: To explore how notions of western knowledges and ‘traditional’ knowledges intersect to form a gendered, and inequitable, experience for HEB students in HE. Men are viewed as problematic and aggressive; women as struggling and victims. Their own skills and knowledges are ignored, and this assumption of the ‘melancholy’ migrant becomes a barrier to their participation and success in HE. Conclusions: resettlement puts refugee communities into contexts where their past traditions, educations, and knowledge are questioned, both by themselves and their host country. The ‘liberatory’ framing of western education posits cultural knowledge as inferior, and this is a problematic that is reproduced in HE but also forms part of the resettlement dialogues taken on by refugees. The role of motherhood in particular is devalued in the resettlement context and in HE

	(contrast this perspective that values this cultural knowledge, to previous studies of gender, refugees, and HE that consider cultural roles of motherhood to be inherently problematic – i.e. these are assumptions that reproduce the Western knowledge hierarchy). The idea is that HE reproduces forms of racialisation, through assumptions of gender and implicit hierarchies of cultural knowledge. Methodological comments: Broad context, could have more specific instances of the barriers that the refugees consider to be significant to their HE experience. Core argument: Refugee experiences of HE are not neutral, but are shaped within a lens of gender and cultural knowledge that reproduce power hierarchies, and which effect the potential for belonging and inclusion in the HE setting.
Harris, A. (2011). Singing into Language: Sudanese Australian young women create public pedagogy. <i>Discourse: Studies in the Cultural Politics of Education</i>, 32(5), 729–743. AUS Annotation written by Dr Rachel Burke Keywords: <i>public pedagogy, ethnocinema, Sudanese diaspora, women, education</i>	Context: This article emerges from the arts-based participatory research ‘Cross-Marked: Sudanese Australian Young Women Talk Education’ (Harris, 2011). The author describes this research as emerging from the significant challenges facing Sudanese Australian students, and educator attempts to support their learning. The author provides an overview of key research indicating the importance of arts-based strategies for engaging marginalised youth (O’Brien & Donelan, 2007; Jones, 2000), highlighting the importance of young people having the opportunity to be “co-constructors of knowledge” (p.730). With a strong emphasis on student voice, the author describes the seven documentaries co-created between the researcher and individual participants, explaining that ethnocinema is a form of ethnographic documentary “which is generative, interculturally collaborative and aligned with the transformative goals of critical pedagogy” (p.729). The films were made in Melbourne, over a period of 18 months, with 16 young women aged between 18 and 25. Aim: This article describes this ethnocinematic research and key themes in the related documentaries, exploring the educational experiences of one of the co-participants, Achol Baroch, and her 15 Sudanese Australian co-participants. The author considers the possibilities of “alternative pedagogies” “to engage teachers and learners with one another in collaborative pedagogical methods” (p.729) that build on students’ existing strengths, offering marginalised learners, particularly those with lower levels of print literacy and English language proficiency, a means of engaging in education.

Theoretical Framework: The author describes the project as “a bridge” between critical and public pedagogy that “will show how Giroux’s observations about institutional formations can be made achievable, not only for students but for their teachers” (p.730).

Methodology: The research uses “an arts-based methodology drawing on the discourse of critical pedagogy” (p.730).

Findings: In exploring the key themes evident in the documentaries, the author reports: “For Sudanese Australian young women, their isolation and disconnectedness appears to be more severe than for their male counterparts, and Achol’s film reflects this” (p.733). Achol describes how, despite her desire to attend high school in Australia, which she considered “a place of social connectedness” (p.731), she was placed in a language school and then in a TAFE course when she was deemed to have insufficient English language competence to join her friends at school. The author recounts how, following a year struggling at TAFE, Achol chose to leave, with her exclusion from education compounding the impacts of minimal prior schooling, lower levels of English proficiency, and limited family and financial supports.

The author argues that Achol’s exclusion from high school illustrates the tension between refugee-background learners’ socialisation needs and the academic requirements of schools, increasing disconnects between school and community, and denying students the potential emotional benefits offered by schooling. The author outlines the need for greater funding to assist schools to support refugee-background students’ academic development: “Educators are trying to address the need, but perhaps not quickly enough in schools where a combination of low literacy and stark cultural divides are creating what some believe is a new face of racism” (p.733). A key theme identified in the films is the presence of racism in schooling.

Achol and the other co-participants discuss how “English-language acquisition is, more than anything, about ‘fitting in’” (p.737) and the nightmare of being unable to communicate with teachers, friends, and classmates, or keep pace with lessons. The author discusses the importance of alternative pedagogies to student learning, identifying Achol’s love of acting and her use of media and arts-based activities to increase English language proficiency in “a context which is less intimidating and more enjoyable than standard classroom practice” (p.735). The author asserts that sites for learning and the way we define pedagogy must “continue to be expanded as they are being expanded by learners from refugee backgrounds” (p.736).

	Co-participant recommendations for improving educational access at school included incorporating interesting, relevant, and accessible resources, and video or audio recordings of lessons to redress the time and lack of supports at school. Yet the author emphasises the need to understand that Achol's "connection to media, technology and pop culture goes deeper than practicalities: she finds her role models in the public domain, because she is not finding them in her immediate environment" (p.737). Core argument: The author asserts that arts-based practices such as ethnocinema offer an important means of engaged learning, particularly for students who are from marginalised populations, who are frequently constructed in deficit terms and rarely have the opportunity to be "active co-constructors of knowledge" (p.730)). The author does not claim these approaches will resolve issues regarding educational access for refugee-background learners, but "through critical comment and active collaboration invites them back into the process" (p.737).
Harris, A., Spark, C., & Watts, M. (2015). Gains and Losses: African Australian Women and Higher Education. <i>Journal of Sociology</i>, 51(2), 370–384. AUS Annotation written by Dr Georgina Ramsay Keywords: <i>African, education, qualitative, refugee, tertiary, women</i>	Context: Australia, African women migrants Aim: Examine the experiences of African women migrants in higher education in Australia in a context of increasing enrolment, and particularly how this challenges more "traditional" cultural roles and identities Conclusions: - The kinds of traditional cultural roles that African migrant women expect to take on are not recognised, or only cursorily, in education and health contexts. This forms a barrier for African Australian women in transitions of resettlement - Gender is a significant consideration when examining experiences of HE (and others) - Rurality, gender, and class (poverty) influence participation in knowledge construction around education and employment: needs to be taken into account in research on refugees - Reasons for exclusion of African migrant women in HE: race-based exclusion by dominant culture members; language and conceptual knowledge challenges; challenges along cultural lines, particularly regarding tensions relating to gender role expectations. - Participation in HE represents a hope for women's futures on one hand, but a threat to existing gender roles on the other. Ambivalence: high aspirations, but gendered expectations for home and family

	- Points out that gender roles are shifting anyway: lie in Australia demands the collapse of a gendered division of labour - Women often consider being married and childless as a result of being education: it is a “price to pay,” it is a sacrifice. And when pursuing education other women contribute to a sense of guilt and family responsibility over personal fulfilment. - Brings up ideas about gendered and postcolonial factors that shape the educational experiences of African migrant women in Australia Core argument: - Points to the significance of gender in considering experiences of education – something that is not frequently recognised - Challenges common research agendas that focus on low literacy and interrupted schooling, focus on gendered experiences and culture instead - I really like that this article considers African migrant women: not refugee specific, and this is purposeful to show shared aspects of culture beyond the assumptions of disrupted education - Recognises that pursuit of education is complex, shaped by often competing factors related to culture. Cannot be taken in isolation from culture
Hartley, L., Pedersen, A., & Dandy, J. (2012). Attitudes towards asylum seekers – Evaluating a mature-aged community education programme. <i>Race Equality Teaching</i>, 30(3), 34-38. AUS Annotation written by Dr Megan Rose PEOPLE SEEKING ASYLUM COMMUNITY EDUCATION MATURE-AGE STUDENTS	Context: Prejudice reduction strategies for Australian communities, promoting understanding and respect for Asylum Seekers. Aim: To evaluate a community education program for mature-aged students for its effectiveness in changing attitudes towards asylum seekers. Methodology: Two sets of questionnaires of students before and after course, n=15. Statistical and thematic analysis. Findings: There was a significant shift to positivity towards asylum seekers between the two questionnaires. Three key themes identified across both questionnaires were empathy and ambivalence towards the plight of asylum seekers as well as fear of threat to dominant values in Australian culture. Core Argument: Community education programs have the potential to shift attitudes of the mature aged community towards asylum seekers, from both ambivalent to positive, to positive to very positive.

Hartley, L., Fleay, C., Baker, S., Burke, R., Field, R. (2018). <i>People seeking asylum in Australia: Access & support in higher education</i>. National Centre for Student Equity in Higher Education, Curtin University: Perth. AUS Annotation written by Sally Baker PEOPLE SEEKING ASYLUM AUSTRALIA HIGHER EDUCATION ACCESS COMMUNITY ORGANISATIONS SUPPORTS BARRIERS	Context: People seeking asylum (legacy case load) in Australia and access to tertiary education, focusing specifically on higher education. Aim: To provide a nationwide map of the policies and practices affecting people seeking asylum and is the first of its kind to evaluate university and community supports for these students, drawing on the findings of a national symposium held in November 2017. Methodology: Mixed methods: survey of higher education institutions and NGOs involved in supporting people seeking asylum (n=67; 25 universities, 21 community organisations) and in-depth individual interviews with students seeking asylum, university representatives and community organisation representatives. Findings: “The findings highlight that people seeking asylum face complex and specific challenges and barriers to higher education access and enrolment. A major barrier is that their only pathway to accessing higher education is being granted admission as an international student given the temporary nature of the visa they are issued. This means they are ineligible for Federal Government programs designed to assist students with financing tertiary study, including the Higher Education Loans Program (HELP), Commonwealth Supported Places, and concession rates. Therefore, for most, this entry-point is financially prohibitive. Further barriers given their temporary visa status include difficulty in accessing enabling courses and, for many, lack of access to affordable English language courses and student or other income supports. People seeking asylum are also forced to endure a policy landscape that is not only hostile but changeable with very little, or no warning, which creates considerable stress and confusion” (p.2-3). Over 200 (204) students had accessed higher education studies via fee-waiving scholarships at the time of writing. Core argument: Federal policies that inhibit (a) access to higher education by virtue of their temporary status in Australia and (b) financial sufficiency via the cutting of special payments are the primary cause for the barriers to higher education participation for people on bridging visas or holding temporary protection visas. Recommendations: “Federal Government Recommendations • Grant permanent visas to all people currently on TPVs and SHEVs.

- Expedite the processing of refugee claims for those yet to be finalised.
- Ensure that all people seeking asylum and refugees have access to income and student supports on par with other Australians.

University Recommendations

Policy and practice development

- Provide opportunities for people with lived experience of seeking asylum to inform policy and practice.
- Allocate one staff member as a central point for students from asylum-seeking backgrounds.

Full fee-paying/fee-waiver scholarships

- Until permanent protection visas are issued, establish and continue to expand the number of full fee-paying/fee-waiver scholarships to people seeking asylum.
- Offer scholarships that allow people seeking asylum to study postgraduate studies.
- Offer part-time and flexible options for scholarship holders.

Financial support

- In the absence of access to government-funded income support, include supports for meeting living expenses in scholarship offerings.
- Offer subsidised accommodation for students who receive scholarships.
- Provide opportunities for students for employment on campus, such as paid workplace experience, to help establish networks and enable access to employment after university.

Alternative entry pathways and transition supports

- Offer alternative entrance pathways, such as enabling programs or diploma pathways, to facilitate access to undergraduate programs.
- Tailor services and supportive pathways through the provision of mentoring.

Application process

- Offer the opportunity for students to apply face-to-face rather than fully-online.
- Train university staff with roles relating to scholarships, equity, and admissions on the specific needs of students seeking asylum.
- Collaborate and coordinate with other universities to streamline the application process across institutions and ensure parity of information shared with potential applicants.

	• Avoid requiring applicants to disclose their financial situation to access scholarships and/or living allowances. • Avoid requiring applicants to demonstrate that they will be able to complete their qualification due to their temporary visa status. Academic and language support • Offer tailored academic support (for academic language, literacies, and cultural navigation) for people seeking asylum. • This support should consider whether students have had established careers and qualifications in their country of origin or completed schooling after arriving in Australia. Support for people with disability, mental health issues, ongoing health challenges, and family responsibilities • Provide on-campus refugee-specific mental health support and counselling services. • Provide training for all frontline staff on issues dealing with people seeking asylum. • Implement official structures to support such students. • Offer people seeking asylum with young children access to affordable childcare. Sector advocacy • Collaborate and coordinate with other universities and community organisations to advocate for Federal Government policy change to ensure that people seeking asylum recognised as refugees are given permanent protection visas, and all people seeking asylum access appropriate income supports. Community Organisation Recommendation Sector advocacy • Collaborate and coordinate with other community organisations and universities to advocate for Federal Government policy change to ensure that people seeking asylum recognised as refugees are given permanent protection visas, and all people seeking asylum access appropriate income supports” (p.3-4).
Harvey, A., & Mallman, M. (2019). Beyond cultural capital: Understanding the strengths of new migrants within higher education. <i>Policy Futures in Education</i>, 17(5), 657–673.	Context: ‘New migrants’ in Australia. Authors scope the limitations of the broad NESB category and point to related issues that contribute to deficit framings of new migrants (by whom they mean sfrb).

AUS

Annotation written by Sally Baker

Keywords: *New migrants, higher education, cultural capital, student diversity, critical race theory, student equity*

Aims: to “examine ways that new migrant students from refugee backgrounds negotiate higher education in a context of institutional and systemic lack of recognition of their alternative capitals” (p.2–3)

Theoretical frame: Authors work with notion of cultural capital (Bourdieu) and point to how its uptake in scholarly literature perpetuates deficit framings; Critical Race Theory (CRT); authors turn to Yosso (2005) – community cultural wealth - to explore different forms of capital (focusing on resistant, familial and linguistic capital)

Methodology: Multi-stage project exploring “university aspirations and experiences of new migrants in low socio-economic and regional communities” (p.6). Article reports on qualitative data collection with ‘new migrant’ students (n=18 from Afghanistan, Burundi, Democratic Republic of Congo, South Sudan, Sudan, and Zimbabwe.) at La Trobe’s Shepparton and Mildura campuses. Interviews covered: university aspirations and motivations; university awareness, choice and access; campus experiences, including academic and social; and graduate outcomes, particularly focussed on employment.

Findings:

Resistant capital: capital that challenges/ resists behaviours that promote inequality. Participants discussed frustration with low-expectations imposed on them by other students and faculty. Students talked about ‘proving people wrong’ in defiance of these low expectations: “the personal reassurance and heightened motivation arising from opposition to imposed racialised assumptions” (p.7). Also lack of recognition of strengths in teaching interactions; students talked about drawing on hardships as source of knowledge and strength, but in ways that are not recognized by the institution/ representatives of the institution.

Familial capital: kinship bonds – most participants described kinship as an important motivational factor: “Most of them reported being motivated by their family trajectory, that is, the sense that their family had been through difficulties and they were now in a place where they can take advantage of opportunities” (p.9) – strong links between individual ambitions with family stories/ sense of duty to family sacrifices. Also, clear sense of wanting to give back = key source of motivation: “This type of community cultural wealth is cyclically productive” (p.10).

Linguistic capital: bilingual (plurilingual) capital. Resolutely not recognized by universities: “Among the three types of community cultural wealth described in this article, linguistic capital is the most

	difficult for new migrants to realize the potential of, due to insufficient pedagogical and relational approaches within the institution” (p.10). This results in students feeling misunderstood and provoked anxiety. Authors write that there was little evidence of lecturers seeking to draw on students’ multilingual resources.
Harvey, A., & Leask, B. (2020). At the Policy Margins: People from Refugee Backgrounds in Australian Higher Education. In <i>Refugees and Higher Education: Trans-National Perspectives on Access, Equity, and Internationalization</i>, edited by L. Unangst, H. Ergin, A. Khajarian, T. DeLaquil, and H. de Wit, 193–205. Rotterdam: Brill/Sense Publishers. AUS Annotation written by Sally Baker	Context: Policy on access to Australian higher education for refugees and asylum seekers. Authors argue that because of “policy confusion” (p.193), sfrb are treated as Non-English Speaking Background (NESB) students, and asylum seekers are treated as international students: “In neither case are the needs of students effectively acknowledged and met” (p.193). This results in poor outcomes for both sfrb and PSA students Aims: To “argue that relative under-performance is due at least in part to policy incoherence and opacity at the national level in both the access and equity and international education areas” (p.194) Methodology: Essay Discussion: Authors note how Australian higher education equity policy — with the development of 6 formally identified equity groups in 1989 — has been used to drive funding and admissions adjustments in order to open access to traditionally under-represented groups, including NESB students. Authors note that for refugee students, there are fewer adjustments possible (compared with rural/ remote and Indigneous students) because “institutions assume that NESB status is not a major barrier to entry, based on the aggregated categorical data” (p.195), meaning that refugee students often have to disclose their status in ‘detailed text responses’ to institutions in order to gain recognition/ further compensation, which the authors argue “can be both a traumatic experience and an opaque one in terms of university appraisal” (p.195). Authors describe the classification of asylum seekers as international students as a ‘policy paradox’ (p.195). Authors note the case of NZ citizens as a hybrid between ‘domestic’ and ‘international’ categories, and argue that while the opportunities to NZ citizens (eligible for Commonwealth-Supported Places but locked out of HECS) is ‘sub-optimal’, it “highlights a capacity for policy flexibility” (p.197). Authors note the challenges for refugee students of being categorised under the NESB label, because it is unhelpfully broad and makes it difficult to identify sfrbs, resulting in “a challenge for the sector is thus to develop disaggregated data and to develop university outreach, adjustment

	factors at admissions, and other access and admissions pathways to encourage [participation]” of sfrbs (p.198).
Harwood, G. Heesch, K. C., Sendall, M. C. and Brough, M (2021). The Basketball Boys: young men from refugee backgrounds and the symbolic value of swagger in an Australian state high school, <i>International Journal of Inclusive Education</i>. AUS Annotation written by Sam Dilly Keywords: <i>Australia; Bourdieu; positioning; refugees; school; sport; swagger; symbolism; young men</i>	Context: Schools are complex spaces that provide essential services for the resettlement of young refugee people in Australia (Cassity 2013). Although statistically considered one group, young people from refugee backgrounds are not homogeneous. Participation in sport is considered an avenue for young refugee background men to gain social capital and friendship in Australian schools (Dodds et al. 2010; Nathan et al. 2013; Uptin, Wright, and Harwood 2013). A group of young men from refugee backgrounds, known as the Basketball Boys, created an authentic and respected position within an Australian state high school through their practising of swagger. Aim: This paper explores the social and cultural importance of swagger that enabled ‘the Basketball Boys to belong, adhere and be authentically different all at once’ (p.4). Theoretical Framework: Bourdieu’s concepts of field, habitus, capital, symbolic violence and misrecognition are used to explain the entangled social structures within school and sport settings. For Bourdieu, a school is a field – a social space with multiple agents – which include teachers, young people, other staff and parents. Students’ embodied dispositions and implicit cultural knowledge are drawn from their families and communities which presents challenges for refugee background youth who must learn the dominant group’s habitus. Social and cultural capital are used to understand the boys’ positioning within the school and their resistance to oppression. The education system fails to acknowledge and misrecognises refugee background students which can be referred to as institutional symbolic violence. Methodology: Using an unstructured ethnographic approach enabled the researcher to position herself so that she could build rapport with school staff and the group of young men. The group of young men in Years 11 and 12, predominantly from refugee backgrounds, were referred to as the Basketball Boys. Data was collected through informal conversations, observations, structured interviews and visual images. Findings: The Basketball Boys were the ‘top’ basketball players at the school and would passionately play in the central basketball court at lunch times. The games would often need to be calmed down by teaching staff due to the noise they often created. The Basketball Boys would subtly manipulate the school uniform to identify with the group. This included wearing two pairs of socks so that they were ‘ready’ to play basketball. ‘Swagger was a positive, racialised class identity

	for the Basketball Boys, and a demonstration of their masculinity' (p.9). This enabled them to challenge the power relations whereby classroom teachers would subordinately positioned the Basketball Boys as non-academic. Although the group did enact the dominant group's valued cultural capital and knowledge of engaging in classroom learning, they did manage to enhance their status within the school structure through skilful resourcefulness. The Basketball Boys demonstrated sporting brands in front of their peers to gain notoriety amongst their peers and distinguish themselves from others. This formed social and cultural capital within the school field. The group used bodily presence and movement demonstrating swagger, challenging 'systemic deficit discourse regarding refugee background students within the school's oppressive structure' (p. 11). School staff had racialised views of these students' academic abilities and behaviours as they failed to acknowledge students' experiences of forced migration and challenges surrounding settlement. Core argument: 'The Basketball Boys employed agentic practices to become integrated into their school community. This is profound, given inclusive educational practices continue to be elusive in Australia and the critical role schools play in resettlement' (p. 14).
Hatoss, A. (2014). Caught between the policies and the practices: Sudanese migrants' experiences of AMEP in Australia. <i>International Journal of Pedagogies and Learning</i>, 9(3), 193–210. AUS Annotation written by Sally Baker ADULT MIGRANT ENGLISH PROGRAM AUSTRALIA QUEENSLAND SOUTH SUDANESE	Context: Language policy and practice with relation to adult learners (specifically newly arrived Sudanese) studying in the Adult Migrant English Program (AMEP) in Toowoomba, QLD, Australia. Author argues that dominant top-down approach to language planning has negative impact on language communities. Discussion of linguistic diversity of Sudanese community in Toowoomba on p.195. Overview of AMEP provision from 2008 on p.196-7 Aim: To "highlight the contrasting characteristics of [language] policy aims and its effects" in context of AMEP/ Sudanese students in Toowoomba; to present "empirical evidence from Sudanese immigrants about their lived experiences of the AMEP program" (p.195). Methodology: 3-year ethnographic (sociolinguistics/ linguistic anthropology) study which aimed to "map out language use and language proficiency in the Sudanese community with the dual focus of identifying language resources as brought over from Africa and that of diagnosing gaps in their English language proficiency" (p.193). Data collected through face-to-face survey interviews and semi-structured focus groups with Sudanese families (n=75) Findings: 52% of participants had completed 510 hours of AMEP (majority female: 70%)

	37% completed part of the program 11% never attended the AMEP (majority = males) Mean score for perceived usefulness = 3.43 (1= not useful at all; 5 = very useful) – with 2.97 for males and 3.76 for females. 20% did not find the AMEP to be useful/effective, compared with 48% who did. Author suggests that gender differences can be explained by differential levels of language proficiency (with women generally having lower levels of English language proficiency). Most participants perceived 510 hours as being too few to achieve a functional level of English Participants often dropped out of the program because of employment opportunities or childcare issues. Participants recommended running classes in the evening Participants also perceived issues with mixed-level classes. Participants also learnt English through refugee NGO (28% - much higher with women), in a church setting (21%), with volunteers (9%) and at work (7%) Mixed perceptions of own level of English – 13/75 gave a negative self-appraisal compared with 47/75 who gave a positive appraisal. Core argument: Main obstacles for people attending AMEP classes = immediate need to find work/ earn money and caring for children/ having new babies. Other challenges created by prior education and literacy level, need to support family in South Sudan, mixed-level classes More language planning is needed: “there is an urgent need to conduct a larger-scale empirical research about the implementation of language policy concerning the English language development of immigrant groups, especially those who come from refugee background” (p.208).
Hatoss, A., & Sheely, T. (2009). Language maintenance and identity among Sudanese-Australian refugee-background youth. <i>Journal of Multilingual and Multicultural Development</i>, 30(2), 127–144. AUS Annotation written by Sally Baker	Context: Language maintenance and shift (LM&S)/ resettlement in regional Queensland among Dinka-speaking Sudanese community. Authors argue that LM&S = significant for refugees because they may wish to eschew their refugee identities by adopting new identities and language, or they may stick too closely to home language and exclude themselves from host community. Ideally new arrivals will do both (learn host language and maintain home language). Aims: To “explore attitudes, perceptions and the actual use of mother tongue in a refugee context among adolescent and young adult secondary school learners from the Sudanese community in a regional settlement in South-East Queensland” (abstract)

Keywords: *ethnic identity; language maintenance; language shift; language use surveys; refugees*

Theoretical frame: Language shift (see Clyne 2003): intragenerational shift (structural or functional reduction in L1) or intergenerational (shift over generations, usually second or third) to dominant/ host language + acculturation theory (Berry, 1980)

Methodology: Data collected as part of larger study of linguistic and cultural adjustment of Sudanese Youth in Toowoomba schools, which sought to identify patterns of language use in different domains + students' attitudes towards LM. Data collected between 2005–2007 in 6 high schools (see p.132 for details). Participants = Sudanese high school students (n=67; 40m, 24f) who participated in a survey on language use/ perceived language proficiency, attitudes, identity, future. Survey adopted elements of social adjustment measurement scale (Tong, 1997)

Findings:

- Most participants reported Dinka as strongest language (88%)
- Self-reported literacy level in Dinka was generally low – only 12% could write 'very well' in Dinka; 8 had no ability.
- Most students reported 'good' conversational level of English; 20% rated themselves as 'very good'.
- Only 20% reported they could write in English 'very well'; 5 students reported they could write 'a little' in English.
- Participants were generally able to read and understand the survey questions.
- Most participants could speak and write in Arabic (64/67); 46/67 could speak and write in Kiswahili.
- Other languages and dialects also reported (see p.134).
- Questions about domains/ language use revealed that participants used Dinka, English, Arabic and Kiswahili with family and friends (but not clear which was dominant because survey did not ask about rate of use).
- 73% reported using English only when playing sport; only 3 respondents (5%) reported speaking only Dinka.
- English = common language across language/ dialect groups. Data also suggested that English = prestige language (see p.139 for quotes).
- Authors also discuss language use in church domain (p.140).

Attitudes: participants spoke of responsibility to maintain home language/s.

	Core argument: The participants in this study were “strongly attached to their mother tongue and consider it to have a strong identity function and a strong cultural attachment, they are also highly motivated to learn English and to fit into the host Australian social environment” (p.141).
Hatoss, A., & Huijser, H. (2010). Gendered Barriers to Educational Opportunities: Resettlement of Sudanese Refugees in Australia. <i>Gender and Education</i>, 22(2), 147–160. AUS Annotation written by Dr Georgina Ramsay Keywords: <i>forced migration; Sudanese refugees; gendered politics of belonging</i>	Context: Focus group data from 14 Sudanese refugees who had been resettled in Australia for at least two year (a period where some social adjustment is expected) Conclusions: Pre-flight educational experiences for HEB students are often disrupted, which makes learning the expectations of HE difficult to understand at first. But because of this, education is highly valued for HEB students who did not have the same opportunities (link this to the higher ‘aspirations’ for education that refugee students have, as noted in other literatures for this group). Education in Australia is also seen as an incentive to return back to the home country, in order to get status there and also support community development. ‘Traditional’ Sudanese culture situates women as homemakers, yet in resettlement these gender are roles are being shifted to allow daughters particularly (what about wives?) to access educational opportunities (as another vector of gaining status for the entire family). This agency is less explicit for the mature age women and wives who resettle in Australia, who have less exposure to HE. The rootedness in a culture of family expectation whilst aiming to gain agency through education in Australia is, therefore, a problematic for this group that can cause tension and conflicts. While the Aus government provides a range of educational support programmes, HEB participation in them is often limited by social, economic, and cultural factors that are deeply linked to pre-migration and post-arrival contexts. Methodological comments: ‘The main challenge is to shift the traditional gender roles so that women can take full advantage of educational opportunities, while staying mindful of the potentially irreconcilable cross-cultural conflicts between the host society and long-established gender roles’ (157), i.e. the experiences of these women is being assumed, and not so much explored from their own perspectives (ironically removing their agency, to an extent). Core argument: Again, shows that the particularities of the HEB experience manifest in particularised experiences of HE for this group. Gender, in particular, needs to form a focus of exploring how HE is experienced, because cultural particularities shape the HE experience for this group.
Hatoss, A., O’Neill, S., & Eacersall, D. (2012). Career choices: Linguistic and educational socialization of	Context: Sudanese refugee-background students in Australia arrive with varied, but mostly poor levels of prior education.

[Sudanese-background high-school students in Australia](#). *Linguistics and Education*, 23, 16–30.

AUS

Annotated by Anna Xavier

Keywords: *Refugee education; career choices; Sudanese students; Australia* (Anna's)

Aim: To explore Sudanese-background secondary school students' 'career aspirations, motivations and obstacles' (p. 1).

Theoretical framework: Not specified in study.

Methodology: Overall methodological approach: Mixed-methods approach; Data collection methods: Survey & focus group discussions; Research participants: African refugee-background students (n=30), ESL teachers, counsellors; Research setting: 6 private high schools in regional, middle-sized settlement in South-East Queensland (5 Catholic schools & 1 Seventh-day Adventist).

Findings: 1) Career choices & motivation: Sudanese refugee background students' career choice and dream jobs generally matched for both females and males with a few exceptions (child care/flight attendant; retail/nursing; criminology/basketball player; engineering/army). Most popular choices for females: childcare & healthcare; Motivations – Sudanese girls' wanted to take up caring professions to help people in the Australian community or back in Sudan; also expressed a strong desire to support their community back in Sudan; most students sought advice of friends & relatives & did research on the Internet prior to deciding on their careers; obstacles: many students were not able to follow an academic pathway as they did not possess the level of English to study subjects in Year 12 which were required to enrol in a degree; 2) Desire to assist family behind: Some participants expressed their desire to return home, to help the community they've left behind, as well as to reconnect with family; 3)'Easier to get a job there': Students perceived that they would be able to obtain better employment opportunities in Sudan; 4)'Humanitarian-type of career choices': Recurring topic among ESL teachers & career counsellors – Perception that Sudanese students often choose careers that are 'beyond their abilities' (p. 6); The survey supported this opinion- only 37% of students confident in their ability to study at university and less than half (43%) agreeing or strongly agreeing that they had a good level of written English language ability for their studies; Career counsellors revealed that most students wanted to select 'humanitarian type of courses' at university; 5)'High aspirations': Both the survey and focus groups highlighted a disparity between aspirations and students' scores for intended courses; 6) Barriers: Six main obstacles – '(1) not having studied the senior subjects at school that were required for entry to university degree programs, (2) lack of English language proficiency, (3) lack of financial resources, (4) family issues and demands, (5) psychological trauma and (6) lack of adequate academic achievement. The most significant of these was the barrier caused by their poor financial situation' (p. 8).

	Discussion: The study highlights that ‘students’ socio-cultural adjustment and educational journey is continually thwarted by a series of tensions’, including ‘(1) their background and experience of psychological trauma versus the need for motivation, agency and resilience; (2) their lack of formal academic education and L1 and L2 literacy versus the need to study; (3) high educational aspirations versus lack of resources to enhance their learning and ongoing family issues and demands; and (4) lack of resources and socio-cultural knowledge to address them’ (p. 10). Nevertheless, this study also highlights that students are able to look ahead and have admirable aspirations for not only their personal goals but to help their families at home in Sudan, despite the tensions and obstacles faced. Core argument: The findings ‘highlight the need to consider the accumulative impact of the various barriers to educational success, including the interrelationships between them, rather than separately’ (p. 11).
Hattam, R., & Every, D. (2010). Teaching in fractured classrooms: Refugee education, public culture, community and ethics. <i>Race, Ethnicity & Education</i>, 13(4), 409–424. AUS Annotated by Anna Xavier Keywords: <i>Refugee education; ethico politics; Australia; elusive community</i> (Anna’s)	Context: As schools are becoming ‘increasingly heterogenous and often conflict-saturated’ (p. 409), it is becoming crucial to teach for cultural diversity. However this is a ‘significant challenge’ with limited resourcing for educators. Aim: To explore and identify ‘an appropriate ethico-politics’ for educators dealing with the refugee issues in the Australian context. Theoretical framework: 1)The elusive community and ‘political powerlessness’ (Bauman, 1999, p.1) – undermines attempts to collective action; post-modernity undermines ‘natural community’ and argues that ‘community must be made’ (p. 416); 2) Genealogy of ‘community’ (Rose, 1999) – ‘this territory called ‘community’ is the ‘solution to problems of government’ (p. 170), and is the site for the ‘reorganization of publicly provided, bureaucratically organized and professionally staffed services’ (p. 171). This space is distinct from both the market and government but paradoxically is also ‘a key element in government’ (p. 171). Methodology: Essay. Findings: 1) Community in the classroom: Bauman argues that ‘Western’ modernity has unleashed conditions that have undermined the ‘little community’, which means we are freed up somewhat from the narrowness of horizons and the authority of dogma. But with that, our new freedom is inflected with what Taylor (1991) refers to as the malaises of modernity which briefly put are individualism, a technocratic rationality and political powerlessness; Bauman argues that ‘the

	ethico-political challenge of the present is to find ways to counter ‘atomised society’ and its pathologies, and to work against the trends to seek biographical solutions to systemic contradictions’ (p. 421); Rose (1999) also challenges positive and abstract conceptions of ‘community’, taking up more fully the co-option of ‘community’ as a site for reinstituting processes of individualisation; Rose views ‘community’ as the ‘code for the contemporary debates about a ‘third way’ for politics’ (p. 419); Rose (1999) views community as involving two characteristics: ‘a web of affect-laden relationships’ that are reinforced through a ‘commitment to a set of shared values, norms, and meanings, and a shared history and identity – in short to a particular culture’ (p. 172). Core argument: ‘In order to significantly alter the experiences of refugees, a national response of hospitality is required’ (p. 421). Although the nation state might not be able to achieve ‘unconditional hospitality’, it is crucial to continue to argue the human rights of refugees to conditional hospitality (p. 421).
Hek, R. (2005). The role of education in the settlement of young refugees in the UK: The experiences of young refugees. <i>Practice</i>, 17(3), 157-171. UK Annotation written by Sally Baker SCHOOL	Context: Foregrounds importance of listening to young refugees when designing educational services for them. Works from assumption (belief) that education “can make a real difference to the ability to settle, regain a sense of belonging and promote social and emotional development, structure and routine” (p.159) and schools can play vital role in helping young refugees to mourn and make sense of their experiences. Literature foregrounds key issues/ supports for refugee youth and education: home-school liaison, importance of support teachers from same cultural/linguistic background, importance of learning English, importance of promoting first languages, importance of emotional support, importance of promotion of whole-of-school attitude, and importance of a good welcome. Aim: Methodology: Small-scale qualitative study that explored formal policies and informal relations between teachers and sfrb (2 secondary schools in London) = PAR-like approach (valuing voices of young people). Only included children who had been in UK for 1 year+ to ensure that students who didn’t want to participate but couldn’t express their dissent were not included. 15 students (9 = m; 6 = f), aged between 13-17. Age of arrival ranged from 8-16 and they came from variety of national/ethnic backgrounds. Findings:

	Students all discussed multiple losses (people, places, possessions) and some mentioned emotional support provided by school/ teachers. Other themes include: importance of friends from home country and other backgrounds. Students also discussed problems experienced with specific teachers who had been unhelpful or unfair. “Students valued teachers who recognised the difficulty of adjusting to the range of subjects, and felt out of their depth and humiliated when they could not understanding what was happening in class” (p.166) Students identified support that would be most helpful in the initial stages of joining school. • specific language-support teachers, so that from the beginning of their time at school, students would feel more able to understand what is going on around them; • more general help with the English language from teachers and from peers who speak English as their first language; • the chance to interact and make friends with other young people, from a variety of backgrounds; • clear anti-bullying policies, which are taken on by the whole school; • teachers who listen carefully, and who do not make assumptions about young people’s situations, but who treat each person as an individual; • teachers and students who feel positive about having refugee young people in school. (p.167-8)
Hebbani, A., & Colic-Peisker, V. (2012). Communicating One’s Way to Employment: A Case Study of African Settlers in Brisbane, Australia. <i>Journal of Intercultural Studies</i>, 33(5), 529–547. AUS Annotation written by Dr Prasheela Karan Keywords: <i>African Refugees; Australia; Employment; Gender; Intercultural Communication; Uncertainty Reduction Theory</i>	Context: Employment is considered an important factor in social integration. Societal discrimination against immigrants can affect access to employment. This paper reports the job search and employment experiences of African former refugees. The paper focuses on cross-cultural communicative challenges that prevent former refugees from attaining employment, and potentially leads to their working in less desirable jobs (poorly paid, low-status work) that do not allow for transition into better employment. This is referred to as ‘secondary labour market’ (SLM). The social capital, for instance, social and professional networks, which could facilitate a transition into better employment and outside of SLM is often not available to recent arrivals. Hence, former refugees can experience downward mobility as they may be forced to remain in low status work that is not well remunerated. Aims: To investigate how linguistic and cultural difference impact job search and working life of recently arrived immigrants.

Theoretical frame: This paper draws on uncertainty reduction theory (URT), the segmented labour market theory (SLMT) and Bourdieu's concepts of linguistic and cultural capital to explore the experiences of former refugees. According to SLMT, occupying lower status jobs constrains the capacity for workers to develop networks that can facilitate upward mobility and transition into better employment. The paper drew on URT to understand the 'othering' that former refugees face in job interviews, which affects success in attaining employment. According to URT, there is a desire to interact with people who are perceived as being familiar, in order for instance, to avoid miscommunication.

Methodology: Conducted in Brisbane, Queensland (2009-2010), this study collected both quantitative (short questionnaire) and qualitative (12 focus groups) data, with a sample size of 56 people (24 men, and 32 women) from black African refugee backgrounds: 27 South Sudanese, 13 Congolese and 16 Somalis. 11 men were unemployed and 13 employed, and of the 32 women, 12 were employed and 20 unemployed.

Findings: A power imbalance can be seen in the interaction (communicative aspect) between former refugees and Anglo-Saxon Australia: "A large linguistic distance (between, for example, Dinka/Arabic/Somali and English) and cultural distance between recently arrived African refugees and Anglo-Saxon Australians may lead to a high degree of uncertainty, while a significant linguistic and cultural deficit of immigrants in relation to the Anglo-Australian 'owners' of the language and culture translates into power imbalance. For example, members of the linguistically and culturally hegemonic group create and use a vernacular, 'slang', as one of our participants explained, which excludes recent arrivals even if they are proficient in English" (p.542). While employed women self-rated better proficiency in English than unemployed women, there were no major differences between employed and unemployed men in their self-rating.

Core argument: Societal power relations affect the capacity of new arrivals to attain decent employment. Being visibly different and having a different accent raises uncertainty (drawing on URT theory), even when there is local language proficiency. Having the 'right' accent and 'familiar' physical features is symbolic of power, and speaks to 'professional credibility'. As such, discrimination is "deeply embedded in power relations based in the Australian hierarchy of ethno-classes" (p.544), which signifies that groups particularly different from the Anglo-Saxon Australian 'norm' are especially vulnerable to discrimination.

Hebbani, A., & Preece, M. (2015). Spoken English does matter: Findings from an exploratory study to identify predictors of employment among African refugees in Brisbane. <i>The Australasian Review of African Studies</i>, 36(2), 110–129. AUS Annotation written by Sally Baker	Context: Predictors of employment for former refugees from Somalia, Sudan and Congo in 2009-10 Aim: To explore predictors of employment for recent arrivals in Queensland; to “discuss the implications of [the finding that spoken English language was only statistically significant predictor of employment] and suggest improvements to policies along with ways to assist refugee employment” (abstract, p.110). Methodology: Quantitative via survey responses; participants (n=56: 25 employed/ 31 unemployed) Findings: • Only spoken English language proficiency was a significant predictor of employment; all other factors (demographics (i.e., age, gender, or marital status), length of residence in Australia, time spent in refugee camps, English proficiency (reading, writing or numeracy), or level of education) were found to be statistically significant (which contrasts with the findings of Correa-Velez, Barnett & Gifford, 2013 but they did not mark a distinction between oracy and literacies). • Hugo (2011, 2014) also found that likelihood of employment increases in line with the time spent in Australia. Discussion of accent and discrimination in hiring decisions (p.119). • Authors raise concerns with idea that proficiency/ development progress may be lost if people do not practise their language; therefore while “it is important for refugees to build social bonds with members of their own ethnic enclave, it is also equally beneficial to build social bridges with the local host community resulting in increased opportunity to facilitate English conversations” (p.120). Authors note the potential benefits of SLPET (see p.122)
Hebbani, A., & Khawaja, N. G. (2019). Employment aspirations of former refugees settled in Australia: A mixed methods study. <i>Journal of International Migration and Integration</i>, 20, 907–924. AUS Annotation written by Dr Megan Rose	Context: Employment aspirations of refugees resettled in Australia from Ethiopia, Democratic Republic of Congo and Myanmar. Aim: To understand the employment aspirations of former refugees from Ethiopia, Democratic Republic of Congo and Myanmar. Methodology: Quantitative questionnaire (n= 222); qualitative interviews with former refugees (n= 47). Findings:

Keywords: <i>Australia; Ethiopia; Congo; Myanmar; Aspirations; Mixed method; Employment; Refugees</i>	Participants aspired to pursue their own business, however everyday obstacles result in a gap between their current and future aspired job. These include language proficiency, lack of information about these jobs, personal and family health. Refugees work skills are under-utilised due to the financial requirements to up skill to the requirements of their country of settlement. Core Argument: Refugees experience specific hindrances in the pursuit of upward mobility in their careers. Employment agencies need further funding to support refugees in improving their employment situation.
Hewagodage, V. (2015). <i>Hanging in the balance: When refugee learners' naturalization depends on their acquisition of cultural knowledge and English language proficiency</i>, PhD dissertation: University of Southern Queensland. AUS Annotation written by Sally Baker <i>PhD thesis</i> ADULT EDUCATION CITIZENSHIP	Context: Explored Australian Citizenship Test = found to be exclusionary for African people from refugee backgrounds who have limited or no print literacy in their first language and limited proficiency in English (L2) Methodology: Surveyed 30 AMEP teachers from 15 institutions; 10 AMEP teachers interviewed, observed, and students interviewed. 8 HEB students selected as case studies. Conclusions: 8 case study participants had such “impoverished knowledge” of L1 literacies that they were unable to build sufficient literacies in L2 in the time frame given for citizenship = led to feelings of depression/ overwhelmed. Recommendations: ESL pedagogy needs to be more “invitational” and better designed to account for literacies/ language challenges and development within context of past trauma. The ACT curriculum should account of a lack of preparation/literacies and the language/cultural/emotional challenges
Hewagodage, V., & O'Neill, S. (2010). <i>A Case Study of Isolated NESB Adult Migrant Women's Experience Learning English: A Sociocultural Approach to Decoding Household Texts</i>. <i>International Journal of Pedagogies and Learning</i> 6(1), 23–40. AUS Annotation written by Dr Georgina Ramsay	Context: Small group of non-English speaking background female adult migrant's experiences of learning English in Australia Aim: To explore how this particular group of migrants sociocultural context affects how they perceive barriers to learning English; and to explore their responses to a sociocultural approach to English language learning Conclusions: This program involved going to participants' homes, and using everyday household items to teach and learning English with flexible timetabling and flexible delivery. Refugee women may be specifically vulnerable to being excluded from HE due to family and cultural factors, and their absence from settings through which to learn English for extended periods of time may

ADULT LEARNING	exacerbate their vulnerability. Migrant women need specific forms of support to be included in English language programs (and potentially HE) Core argument: If gender becomes a focus, this type of study contextualises how migrant/refugee women may have special needs that require consideration. Refugee women may be more vulnerable to isolation, due to interrupted English language tuition.
Hewitt, L., Hall, E., & Mills, S. (2010). <i>Women Learning: Women's Learning: an investigation into the creation of learner identities</i>. <i>Widening Participation and Lifelong Learning</i>, 12, 91–102. UK Annotation written by Sally Baker Key terms: <i>refugee, asylum seekers, skills, employment, learner identities, empowerment, women, third space.</i>	Context: To reflect on relationship between OU and Bridges Programmes in Glasgow, which sought to “build on refugees and asylum seekers’ existing skills, qualifications, hopes and ambitions in the process of social inclusion and economic integration” (abstract). OU = long-term relationship with Bridges (match-funded 3 year project, 2008–2011) and offers educational information and guidance, and through ‘Openings program’ and Bridges’ ‘Women’s Empowerment Course’, many women students come to know about opportunities for higher education offered by OU. Bridges = funded by National Lottery (Scotland). Aim: “We were interested in finding out more about the transition process and the movement from a situation of ‘in-between-ness’ and of potential isolation, to one of engagement in the social space of education, training and employment” (abstract). To find out more about role of social networks and informal learning in community context. Theoretical frame: Third space (Bhaba, 1994) and Gutierrez et al. (1999). Authors understand third space as ‘in-between space’ to understand relationship between migration and identity. Bhaba = focus on location and privileging of dominant culture, with cultural difference reinforced; hybrid third space = “a state of flux with the inherent potential to challenge, creatively resist or disrupt dominant social, political and historical narratives” (1994: 38; on p.93). In contrast, Gutierrez et al interpret hybridity of third space as discourse space in which to disrupt/ play with competing discourses and practices to develop new understandings; “as the negotiated interplay of official and unofficial elements and where hybridity is creatively incorporated into pedagogic praxis” (Gutierrez et al, 1999: 286-7; on p.93). Both theories of third space = underpinned by valuing of cultural diversity and difference, which are opportunities for new learnings that act as bridge to ‘mainstream’ Methodology: Ethnographic study called <i>Women Learning: Women's Learning</i> with 14 participants recruited from May 2009 cohort of Women’s Empowerment Course. Participants = from Africa and Middle East, from 23-66 years old, different educational backgrounds, range of proficiency with

	English language, range of work experiences. 10 = asylum seekers; 6 = suffering severe stress because of asylum application; two had significant mental health issues; 2 had disabilities, majority had suffered depression Findings: Two readings of ‘third space’ led to a macro and micro analysis. Overview: • “the women’s articulation of a ‘starting place’ in terms of their position as refugees and asylum seekers • their engagement in activities during the course • their repositioning of themselves in its final stages” (p.96). At start (‘where I am’), most women talked about isolation, loss of confidence, negative feelings, especially for those with low levels of English proficiency: “Many of their stories reflected the problematic, ‘in-between’ position of refugees and asylum seekers in a host country, where the definition of who they are, the kinds of resources that are available to them and what is expected of them as new or potential citizens, serves to complicate and fragment identity and sense of self (Bhabha, 1994)” (p.96). Aspirations (‘where I want to be’), students wanted to learn new knowledge, develop more confidence and capabilities, developing English language proficiency. Little evidence of hybridity (Gutierrez et al version) in class talk/ interactions: “no instances were evident of the dominant discourse being challenged by competing texts in order to produce new knowledge” (p.100). Offers case studies (p.99) Core argument: Recommendations based on importance of hybrid educational spaces (p.100-101) – recommendations = extend program/ be benchmarked about Scottish QF to help with ‘what next’ question.
Hilt, L. (2017). Education without a shared language: dynamics of inclusion and exclusion in Norwegian introductory classes for newly arrived minority language students. <i>International Journal of Inclusive Education</i>, 21(6), 585–601. NOR	Context: Immigrant students have limited access to quality education and are often excluded since they do not meet direct requirements of educational systems in their new country. Aim: This article explores processes of inclusion and exclusion in two Norwegian schools that have segregated minority language students by placing them in introductory classes (retrieved from abstract). Methodology: This article builds on qualitative material from ethnographic fieldwork (Silverman 2011) in two upper secondary schools. Twelve students and nine teachers from the two schools

Annotation written by Jenn Read Keywords: <i>Inclusive Education, immigrant students, minority language, systems theory, exclusion.</i>	participated in the study and multiple methods of data gathering were used including semi structured interviews, classroom observations, and field conversations with teachers, advisors and students. When selecting participants, teachers helped choose students who were academically, linguistic, and culturally diverse. Interview guides were used to conduct the interviews that focused on two purposes: to verify observation findings and gain new information. Following the fieldwork, Hilt identified inclusion and exclusion processes and an analytical procedure with four phases. Findings: The four phases Hilt presents in the findings include: 1. Including exclusion: the distinction between newly arrived and mainstream students; 2. Distinctions between different categories of newly arrived student; 3. Excluding inclusion: requirements for inclusion in networks of students; and 4. Communication media: dynamics between including exclusion and excluding inclusion. (p.590) This organisation constitutes a complex constellation of different paths to inclusion and exclusion with severe consequences for students at the basic levels (p.599). Core Argument: Based on the findings from this study, introductory classes can cause barriers for newly arrived students' educational careers. Furthermore, where students are placed low in the school's hierarchy, they become more marginalised.
Hirano, E. (2014). Refugees in first-year college: Academic writing challenges and resources. <i>Journal of Second Language Writing</i>, 23, 37–52. US Annotation written by Sally Baker HIGHER EDUCATION	Context: Explores academic writing experiences of 7 sfrb at a private liberal arts college in USA. 'Hope College' offered 7 full scholarships (including accommodation = live-on campus) to 7 sfrb who were put forward by local refugee advocacy group. College offered full suite of support (textbooks etc.) and also designed and ran a pre-freshman/ summer bridging course (2 modules: Speech and World Religions) and students lived together during that time. Study looks at how students use support that is offered (human support), students immediately offered a peer tutor (normally students seek out rather than having allocated) – this peer tutor was freshman student one course ahead of participants. Students could also access writing centre and the Academic Support Director. Students also asked for peer support. Study also explored different types of texts students were required to produce (writing practices) Theoretical frame: Uses Street's (1984) ideological model of literacy/ social practices view of literacy.

	Methodology: Longitudinal qualitative repeat interview ‘multiple case’ study with 7 students and some faculty members over a year Conclusions: There was diversity in how much support the students accessed but they all sought support for writing and had some form of support: “it is quite remarkable that, in general, these students did not face many difficulties coping with their writing assignments. The fact that writing did not become a major challenge to them is largely a result of the fact that all seven participants were very proactive in drawing upon the resources that were made available to them” (p.47). Level of support needed/ requested appeared to depend on students’ previous educational experience Core argument: Useful conceptual frame of ‘Generation 1.5’ drawn on to position study/ sfrb. Focus on types of and access to support.
Hirano, E. (2015). ‘I read, I don’t understand’: refugees coping with academic reading. <i>ELT Journal</i>, 69(2), 178–187. USA Annotation written by Sally Baker HIGHER EDUCATION	Context: Examines challenges of academic reading for first year sfrb not considered to be ‘college ready’ (types of assigned readings, strategies to cope with challenges). All participants had graduated from high school (with varying levels of success). Author notes the dearth of interest in/ literature on sfrb in higher education. Rationale for study: “Because going to college poses such a challenge to this population, it becomes even more important to understand how refugee students cope with college-level academic reading despite their histories of disrupted or interrupted formal education” (p.179) Aim: Theoretical frame: Reading (literacy) = social practice (new literacy studies/ academic literacies) Methodology: Qualitative: 1-year multi-case study in a small liberal arts private college [US context] in 2009–2010. Participants = 7 sfrb (4 from Afghanistan, 1 Burmese, 1 Rwandan, 1 Liberian; 4f, 3m, average time in USA = 5 years) + 13 faculty staff who were teaching the participants. Data collection = interviews, observations, texts. Each student participant = interviewed 8 times. Faculty members = interviewed once in semester 2 about reading assignments and perceptions of how sfrb cope with requirements. Findings: Most reading = from textbooks, primary source material and journal articles. Major issues experienced appear to derive from differences between high school and university reading practices (“you actually have to read”, Yar Zar) and no one is there to remind you or to be lenient if you haven’t read = translated as a lack of care. Reading = unanimously experienced as beyond comfort level and more than they ‘could handle comfortably’ = cause of stress. Partly this is also because these

	students are LBOTE. Vocabulary = main issue. Also assumptions made about students' ability to read cultural-historic context. Level/ type of reading = discipline-specific. Participants all claimed not doing all reading but relying often on lecture notes and powerpoints (because these viewed as repetition of textbook and easier to digest, also because of time) but this did not play out well in assignment grades. Strategies: skimming, relying on powerpoint slides, reading according to study guides, finding better places to read (e.g. library), reading with a friend, using a dictionary, rereading lectures, tutor-supported reading Conclusions: Reading = difficult when transitioning from high school to university, particularly when English is not your first language. Sfrb in this study = proactive in finding strategies to help.
Hiorth, A., & Molyneux, P. (2018). Bridges and barriers: Karen refugee-background students' transition to high school in Australia. In S. Shapiro, R. Farrelly & M. J. Curry (Eds.) <i>Educating refugee-background students: Critical issues and dynamic contexts</i> (pp. 125–143). Bristol, England: Multilingual Matters. AUS Annotation written by Skye Playsted	Context: Reports on experiences of adolescents from refugee backgrounds transitioning from English language support centres (ELS) to mainstream highschoools in Melbourne, Australia. Aim: To explore experiences of six Karen refugee background students as they moved into mainstream high schools, identify their challenges and discuss adequacy of institutional support offered to them. Methodology: Qualitative, case study. Interviews with six Karen students, family members, school staff and community leaders. Visual data (student drawings) also collected. Students drew pictures to express responses to four prompts: 1) my first day at the ELS, 2) my last day at the ELS, 3) how I imagine my first day at my new school and 4) how I imagine me in the future. Theoretical framework: Draws on Bordieu's (1986) 'Forms of Capital' to highlight linguistic and cultural knowledge advantaging those negotiating school systems. Gonzalez et al.'s 'Funds of Knowledge' (2005) underpins ideas of students' existing resources and knowledge which can be drawn on in the classroom. Visual text interpreted through Callow's (2013) 'Shape of Text to Come' framework. Findings: Findings reported within framework of three domains of transition: social, institutional and academic. Social: Strategies for social transition (e.g., personal introductions, how to enter a conversation) not explicitly taught in ELS curriculum. Although pictures of participants as they "imagined themselves in the new school environment" (p. 130) expressed optimism about making new friends, most students felt isolated, lonely and found it difficult to establish friendships outside Karen-

	speaking student groups in mainstream schools. Connections with teachers and Karen peers assisted social transition. Only one student (Lili) expressed more successful initial social transition due to access to school library and friendship group which developed there. <i>Institutional:</i> Single orientation day offered to new students insufficient to equip them with knowledge needed to negotiate new school system. Drawings expressed sense that it was students' own responsibility to integrate themselves into new school community. Academic: Pictures drawn prior expressed a focus on understanding teachers' expectations, learning and being "the good student" (p. 136). However, students' expectations about classmates not met due to disruptive behaviour of other students during class and low levels of empathy or support from teachers. Students had difficulties engaging with language, literacy and content. Conclusions: Professional development needed to equip school teachers to meet needs of EAL learners. Students felt extended time in English language centre would have assisted transition to mainstream high school. Successful social transition impacted and influenced by students' academic transition. Early transitional challenges (e.g., timetable reading, finding classrooms) were overcome quickly at institutional level, but "hidden challenges related to socialization and student behavior" (p. 140) were overlooked by schools. Schools also overlooked talents, skills and resources refugee background students brought into mainstream schooling. Spaces (e.g., libraries, gymnasiums, music rooms, covered seating areas) provided important contexts within schools for students from refugee backgrounds to make social connections. Core argument: Emphasises need for professional development for school staff to increase awareness of transitional needs of students from refugee backgrounds. Explicit teaching of implicit cultural knowledge needed to facilitate transition into mainstream schooling for students from refugee backgrounds. Need for longitudinal research into these transitions, in order to better understand long-term impacts on students and enable schools to improve relevant policies and practices.
Hirsch, A. (2015). <i>Barriers to Education for People Seeking Asylum and Refugees on Temporary Visas.</i> Refugee Council of Australia: Collingwood, VIC.	Context: Refugee Council of Australia (RCOA) report on people seeking asylum and access to education (including access to English language tuition) – based on MYAN-run teleconference and reading of policy context. In June 2015, there were 28,588 people on Bridging Visa Es (BVEs) in Australia (6500 of whom were aged 18-25) and an addition 744 people in community detention.

AUS Annotation written by Sally Baker ASYLUM SEEKERS SCHOOL HIGHER EDUCATION FURTHER EDUCATION LANGUAGE FINANCIAL SUPPORTS	When their status was resolved, these people would be eligible for either a Temporary Protection Visa (TPV) or Safe Haven Enterprise Visa (SHEV), neither of which lead directly to permanency. RCOA estimated that many of the 7000 people aged 16-25 years old would want to access post-secondary education, but due to their status they were ineligible for government-subsidised places, and as such had to pay full fees if they wanted to access TAFE (via states) or higher education (federal gov't). RCOA report that some universities were offering scholarships, and the ASRC in Victoria were able to offer places (300 at the time of writing) for asylum seekers to access VET courses (up to diploma level). The report also notes the financial challenges for people seeking asylum who want to access further/higher education because of the restrictions on Special Benefit (see Hartley et al., 2018 for an update on the financial restrictions). For people who transition onto a SHEV, the possibility of applying for a work visa at the end of the 5-year period comes with restrictions - a SHEV holder must either work without receiving income support or be enrolled in full-time study for 42 months, so for the study option, it is difficult without concession rates or more available scholarships. This makes the SHEV-work visa option very difficult to enact in practice. Further challenges created by lack of access to English language tuition. BVE holders were only entitled to 20 hours of free English classes (compared with 510 for people on temp/permanent protection visas). Access to school depends on the state – some states were understood to be allowing young people seeking asylum to remain in school until 21 – but there was anecdotal evidence that there were also schools turning students away at the age of 18 and sending them on to TAFE, which was not accessible if there were no concessions, meaning that at the age of 18 many young people were being locked out of education. Lack of financial support for people seeking to access education = problematic. At the time, people were able to access Status Resolution Support Service (SRSS) payments. For young people under 18, the SRSS provides money for school uniform but the money (\$450) cannot be used for computers or school trips or travel to school (with many states not providing travel concessions at the time of writing). There was also concern about access to career counseling and pathway planning.

	Typically, people on BVE, TPV or SHEV are not eligible for incentives to take on an apprenticeship/traineeship Recommendations: 1) "RCOA recommends that the Federal Government grant people seeking asylum and refugees on temporary visas access to Commonwealth Supported Places and the higher education loan scheme. 2) RCOA recommends that the State Governments grant people seeking asylum and refugees on temporary visas access concession rates for TAFE and other vocational courses. 3) RCOA recommends that the Federal Government allow TPV and SHEV holders to receive income support under standard programs, to ensure that they are not excluded from higher education" (p.5). 4) "RCOA recommends that the Federal Government provide people seeking asylum access to 510 AMEP English language hours and the SEE program" (p.6). 5) "RCOA recommends that the Federal and State Governments ensure consistency in enrolment policies to so that young people seeking asylum and refugees on TPVs and SHEVs are able to complete secondary school, up to the age of 21" (p.7). 6) "RCOA recommends that the Federal Government allow students in secondary school access to additional financial support for school until they complete their final year. 7) RCOA recommends that the Federal Government review the level of support people receive on SRSS to ensure it adequately covers all costs associated with living costs, travel and attending education" (p.8) 8) "RCOA recommends that the Federal and State Governments ensure complete access to traineeships and apprenticeships for people seeking asylum and refugees on temporary visas, including access to incentive programs and loan schemes" (p.9)
Hirsch, A., & Maylea, C. (2016). Education Denied: People Seeking Asylum and Refugees Trapped in Limbo. <i>New Community</i>, 3(55), 19–24. AUS Annotation written by Sally Baker	Context: Australia's offshore detention policy/ <i>Asylum Legacy Caseload Act</i>, specifically for the legacy caseload (28,983 people in September 2015) residing in Australia on Bridging Visa E (BVEs) + additional 658 people living in community detention. If found to be refugees, these people are only offered a 3-year Temporary Protection Visa (TPV) or a 5-year Safe Haven Enterprise Visa (SHEV), neither of which will lead to a permanent visa. Due to their temporary status, these people are considered to be international students and are excluded from accessing Commonwealth

ASYLUM SEEKERS HIGHER EDUCATION FURTHER EDUCATION	Supported Places/ government-subsidised further education [although some states are offering subsidised VET places]. Some universities have offered scholarships, but many people do not have access to higher education because the high costs of full-fee paying places is a prohibitive barrier: “Denying access to financial and other supports in Australia effectively denies them any future of further education” (p.20) Methodology: Draws on RCOA’s data from 2015 <i>Barriers to Education For People Seeking Asylum And Refugees On Temporary Visas</i> report – interviews with people from asylum seeking backgrounds (n=6; 3f, 3m). Findings: Participants described the exclusions they faced as a result of their visa status (lack of access, having to work to pay full fees, trying to access school to complete Year 12). Authors describe the challenges of gaining work. Lack of access to education leaves people = “stuck in limbo” again (p.21), after waiting in transit countries to find safety. Participants describe wasting time/ making no progress in their lives. Participants described wanting to give back to their communities Core argument: The policy is ill-informed: “by denying people access to education we may be condemning them to a lifetime of poverty and disadvantage and all the subsequent corollaries of increased welfare burdens and reduced tax revenue” (p.22). People seeking asylum and temporary refugees should be given access to FEE-HELP to defer the cost of their education.
Hirsch, A., Hoang, K., & Vogl, A. (2019). Australia’s Private Refugee Sponsorship Program: Creating Complementary Pathways or Privatizing Humanitarianism? <i>Refuge: Canada’s Journal on Refugees</i>, 35(2), 109–122. AUS Annotation written by Sally Baker Keywords: <i>Australia, community support program, private sponsorship, resettlement, humanitarian migrants, family reunification, privatization</i>	Context: Global Compact on Refugees (GCR); call to increase community sponsorship programs. Australia created a Community Proposal Pilot (CPP) in 2013, which changed to the Community Support Program (CSP) in 2017. Prior to these, Australia had a Community Refugee Settlement Scheme (CRSS) from 1979–1997. Authors not you cannot discuss Australia’s long history of community/ private sponsorship without discussing the specifics of each sponsorship program: “The manner in which sponsorship programs are framed and promoted by nation states, as well as the design, are factors that determine the value of sponsor- ship programs, particularly when such programs are framed as “complementary” pathways to traditional government-led resettlement” (p.110). CSP = lack of additionality, high fees, discriminatory selection criteria, lack of community engagement:

“Read together, Australia’s CSP is best understood as an exercise in the privatization of resettlement responsibilities and costs that ultimately reduces the Australian government’s overall commitment to resettlement” (p.110).

Aims: To provide “the first history and critique of Australia’s private refugee sponsorship program, the Community Support Program (CSP)” and Australia’s ‘cautionary tale’ about the lack of additionality in how the Australian government allocates places in the humanitarian program. Pause and caution: “the parameters of community sponsorship schemes need to be carefully crafted and managed to ensure that governments do not use sponsorship to shift the cost of long-standing public programs for resettling refugees onto private actors, further entrench controlled migration as a precondition to offering protection to refugees, and shift resettlement focus away from the most vulnerable refugees— risks that are inherent within the current CSP framework” (p.110)

Methodology: Essay

Findings: Authors start with a review of Australia’s history of refugee sponsorship. Who met the criteria for ‘community’: “depended on factors that included the standing of the group or organization, the level of financial resources, and their demonstrated capacity to assist refugees including previous experience with refugee settlement and community welfare matters” (p.111). Most ‘communities’ in the CRSS were families (for reunion) and faith-groups. Refugees were chosen from a vetted pool, who met Australia’s criteria, which favoured nuclear families/ English speakers. By 1983, 60% = family reunion cases (p.111). Level of government support for communities in CRSS discussed (money, training, support from Dept Immigration & Ethnic Affairs). Little robust evaluation of the CRSS but a 1981 report suggests challenges with matching refugees to sponsors, especially in rural areas. “While the CRSS was not a sponsorship scheme for entry into Australia, it provided a post-settlement support mechanism and one that enabled the Australian government to resettle refugees throughout the country at a relatively low cost” (p.113).

CRSS replaced by Integrated Humanitarian and Settlement Strategy (IHSS) in 1997 + shifted to self-sufficiency and settlement contracted out to private providers; community groups = volunteer with training.

Contemporary sponsorship: authors note surprise at how CRSS was not used as reference point for discussions about CPP/CSP – “The very different framing of the programs, and the political context

into which the CPP and CSP were proposed—of deterrence and control rather than reception and integration—goes some way to explaining this absence” (p.113). Consultation on CPP coincided with introduction of Operation Sovereign Borders policy development (Houston Expert Panel on Asylum Seekers in 2012). This political context is significant, as was the economic agenda: “The prospect of reducing the cost of the humanitarian program through sponsorship and the promotion of regular, “controlled” migration pathways were recurring themes in the introduction of the CPP and the subsequent CSP” (p.114). Barriers also created to family reunion for refugees who arrived onshore after 2013.

CPP = 500 places/ year from within the quota; sponsorship could only happen via Approved Proposing Organisations (APOs) – only 5 in NSW and Victoria. Costs included a fee paid to the APOs. CPP was consistently oversubscribed. Submissions to the review of CPP were not private. “RCOA, the peak body for refugee organizations in Australia, noted in its representative submission to the inquiry that as a result of the high cost of the CPP, and its lack of additionality, the CPP’s design risked undermining the humanitarian commitments of Australia’s program and the potential of securing genuine community involvement in “community” sponsorship” (p.115).

CSP = essentially the same policy architecture as CPP but with different eligibility criteria and higher fees. Annual intake raised to 1000 but still within 2750 for in-country asylum applicants from annual quota. 11 APOs registered.

CSP was reported to raise revenue for Aus govt (\$26.9m over 4 years: “AU\$2,740 non-refundable application fee and a second instalment fee of AU\$16,444 for the main applicant and AU\$2,680 for each secondary applicant (family member). In addition to visa fees, sponsors are required to pay fees to the Apo. These fees are not fixed or regulated by the Australian government and are as high as approximately AU\$20,000, per application. Sponsors are also required to cover the costs of airfares and medical checks prior to arrival. Most notably the visa application charges do not directly cover or fund the cost of the applicant’s resettlement. That is, they are simply transaction fees paid to the Australian government that are not attached to any clear service provided by the government to the humanitarian migrant or sponsor. Once the sponsored refugee has arrived, sponsors are required to cover all living costs and settlement support for the first year, or otherwise repay the government for any use of social security benefits through an Assurance of Support

	arrangement. All together, these fees and payments could total over AU\$100,000 for a refugee family of five”, p.115). Applicants who are perceived as having ‘commonplace’ resettlement needs (or more complex needs) are not prioritised. 90% of applicants under the CSP = using it for family reunion <i>Potential of CRSI:</i> calling for 10,000 additional places, better understanding of how businesses can support, no fees for APOs or revenue raising for govt. APO needs to crowd-fund for airfares, initial settlement costs etc. Also, prompts discussion of whether APOs can target particular refugees/ refugee groups. In Canada, being able to do this has meant that private sponsorship = dominantly used for family reunion. Canada has introduced Blended Visa Office–Referred (BVOR) Program, with vulnerable refugees identified by UNHCR and Canadian govt matches these to sponsors and pays for 50% costs CSP also mandates that refugees should be job-ready, between ages 18–50, and with ‘functional English’ “The emphasis on employability and English-language proficiency arguably distorts the traditional focus on resettlement of the most vulnerable of refugees. Instead, these criteria allow states to claim that they are contributing to the global resettlement pool, while simultaneously using community sponsorship to reduce the cost of resettlement and increase their ability to select desired refugees” (p.117). Australia needs to consider whether ‘job-ready’ refugees should come through skilled migration pathways, and family members through mainstream migration to leave the CSP for vulnerable refugees Core argument: “Australia’s CSP does not enhance or expand Australia’s refugee resettlement program... the CSP can be seen as a way to outsource the government’s commitments, exploiting the community’s good will, or, as is more often the case, a family’s desperation” (p.115).
Hughes, C., & Scott, R. (2013). A career intervention for humanitarian entrant students: An example. <i>Australian Journal of Career Development</i>, 22(3), 130–138.	Context: Refugee high school students and career development program in Catholic education college (not university bound students) in regional Australia. Set against context of National Career Development Strategy (NCDS). Authors present sample ‘career story’ for resettled high school refugee students in Australia (p.131), making the point that newly arrived students have to make career decisions at similar time to mainstream students, with their choices impeded by new

AUS Annotation written by Sally Baker Keywords: <i>Career interventions, refugees, career development, culture, adolescence</i>	language, new context, new systems and individual and parental unfamiliarity with Australian structures. As such, “this group is at risk of making poor transitions from school to further education, training, or employment” (p.131). Aims: To present a career intervention for Year 11 or 12 refugee students (additional to mandatory pathway planning) Theoretical frame: Systems theory framework for career development, which “highlights the interrelated individual, social, and societal/ environmental systems within which career development occurs” (p.130) Career intervention: For Year 11 and 12 students (because they are closest to labour market). Students (n=7) from Sudan, Eritrea and Nepal. Considerations: Culture: theories and models of career development = predominantly from a western perspective/ individualist model. Underpinning conceptions of time are also significantly biased towards individualist cultures (see p.132), particularly in terms of cultural orientations to short-term or long-term planning. Authors cite Stebleton (2007) who researched sub-Saharan African perceptions of time/ career planning. Authors report that long-term career planning may be inappropriate for African students, especially if they “believe in destiny and fate or acknowledge extrasensory perception, witchcraft, spirit mediums, and shamans” (p.133). Also, the idea of individuals choosing their careers may not be appropriate. <i>English language:</i> materials for career intervention needed to be consistent with the varied range of proficiency among the group. Based on career intervention research, the authors designed the intervention according to these 5 principles: “(1) workbooks, exercises, and exploratory homework activities; (2) individualized feedback on assessments, goals, and plans; (3) world of work information gathered through a variety of sources; (4) modelling of career scenarios; and (5) attention to building support for career choices and plans” (p.133)

	Authors based intervention on ‘Guiding Circles’ booklets/ activities, designed for First Nations people in Canada, and ‘Hope-filled engagement’ career tools (see p.133-4). Intervention also included guest speakers, modeling/role playing a job interview and work experience placements. Students evaluations = positive Core argument: In line with NCDS, authors argue that small numbers shouldn’t prevent targeted/ responsive career development: “practitioner career intervention evaluation and research in small communities with small numbers of refugee and humanitarian entrant students should be encouraged” and “highlighted the importance of ongoing access to quality, targeted post-school career development services” (p.136).
Hugman, R., Bartolomei, L., & Pittaway, E. (2011). Human Agency and the Meaning of Informed Consent: Reflections on Research with Refugees. <i>Journal of Refugee Studies</i>, 24(4), 655–671. AUS Annotation written by Sally Baker Keywords: <i>refugees, research, human agency, informed consent, research ethics</i>	Context: Examines issues of informed consent with research with refugees Aim: To review questions related to ensuring human agency (with regards to consent) is both maintained and promoted. Research questions raised: How do researchers engage with refugees as human subjects? What sorts of research relationships are appropriate as well as possible? (How) can the human agency of refugees as research participants be respected and upheld? What does informed consent mean in practice? Discussion: • Research discussed = longitudinal and grounded in long-term relationships in camps and participatory • How do ethics work when researchers are seen as powerful? • “Furthermore, it must be asked, what are the purposes of consent forms if participants subsequently feel exploited but have no means of redress?” (p.3) • Article comments on apparent intertwining of ethics and practicalities of research – theory and research • Offers historical overview of informed consent in ethics – all based on assumptions: “It relies heavily on a complex approach to legal rights and obligations (and limits to these) that in turn depends on the capacity of • people to exercise their rights. It assumes knowledge, confidence and other personal and social resources to understand and to be able to claim redress should the need arise” (p.5).

	If procedures have these flaws, they are then flawed [aka redundant] + ineffective and inappropriate? • Informed consent = reflective of positivist views of research CRR model with people from refugee backgrounds = 2 levels of consent: Negotiation with community/ group = dialogue about project and risks/benefits and responsibilities of researcher(s) Refugee groups invite researchers and then individuals are approached for consent (alongside dialogue with community leaders) and formal collection of consent happens last Participatory shape of research = lends itself to responsive, empowering research relationships and outcomes, meaning it is: “suitable not only for helping refugee groups to develop responses to their needs for themselves, but also for building up accountability mechanisms between participants and researchers through the continued relationship” (p.8). Ethic of reciprocity- needs careful attention to ways that all involved = actors in process and bring their own stuff to the table Informed consent = ‘ongoing relational process’ (not one-off) – part of ethics = relationship and trust Use of ‘ethical auditor’/ critical friend for ethical reflexivity Difficulties arise in disjuncture between ethics of care/reciprocity and HREC procedures Discussion of ‘inducement’ [aka incentives] on p.13 Can/ should “the research community in its widest sense allow non-standard forms of consent giving” (p.14)? (e.g. using witness for students with limited literacies) How to resist idea that researcher has to be objective? Core argument: There is not only one way of gaining informed consent; “social researchers [should] not regard ethics simply as a technical matter ... nor should ethics be seen as something to be left to experts (although there may be scope for expertise to assist and support colleagues) but it must be regarded as everybody’s business” (p.15).
Hugman, R., Pittaway, E., & Bartolomei, L. (2011). When ‘Do No Harm’ Is Not Enough: The Ethics of Research with Research and Other Vulnerable Groups. <i>The British Journal of Social Work</i>, 41(7), 1271–1287.	Context: Refugee/ social work research; ethical principle of ‘do no harm’ in context of social work, where practitioners and researchers may need to explore sensitive issues. Authors argue for gap/ dearth in literature on issues of ethics and refugees. Scopes Aus Ass. Of Social Workers guidelines on research ethics (see p.1275)

AUS

Annotation written by Sally Baker

Keywords: *ethics, research, refugees, service users, social work*

Aim: To argue that the idea of ‘do no harm’= insufficient to ensure ethically sound research practice (abstract); to argue for a more ‘sophisticated’ approach – based on model of participatory research

Methodology: Essay; reflections from the field

Findings: Stories from the field (Pittaway & Bartolomei, 2003, 2005; Pittaway et al. 2007). Includes extracts such as “We are really fed up with people just coming and stealing our stories, taking our photos and we never get anything back, not even a copy of the report. Nothing ever changes” (Pittaway & Bartolomei, 2003, 36) = consequences of not returning to participants = harmful. Willingness of participation = based on misinterpretation and miscommunication of research process – fault lies with researcher as such misunderstandings from participants challenge validity of wider project and expose poor communicative choices. It is also suggestive of problematic view that research relationship = direct contact only (not an ongoing relationship). Informed consent procedures are inadequate (especially in camp contexts) because people can be desperate and the power dynamics are much more complex. Research ethics principles apply beyond research context (e.g. with organisations and governments).

Model of participatory research = reciprocal research (developed at UNSW), “it seeks to create relationships between researchers and participants in which there is a more equal exchange of ideas and of the benefits to be gained by being involved in the research project” and “the research participants are actively involved in all stages and it is they who determine what is to count as a ‘gain’” (p.1279) Built on action research framework = open to different methodologies and methods but demands dialogue: “what is important is that the relationship between (external) researchers and participants is based on a process and not seen as a single event. It must involve dialogue with refugee community groups themselves in all aspects of the research, including the questions to be asked, techniques to be used, the interpretation of data and decisions about publication” (p.1280). Authors propose/ work with notion of ‘relational’ autonomy = counter to individualist, liberal notion of autonomy: “Autonomy is a capacity that is socially acquired and can be enhanced or undermined in many different ways. A relational approach to the question of autonomy enables researchers to think in more subtle ways about their obligations” (p.1280). Relational autonomy = aligns with ‘ethics of care’ in human rights/ social justice spheres (see Tronto, 1993). Tronto identifies 4 kinds of care: ‘care about’ (active commitment to the good of others); ‘taking care of’ (action to meet formal obligations to promote the good of others); ‘care-giving’ (undertaking specific acts to

	promote the good of specific people); and ‘care-receiving’ (engaging in reciprocal relationships of care with known others). First 2 = tend to be in public sphere and can be instrumentally delivered; second two = more (inter)personal and affective (see p.1281). <i>4 main areas of possible contestation:</i> 1) complicates logistics of refugee research; complicates acquisition of institutional ethics; “There is often a need to negotiate, even to educate, those colleagues who constitute such committees about the practical realities of conducting research well in ethical terms in this type of setting” (p.1282). 3) Issues of ‘imputed bias’ when researchers = advocates; 4) responds to idea that these issues are not as pressing in countries of settlement where legal/ rights protections are in place. Authors argue that other structural oppressions will still render this framework salient Core argument: For relationality to be considered; to use a reciprocal/ participatory research framework with refugees.
Hugo, G. (2011) <i>A Significant Contribution: The Economic, Social and Civic Contributions of First and Second Generation Humanitarian Entrants: Summary of Findings</i>. Department of Immigration and Citizenship, Canberra.	Demographics Refugees • have youngest profile of all migrants (average age is 21.8 years) • have the largest proportion of dependent children • are most likely to remain in Australia for rest of their lives • are increasingly settling in regional Australia (number of people who indicate an intention to move to regional Australia on passenger cards tripled to 12% by 2009) Barriers to employment Refugees face pre- and post-migration barriers to employment (p.23): Pre-migration = exposure to violence and instability, lack of/ disrupted education; unfamiliarity with Australian labour market and no opportunity to research; missing documentation; misinformation. Post-migration = mental health issues, pre-literacy, low English proficiency, limited qualifications; lack of opportunity/money to have skills recognised, lack of driver’s licence; lack of networks, lack of work experience; lack of Australian network; unrealistic expectations. Report foregrounds need to develop English language for increased employability – people who don’t speak English well, or not at all are significantly more likely to be unemployed (20% and 31.5% respectively, compared with 4.9% of Australian population in 2006). Refugees in general are the group most likely to be unemployed and searching for work (but this flips for second generation

	refugees –see p.26). Similarly, second generation refugees are more likely than Australians to have engaged in post-school education/ gain qualifications (60% to 50% Australian population). Refugees with higher levels of education still experience higher than average unemployment rates. Refugees with degrees = 12% less likely to be employed in professional roles (still evident but only slightly higher than Australians for second generation refugees). Refugees = likely to earn the smallest amount of all migrants, which impacts on other aspects of life such as home ownership. Education Children of refugees (aged 15-24) attending education = higher than other migrant groups and Australian. Economic participation beyond employment Refugees as entrepreneurs (cultural patterns noted on p.38) Refugees working in niche labour market (filling labour shortages in regional areas) Economic links to countries of origin (nearly 70% interviewed had sent money back home, see p. 41). Social/ community contributions Volunteering – not as common for first generation refugees as for 2nd generation/ Australians (see p.47) but nearly 60% reported having volunteered Most respondents reported feeling connected to local community Only 6.7% said they did not feel well-connected to broader community Refugees less likely than other migrant groups to say they had been treated well since arriving in Australia Most refugees = reported being happy with life in Australia Refugees = less likely to be confident about the future than other migrant groups
Hugo, G. (2014). The economic contribution of humanitarian settlers in Australia. <i>International Migration</i>, 52(2), 31–52. AUS Annotation written by Dr Megan Rose	Context: Employment of humanitarian migrants in Australia. Aim: To assess the role that refugee settlers play in contributing to the Australian economy. Methodology: Statistical analysis of: the Australian 2006 census; Longitudinal survey of immigrants in Australia (1995-2005); Australian Labour Force Survey, Settlement Outcomes of New Arrivals Study. Author also surveyed refugee-humanitarian settlers (n=649) and interviewed stakeholders and refugee community leaders (n= 70). Findings:

Keywords:	While initially the labour market performances of humanitarian refugees is lower than other migrant groups or Australian-born groups, this improves over time, and further generations perform at a higher level. As a result, refugees find their skills underutilised, which has negative effects for the economy and the well being of the individual themselves. The key barriers that impact this performance include language, structural disadvantage, discrimination and education. One strategy taken by refugees to overcome this includes more riskier ventures such as starting their own business. Food security should be a priority in addressing the challenges of feeding rapidly growing populations. Core argument: The reluctance of countries to take refugees lies in concern about the economic cost, particularly in terms of food security. These migrant groups, however, have potential to bring economic benefit after a period of time.
Iqbal, N., Joyce, A., Russo, A., & Earnest, J. (2012). Resettlement Experiences of Afghan Hazara Female Adolescents: A Case Study from Melbourne, Australia, <i>International Journal of Population Research</i>, 1–9. AUS Annotation written by Dr Megan Rose SETTLEMENT GENDER HAZARA WOMEN YOUTH	Context: Young Afghan Hazara women (aged 14-17) resettled in Melbourne. Aim: To investigate the challenges and experiences faced by these women, so as to assist in the development of a community health service program in Melbourne. Methodology: Semi-structured in depth interviews (n= 8); Focus groups; Participatory relationships; Thematic analysis. Findings: Participants reported a high value of education and schooling, but also discussed concerns with bullying, cultural differences and language barriers. Lack of prior formal education made it difficult to adapt to the Australian schooling system. 6-12 months of ESL support for young people with disrupted education is insufficient. Other key issues revolved around the tension between the cultures of their home country and the new Australian culture. Cultural barriers and gender roles play into the experiences of these young women and their perceptions of future careers. Some participants reported instances of family violence and coercion into marriage. The participants need a positive and empowered role models from their and wider migrant communities.

	Core argument: Young Afghan Hazara women resettling in Melbourne are highly motivated to pursue their education and a career, but face many barriers in traversing the culture of their new country of residence.
Jack, O., Chase, E., & Warwick, I. (2018). Higher education as a space for promoting the psychosocial wellbeing of refugee students. <i>Health Education Journal</i>, 78(1), 51–66. UK Annotated written by Sally Baker Keywords: <i>Health-promoting universities, psychosocial well-being, refugee students, social ecological model, UK</i>	Context: UK higher education; specific psychosocial support needs of university refugee students; refugee students' psychosocial wellbeing. Education described as “a catalyst in refugee communities' understanding of and coping with their situation, thereby affording meaning to life” (p.2). Author argues that very little is known about refugees' mental health needs in UK higher education Aim: To explore “the mental and psychosocial impact of forced migration on refugee students and how well a single higher education institution (HEI) was perceived to be meeting their psychosocial support needs” (p.2) Conceptual framework: 1) Health Promoting University (HPU) — “a state of physical, psychological and social well-being which becomes a resource for everyday life” (p.2) and 2) Bronfenbrenner's social ecological model (SEM) – see p.3-5 for authors' interpretation of the different layers of context and refugees. Methodology: Qualitative, interpretive methodology, with 3 data collection strategies: narrative inquiry, Photovoice, interviews with refugee students (n=10) and academic staff (n=3) Finding: <i>Traumatic experience of flight:</i> 9/10 students = reported war as cause of forced migration. Participants reported terrible experiences; 5/7 female participants reported sexual exploitation before arriving in UK. Some of male participants had been soldiers, and spoke of fear of being incarcerated. Participants also described troubles experienced when in UK, often related to immigration processes. Students described different support mechanisms at social level (e.g. family/ women's groups). <i>Benefits of higher education on mental health:</i> student-participants spoke of value and positive regard higher education has for them. Benefits reported included: communicating with children's teachers, sense of purpose, self-development, employment possibilities, potential contribution to rebuilding home country. <i>Perceived barriers to support for student health/ wellbeing:</i> major barrier = being unaware/ lack of awareness of supports and mental health services at university. Students also spoke of being

	unable/ unwilling to connect with people they didn't know [or trust]; for example: "Monica described how she found it easy to talk freely to her module leader, she declined the advice to go to the 'Hub' (student support service) because 'I don't know these people'" (p.10). Students also reported cultural barriers to seeking assistance, and fear of other institutional involvement (such as having children removed). Another student expressed concern that the services wouldn't be sensitive enough to refugee-related issues. <i>Resource constraints:</i> many of the barriers identified by staff were related to structural and resource limitations, which were evident throughout the system (macro —micro). <i>Suggested service improvements:</i> both students and staff suggested embedding supports within learning modules/ for counsellors to work alongside subject teachers. Core argument: Universities need to adopt whole-of-institution approach: "As an HEI, the university students attended could start by adopting a system-level analysis of the needs of its students and thinking about a whole-system approach to its response to such needs" (p.13). In particular, this could be achieved through embedding support into course spaces, so as to "raise the profile of the service within the modules throughout the university, thus helping to break down those barriers that students perceive (trust, stigma and so on)" (p.13).
Jacobsen, K., & Landau, L. (2003). The Dual Imperative in Refugee Research: Some Methodological and Ethical Considerations in Social Science Research on Forced Migration. <i>Disasters</i>, 27(3), 185–206. SA Annotation written by Sally Baker Keywords: <i>methodology, refugees, migration, ethics, research</i>	Context: Refugee research/ research on forced migration (in general/ case study of urban refugees in Jo'burg). Researchers are "both plagued by and attracted to the idea that their work be relevant" (p.185), and much of the work produced ends with policy recommendations. The dual imperative = making a difference/ satisfying academic standards – as work becomes more academically sophisticated, does it become less relevant to policy makers and practitioners? "The fear is that analyses may not address current crises, that the language and concepts used are too arcane or jargonistic, or that the questions asked (and purport to answer) are interesting only to other academics, not to those who work in the field, or to refugees and IDPs and war-affected people who live the situations studied" (p.186). Authors argue that a lot of work in the field of refugee studies (at the time of writing) was methodologically impoverished and unethical. Authors argue that myths about refugees. Asks 2 questions of methodology: 1) are the methods/ methodology adequately presented/ is sufficient information about <i>how</i> and <i>who</i> given?; 2) is the research ethical? Aim: To discuss how to address the 'dual imperative'; to discuss common methodological issues

Methodology: Essay; content analysis of *Journal of Refugee Studies* (volume 15, 2002) = 15 articles, 5 field reports. Contributions= analysed for: data-collection methods (for example, surveys, unstructured interviews, archival materials); how the sample or subjects were selected (including data-collection period and number of subjects); and the use of local researchers in the field and whether translation was involved (p.189)

Findings of Content analysis of JRS: only 4 = specific about how participants = recruited; 9 = said nothing about subject selection; none = random selection; in 1 = NGO suggested participants. In almost all, participant group sizes = from 15–950. All of the studies relied on interviews (FGs/ semi-structured/ in-depth history interviews). None of the studies = carried out in a camp. Issue of language use/ translation= rarely addressed.

Methodological weaknesses/ ethical problems: Many studies = interviewing (small number of interviews) but no systematic sampling techniques = OK if the aim is not to make generalizable claims: “However, such data are often assumed by the media or policymakers to represent the totality of a refugee population’s experience. Researchers must, consequently, make a concerted effort to ensure that the limits of their data and analyses do not create the wrong impression” (p.190).

Very few large-scale survey data sets/ projects (at time of writing)

Authors discuss *construct validity* = how do researchers make sure they understand the benchmark/ fundamentals of refugee experience in order to explore it (they give the example of researchers knowing about remittances if they are to study refugee livelihoods); furthermore, using qualitative methods can be aggravated if used over extended periods of time (familiarity). Authors question reliability of data; also question whether refugees will be reluctant/ afraid to respond with ‘their true views’: “Refugees are unlikely to tell researchers anything that might jeopardise their (the refugees’) position in the community. After all, why should a refugee tell a researcher anything that is not in the refugee’s interests?” (p.192). *Objectivity and reactivity* = also problematic, particularly with extended periods in the field: researchers may be more likely “to accept a particular ‘imagined’ history, or become incorporated into refugees’ survival strategies” (p.192). Ethical issues emerge from ‘giving’ (see Lammers, 2007) and from (inadvertently) being involved/ condoning illegal behavior/ taking sides.

	<i>Bias, translation, using local researchers:</i> authors note the benefits of using local researchers [cultural brokers] but query the bias/ veracity of the translation (problems/ inaccuracies/ local researcher bias). Using local researchers = needs careful consideration to avoid “transgressing political, social or economic fault-lines of which the researcher may not be aware” (p.193), in terms of the local researcher’s affiliations. ‘Do no harm’ = difficult in context of interviews often being used to process claims/ focus groups = rely on group trust and confidentiality, all of which can (inadvertently) put participants at risk. Authors discuss issues of representativeness (p.194-6). Discussion of Jo’burg study (p.196- Core argument: Common principles that help to address dual imperative: • Willing to be wrong: explicate and unpack assumptions • Allow others to evaluate conclusions (paying particular attention to methodological/ ethical bases) • Be critical of others’ methods/ ethical choices (so as to strengthen the field)
Joe, A., Kindon, S., & O’Rourke, D. (2011). <i>An Equitable Education: Achieving Equity Status and Measures to Ensure Equality for Refugee-Background Tertiary Students in Aotearoa New Zealand. Changemakers.</i> Refugee Forum Discussion Document: Victoria University of Wellington. NZ Annotation written by Dr Georgina Ramsay	Context: Refugee-background students in NZ Aim: Advocate for the recognition of students from a refugee-background as an equity group, both within government policy in NZ and within tertiary institutions in NZ. In order to emphasise their inclusion for equity funding and other targeted support. Conclusions: 1) HEB students may have unique barriers to achieving success within and participating in HE (outlined on page 7 of the report). 2) These barriers can be, and have been, compounded by policy changes that have restricted pathways to tertiary education for refugee-background students. 3) Students may have a fear that they will be stigmatised if they identity as refugees; but research finds that being labelled as such is a worthwhile risk if the outcome addresses institutional disadvantage. 4) Recognising people of refugee-backgrounds as an equity group – and the measures that come with that recognition – will enable more numbers of HEB students to enrol and achieve success in HE. Methodological comments: Study could be seen as removing the agency of HEB students ability to identify as refugee: assumes that labelling them as such will produce more positive benefits without considering this label from a subjective standpoint of the students, themselves.

	Core argument: Recognises the specificities of the HEB student; and argues that they should be considered as an equity group in order to assure their participation and success in HE.
Joe, A., Wilson, N., & Kindon, S. (2011). Assessing the Impact of Withdrawal of Refugee Study Grants on Refugee Background Students at Tertiary Institutions in Aotearoa New Zealand. Report for Teachers of English to Speakers of Other Languages Aotearoa New Zealand. NZ Annotation written by Dr Georgina Ramsay	Context: Refugee-background students in HE in NZ Aim: Explore how the withdrawal of Refugee Study Grants has impacted on the ability of Refugee Background Students to access tertiary education. Conclusions: The withdrawal of RSG means that access to specialist support (particularly for English) must be paid for as extra tuition, which restricts the majority of refugees from accessing these services. Regardless of these new barriers, students are still committed to study and have sought student loans or reduced the amount of time studied in order to pursue employment, or changed their courses to those that they hope will provide them with full employment. The withdrawal of the RSG when seen in this context is a glass ceiling on academic achievement for refugee background students. In order to mediate their challenges, RBS often cut back on food and transport, but unlike other equity groups these students face unique barriers to addressing their inequality, because of the specific forms of discrimination in the work place etc. that they may face. Methodological comments: Data based on questionnaire responses: qualitative data used to frame the study inquiry (i.e. through a student reference group) would have made the study inductive, and identified the issues that refugees themselves consider to be important. Students misunderstood the questions and instructions of the questionnaire. Some qualitative data was sourced in Phase 2 of the project; but the initial inquiry and phase 1 were based on questionnaires. Core argument: Argues that RBS are considered an equity group in HE. Provides a specific example of how, when policy that does not recognise RBS students is implemented, it can create unequal barriers to their access and participation in HE.
Johnson, L., & Kendrick, M. (2016). “Impossible Is Nothing”: Expressing Difficult Knowledge Through Digital Storytelling. <i>Journal of Adolescent & Adult Literacy</i>, 60(6), 667–675. CAN	Context: Young people from refugee backgrounds in Canadian schooling; sfrbs transitioning from an intensive English classroom (Welcome Centre); examining how digital storytelling can facilitate sharing of “aspects of their identities and social worlds through a range of modes (e.g., visual, audial, linguistic)” (p.667). Multiple modes of communication = important consideration for sfrb who may struggle to communicate through written text. Aim: To demonstrate the potential of multimodal pedagogy/ digital storytelling for helping sfrb to express knowledge and identities (particularly relating to past experiences) through the case study of Yaqub

Theoretical frame: Draws on Cummins' work on CALD students' educational and linguistic disadvantage; language investment conception (Darvin & Norton, 2015); multimodality for meaning-making for CALD/ sfrb learners.

Methodology: Draws on broader ethnographic project with sfrb learners (see p.669). Digital storytelling as part of class activity; authors note that many digital storytelling projects are staged/ sequential, but when a non-linear approach is taken, participants "tend to assemble their resources dialogically" (p.668), which helps CALD participants to see that each mode is treated equally (so primacy is not given to linguistic mode to their detriment). Analytic approach = synesthetic perspective (see Kress, 1997).

Findings: Digital storytelling project run over 5 weeks on Friday mornings, and described as a personal video, showing a couple of StoryCenter videos as examples, eliciting what makes a story good, writing these on the board, identifying affordances of different modes. Students told they would be making videos about their accomplishments, and told they would be showing their videos to parents, classmates and parents at a screening at the Welcome Centre. Students were able to use/create any material, but most stuck to photos and songs because of time constraints. Students supplemented their own photos with stock photos. Students were supported to storyboard their stories and helped to use software to create the videos.

Authors analyse the multimodal composition of Yuqub's story, and how he uses different modes to describe the difficult experience of leaving Iraq, bringing in interview data to describe his creative decisions.

Affordances of digital storytelling: Extending control of crafting a story using multiple modes offers an opportunity to express meaning/ communicate difficult information: "Engaging with the visual and audial modes and their elements of design opened up distinct possibilities to make visible the more intangible aspects of Yaqub's identity and past experiences" (p.672). Authors also note the possibilities that the project offered for extending students' literacy, while connecting different modes helped students to think/ communicate metaphorically. This leads to transformative pedagogic possibilities for students, helping to foreground strengths (confidence, positive identities, resilience).

Core argument: Digital storytelling provides "enhanced opportunities to explore and make visible

	complex and abstract facets of his life and identity, particularly as they relate to difficult past experiences” (p.667). Teachers need to know their students before embarking on a digital storytelling project.
Jones, K., & Curwood, J. (2020). Tell the story, speak the truth: Creating a third space through spoken word poetry. <i>Journal of Adolescent and Adult Literacy</i>, 64(3), 281-289. AUS	Context: Jones and Curwood conducted case studies on three socioeconomically and linguistically diverse public high schools that participated in a six-week spoken word poetry workshop in Bankstown, NSW. Across three schools, 39 Year 9/10 students participated in the study, 49.6% of which identified as EAL/D including SRASB, as well as three English teachers and seven mentor poets. In response to the lack of Australian research, Jones and Curwood sought to uncover how culturally and linguistically diverse (CALD) students can cultivate critical literacy practices through spoken word poetry. Aims: The aim of this study was to investigate how spoken word poetry workshops could facilitate a ‘third space’ (a space that links in-school literacy development and out-of-school literacy practices and lived experiences) for marginalised students to express themselves authentically. Methodology: Jones and Curwood gathered primary data from multiple sources - interviews, focus groups, observational field notes, and artifacts. Findings: When provided with a safe, culturally-sustaining space, students felt more open to writing about and sharing their lived experiences on controversial topics, such as racism, identity and politics, than in mainstream English classrooms. Culturally-sustaining pedagogy, such as valuing translanguaging compositions and encouraging critical literacy, equips students, including SRASB, to explore, question, and challenge the world around them. Students were more likely to take linguistic risks when teachers and mentors were equally vulnerable. Core argument: Jones and Curwood argue that when poetry removes the restrictions of English grammar and syntax and privileges student knowledge, the ‘third space’ allows students’ broad range of sociocultural resources to be exercised as literacy tools to ‘talk back’ to the world around them. Jones and Curwood assert that CALD students can cultivate critical literacy practices through spoken word poetry in ways that mainstream English classrooms are not conducive to.
Joyce, A., Earnest, J., DeMori, G., & Silvagni, G. (2010). The Experiences of Students from Refugee Backgrounds at Universities in Australia: Reflections	Context: Focus groups conducted with a students from a HEB from a diverse set of countries, studying in HE in Australia

on the Social, Emotional, and Practical Challenges. <i>Journal of Refugee Studies</i>, 23(1), 82–97. AUS Annotation written by Dr Georgina Ramsay Keywords: <i>refugee tertiary education, educational barriers, Australia</i>	Aim: How do refugees experience and perceive HE? What are barriers to success, from their perspective? Aim to capture the voices and perceptions of refugee students in this context. Conclusions: Refugee students experience a variety of difficulties and barriers to success that are not recognised by universities. This area is currently under-researched and requires an increased focus. Research particularly needs to consider that refugee students may have particular psychosocial needs that impact their HE experience. HEB students may experience sociocultural dissonance, stress, anxiety, health issues, racism, and difficulty with acculturating to the practical aspects of resettlement that will all affect how they participate and succeed in HE. These factors are not recognised in conventional university systems of support. Refugees are not generally provided with specific forms of support that take into account these particular needs. Also: unfamiliar with education styles, emotional distress, financial and social pressures, exclusion from social networks in the uni but having responsibilities to social networks outside of it. Gender issues: women have burden of caring for home. Students have high aspirations, but face barriers to achieve them (as above). Although HEB students have diverse backgrounds, there is a need for universities to support these students (particularly those who are especially underprepared, and the data suggests many are) to be familiarised with the context of HE in Australia. Methodological comments: Focus on psychosocial needs; what about the practical aspects that influence HE experience for refugees (i.e. remittances, financial difficulties, housing disruption, etc.) This could have been explored more. Core argument: Identifies the gap in the literature we are directly addressing. Provides a scoping basis for the issues that we may also come across, which can be a platform for our analysis.
Joyce, L., & Liamputtong, P. (2017). Acculturation stress and social support for young refugees in regional areas. <i>Children and Youth Services Review</i>, 77(18-26). AUS Annotated by Anna Xavier	Context: Regional resettlement policy in Australia has involved the formal & informal settlement of newly arrived migrants and refugees in regional towns since 2004. Regional Australia is currently home to an estimated 15% of Australia’s refugee population. However, the effects of regional resettlement for refugees have been mixed – although regional areas offer unique opportunities for the refugee community (Hugo, 2011), it has been argued that without adequate planning, regional resettlement policies can be disadvantageous for the refugee community. Aim: To explore the experiences of young Congolese refugees in regional Australia & the influence of social capital on their wellbeing. Specifically, this paper aims to explore the acculturation stress and challenges which prevent the smooth integration of the Congolese refugee youth into

Keywords: *Young refugees; Congolese; Regional settlement; Social capital; Social support; Acculturation stress; Qualitative research*

Australian society, and the social support that can aid in dealing with the identified acculturation stress. Research questions: 1. What are the contributing factors that lead to acculturation stress among young Congolese refugee people who settled in regional Australia?; 2. What is the role of social capital in helping these young people to deal with their acculturation stress?

Theoretical framework: 1) Berry's acculturation theory (2005): Identifies integration as the most suitable acculturation strategy for migrants, where the migrants' cultural heritage can be retained while they integrate into the new society. 2) Putnam's theory of social capital (2000): Bonding capital is used to illustrate the significance of establishing strong connections between ethnic communities to create a sense of belonging for refugees.

Methodology: Methodological approach: Qualitative approach – Phenomenology; Data collection methods: In-depth interviews (11; 8 individual & 3 small-group interviews) & photo elicitation (Harper, 2002) – participants were asked to choose 5 out of 14 photos & discuss what each photo meant and how it relates to their lives as a refugee young person living in regional Australia; Participants: Congolese refugee youth (n=16; males: n=9; females: n=7); Sampling strategy: Purposive sampling & snowballing; Data analysis: Thematic analysis.

Findings: 3 main themes – 1) Acculturation stress – Need to adapt to a 'new cultural, social and physical environment' (p. 20); Causes of stress: Language barrier, perceived lack of employment & educational opportunities in their regional town – compounding issue: lack of recognition of qualifications & skills attained overseas, lack of recreational activities; 2) Social support – Refugee youth relied on several support networks, including: a) Family and social support – Cultural advice & practical support from family; However, possibility of tension due to family also mentioned by participants: Generational differences & family expectations; b) Peer support: Practical support; Help in language acquisition; Positive impact on wellbeing – culturally diverse group of friends; c) Community support: Support from 'wider regional community' – 'welcoming nature of community & the multicultural environment of the town', small size and community-feel of the town created a significant impact on 'participants' sense of belonging' (pp. 22-23); However, for some participants, the 'perceived lack of social contact' created a sense of frustration – participants felt that the town was 'not as social as Congo' (p. 23); 3) Critical mass – refers to the number of Congolese people who live in the town; Participants felt a sense of comfort and belonging for having other Congolese people in the same town – referred to the Congolese community as a 'family in and of itself' (p. 23);

	Shared experiences enabled participants to form a bond with others from the Congolese community; The regional community also appear to not only accept the Congolese community, but ‘actively engaged’ (p. 23) with them; Participants felt that they belonged to both the Australian and Congolese culture. Core argument: Language acquisition, opportunities for employment and access to HE services are important facilitators of the integration of young refugees in regional areas. Regional resettlement policies therefore need to be well planned to meet the needs of refugee young people who require specific support and services. In addition, social support is especially significant for refugee young people in regional areas where formal support is less accessible than in metropolitan areas. Ethnic communities also play a crucial role in creating ‘a sense of belonging and wellbeing’ (p. 25) for refugee young people in regional towns.
Jungblut, J., Vukasovic, M., & Steinhardt, I. (2020). Higher education policy dynamics in turbulent times — access to higher education for refugees in Europe. <i>Studies in Higher Education</i>, 45(2), 327–338. USA/ NOR/ BEL Annotation written by Mr Abikar Keywords: <i>Refugees; higher education; Europe; public policy; Germany; Flanders</i>	Context: Is an Empirical study that investigated, how two European Higher Education systems, Flanders and Germany, responded to the increasing refugee demand for Higher Education, and what kind of public policy dynamics were at play; with perceived policymaking, driver, and actors involved. “The study focused on three dimensions of policy-making that capture the key characteristics of the processes: The style of policymaking, who is the main driver of the policy process, and what kind of actors are involved”. (p.328). Aims: To investigate how the German and the Flemish HE systems responded to the challenge of enabling refugees to access HE, and what kind of public policy dynamics were at play in this process. With perceived style of policymaking, main driver of the policy process, and kind of actors are involved. RQ1: “This study investigates how two European HE systems, Flanders and Germany, responded to the increasing refugee demand for HE?” RQ2: what kind of public policy dynamics were at play via Access of refugees to Higher Education on both System level response, Organizational level responses? (p.335) Methodology: Qualitative/ Oral and written Interviews of nine participants were conducted in Flanders, and eleven in Germany, focused on the background and rationale for specific initiatives, challenges in their development and, if available, information on their implementation and impact. See more on p.329–331 for participants' details—measurements for policymaking, driver, and actors involved.

	Findings: The analysis indicates that the conceptual differentiation between pro- and reactive policymaking is actually conditioned by methodological choices regarding the timeframe and the scope of analysis. Core argument: The purposes of this study is to consider as one system (Germany and Flanders), given that the federal government is the driving force behind the support for access to Higher Education for refugees. Recommendations: “Findings from the current study supported a follow-up research that both expands the geographical scope of enquiry as well as assesses the effectiveness and efficiency of the presented policy solutions in a longitudinal analysis. This study can only be a first explorative account of the way in which higher education have responded to this, and what kind of public policy dynamics are at play in this process.” (p. 336).
Kabranian-Melkonian, S. (2015). Ethical Concerns With Refugee Research. <i>Journal Of Human Behavior In The Social Environment</i>, 25(7), 714–722. US Annotation written by Taleah Bailey Keywords: <i>refugees, internally displaced people, relocation, minorities, cultural diversity, confidentiality, ethical issues</i>	Context: Presentation of ethical concerns and obstacles that may arise during research with diverse communities of refugees. The author defines refugees in the scope of contemporary issues, including refugees affected by climate change (i.e., climate refugees) and refugees affected by nuclear radiation (i.e., nuclear refugees). Aim: The author reflects on research undertaken by other researchers in the context of Thailand and Syria, and discusses ways to cope with sensitive issues and examines “several options of ethically interviewing refugees, cooperating with host community leaders, trusted members of society, gatekeepers, and translators” (p. 714). This is a descriptive/reflective discussion, drawing on themes in pre-existing literature. Discussion: • The author discusses how the general guidelines for ethical research in ‘fragile’ contexts fail to address the idiosyncratic needs of the various refugee populations. • Refugees are very vulnerable groups that have been subject to immense physical, psychological, and emotional suffering. Their priorities, naturally, have become not to be harmed rather than provide accurate information. The author identifies key issues concerning: ○ Danger disclosing affiliation with any political party or group ○ Fear of providing information that is not approved by the leaders of the community ○ Apprehension in revealing information about incidents involving another person (i.e., cases of rape or abuse)

- Being blamed for affiliating with foreigners, especially when the researcher is an outsider
- “As a result, some refugees may mistrust the motives and independence of researchers as well as the information provided to them about the research and may therefore be very wary about how any information they provide will be used. Alternatively, some participants may have unrealistic expectations of the benefits of the research, believing that researchers may have the power to influence legal or resettlement processes” (p. 717).
- The use of local research assistants and translators can sometimes generate more ethical issues such as the risk of biased responses and translation inaccuracies. Often a more complex situation is created when it comes to informed consent and confidentiality:
 - Informed consent = can be impacted by illiteracy and lack of interpreters: “What does ‘informed consent’ mean in an isolated camp with security problems and no proper interpreters?” (p. 718).
 - Confidentiality = “in many tight-knit communities and some cultures, things that are considered confidential in the west are public knowledge, and this might confuse the participant.” Additionally, “in some cases the presence of stakeholders (i.e., local government bodies, nongovernmental organisations (NGOs), local leaders, and activists) compromises the confidentiality situation even more, but there might not be any other way of dealing with the situation ... because after the foreign researcher is gone, the government workers and the staff of the NGOs will still be there. Importantly, victims of the humanitarian emergency know and rely on the NGOs for food, shelter, health services, and advocacy work” (p. 718).
- Additionally, it is important to consider sample selection and representation in the research design. Firstly, “in many war-torn countries not all refugees live in refugee camps or a centralised location” (p. 719). Secondly, when considering the common method of snowball sampling, “the more limited the number of starting points from which to snowball, the more likely that the sample will share characteristics and be more homogeneous in nature than the population from which it is drawn” (p. 720).
- Lastly, another ethical concern is the organisation or groups by which the researchers are influenced, particularly those that fund the project, because “often financial supporters of the research have an influence on the results of the project” (p. 721).

	Core argument: The author reflects on the sensitive issues of research within these ‘fragile’ contexts by acknowledging their inherent complexities, and commenting on the insufficient guidelines for ethical research to address the idiosyncratic needs of the various populations. “In most cases of refugees who have no hopes for achieving what was lost, political agendas interfere and the fate of the people who suffer most from the situation is neglected. Their needs often remain unattended, and people who have lost the most receive the least from policy makers and key players ... Through research, which allows direct interaction with the most vulnerable, professionals can speak for the voiceless and have their stories told.” (pp. 721-722)
Kaida, L., Hou, F., & Stick, M. (2020). The long-term economic integration of resettled refugees in Canada: A comparison of privately sponsored refugees and government-assisted refugees. <i>Journal of Ethnic and Migration Studies</i>, 46(9), 1687–1708. CAN Annotation written by Sally Baker Keywords: <i>Refugees; Canada; private sponsorship; economic integration; the Longitudinal Immigration Database</i>	Context: Canada’s private sponsorship (PS) model, which began in 1978. Sponsors include churches, other faith groups, ethnic organisations, and groups of individuals. Sponsors = responsible for “provid- ing financial, material, and personal support to refugees during their first year in Canada or until they become self-sufficient” (all p.2). Little known about economic outcomes/ benefits or challenges of PS. Overall patterns in Canada suggest that refugees “fare less well” than economic migrants in initial resettlement period but are comparable to family reunion migrants, but then they catch up quickly. PS program has resettled 225,000+ refugees since 1979. Some suggestion in literature that PS refugees settle slightly quicker than GA refugees, with higher employment rate in initial resettlement period, leading to higher earnings for up to first 7 years. GA refugees tend to have lower education (for example, 17% PA had postsecondary degree compared to 9% of GA between 2011–2016; 38% spoke English or French on arrival, compared to 26% of GA) Aims: To compare the short and long-term economic outcomes of privately sponsored and government assisted refugee resettlement. RQs: “First, are the economic advantages of Privately Sponsored Refugees over Government-Assisted Refugees limited to the initial period of resettlement? Or do they extend into a long-term resettlement process? Second, does the labour market advantage of Privately Sponsored Refugees vary by the initial levels of human capital (official language skills and education) of refugees?” (p.2) To examine interaction effects of admission categories (PS v. GA) by human capital. 3 hypotheses:

- H1: Privately Sponsored Refugees are more likely to be employed and earn more than Government-Assisted Refugees both in the short term (less than five years) and the long term (15 years) when their demographic, socioeconomic, and contextual characteristics are controlled.
- H2: The employment and earnings advantages of Privately Sponsored Refugees over Government-Assisted Refugees are greater for less educated refugees (e.g. less than high school) than more educated refugees (e.g. bachelor's or above degrees).
- H3: The employment and earnings advantages of Privately Sponsored Refugees over Government-Assisted Refugees are greater for those with limited host country language skills than those with higher host country language skills (p.6).

Methodology: Multivariate analysis of data from Canadian Longitudinal Immigration Database (CLID) – all people who filed taxes since 1982 included in database (age 20–54 between 1980–2009). Analysis = 2 independent measures: employment + earnings since arriving. Other control factors: highest level of education before arrival, knowledge of English or French + age, region of origin, entry cohort by date. Also 3 other control variables: Canadian place of residence, unemployment rates, no. months in education as full-time student. See p.6–8 for full details. Analytic detail on p.9

Findings:

“higher employment rates of PSRs (89% and 69% for men and women, respectively) in the first year after landing – 19 and 25 percentage points higher than their GAR comparators, for men and women, respectively” (p.10) – which are higher than economic immigrants. Rates then drop over next 17 years (80% for males, 64% for women) and are then lower than economic immigrants in the longer-term. Suggested reasons for drop relate to sponsors’ initial involvement and then end of formal sponsorship arrangement at 2-year point: “Thus, PSRs’ high employment rates may reflect private sponsors’ high expectations of economic independence before the agreement ends, typically 12 months after arrival” (p.10)

GA have lower employment rate in initial resettlement period – explained by authors as relating to settlement and learning language. After first two years, GA employment rate increases, especially for women. GA consistently earn less than PS. Patterns in nationalities in these two groups (p.12).

	Employment advantage for more educated refugees: initially higher for PS over GA but this advantage diminishes during first three years but remains consistent over next 15 years. In contrast, the employment advantage of better educated PSRs over GARs is much smaller and lasts for a shorter time (p.15). PS without high school education have greatest advantage over GA counterparts for 15 year period. Overall: H1 = supported: “even when we hold constant the differences in measurable characteristics between the two refugee streams, PSRs are more likely to be employed and earn more than their GAR counterparts” (p.16) H2 = supported: “the long-term employment and earnings advantage of those who are privately sponsored over those receiving government assistance is greater for refugees with less education than more education” (p.17) H3 = rejected: “PSRs without initial knowledge of English and/or French have no long-term employment and earnings advantage over those who know English and/or French at the time of landing” (p.17)
Kamyab, S. (2017). Syrian Refugees Higher Education Crisis. <i>Journal of Comparative & International Education</i>, 9, 10–14. INTERNATIONAL Annotation written by Simon Williams	Context: Access to Higher Education for Syrian Refugees. Aim: To explore and discuss the problems faced by Syrian refugees and access to Higher Education (HE). Methodology: A review of literature based on the needs and experiences of Syrian refugees in the Middle East. Findings: There are barriers for the provisions of Higher Education to Syrians. HE is considered a luxury, not a necessity, by those who may provide it. The loss of documentation and language barriers prevent Syrian refugees from going outside of the Arab world to seek HE. Global nationalism has impeded efforts to provide access to HE for refugees, as countries look inward. Efforts by countries such as Turkey have seen the enrolment of Syrians in HE increase with the establishment of universities that offer courses in Arabic. The provision of online platforms has been considered as a viable solution for access to HE courses for Syrian refugees in Lebanon and Turkey. Core Argument: The author calls for greater assistance from the international community to assist with sustainable solutions for access to HE, and calls on the GCC states to provide greater financial assistance.

Kandasamy, N., & Soldatic, K. (2018). [Implications for Practice: Exploring the Impacts of Government Contracts on Refugee Settlement Services in Rural and Urban Australia](#). *Australian Social Work*, 71(1), 111–119.

AUS

Annotation written by Sally Baker

Keywords: *Refugee Settlement; Government Contracts; Welfare Service Delivery; Refugees*

Context: Set against context of additional 12,000 Iraqi and Syrian refugees in Australia (2015–17), the majority of whom were settled in NSW, and the important role that Refugee Settlement Services (RSS) play in supporting settlement of such people, but which is constrained by neoliberal governance and the explicit contractual arrangements the RSS have with the government. Experiences of people working in RSS in rural and urban NSW, Australia.

RSS = delivered in Australia via two programs: Humanitarian Settlement Services (HSS) and Settlement Grants Program (SGP). Both programs are contracted out via tendering processes to (civil society/ NGO organisations) RSSs, who must then meet specific contractual conditions and promises, as well as supporting the specific needs of their ‘clients’ (newly or recently arrived refugees). Relationship between state and RSS = vital to providing support to refugees, especially in rural areas where the specific geographic/ infrastructural needs are overlooked by the government.

Aim: To provide a comparison of urban and rural RSS practices; “to make a small yet significant contribution to researchers, practitioners, and policymakers who are interested in better understanding the complex field of refugee settlement” (p.113).

Methodology: Small, in-depth qualitative study with urban RSS workers (n=5) and urban RSS workers (n=3). Purposive sampling used, and layered analysis (thematic, then focus on specific layers of context).

Findings: Two themes.

1) *Resources gaps in rural and urban contexts:* durability of programs = dependent on funding from gov’t. In urban areas, RSS were able to provide targeted support (e.g. driving lessons, English language classes) but in rural areas, RSS = limited to providing general supports/ referral services. The diversity in services suggested “resource constraints were more apparent as the absence of settlement programs was more readily seen and experienced in the planning and delivery of services” (p.114). As a result, rural RSS = needed to develop relationships with mainstream services to remind them of the specific needs of refugees. The tightness of the contract with the gov’t (in terms of limited flexibility) severely restricted their ability to build capacity for more targeted support services. Similarly, urban RSS reported needing to rely on volunteers to offer services. Participants viewed volunteering as filling a resource gap left by inadequate funding.

2) *Partnership’ between government and RSS* = often described in contentious terms when comparing government documents and experiences of front-line workers. Partnership = only

	between contract managers as representatives of government and managers of RSS. Contract managers = interested in meeting of contractual obligations. Participants talked of disconnection between RSS and government – no chance of an equal footing to ensure that needs of new arrivals = met. Core argument: “Government contracts are imposing resource restrictions that effect RSSs in rural and urban landscapes in different ways that essentially severely limit the capacity of services to meet the settlement needs of their refugee clients” (p.113). The notion of ‘partnership’ (between state and RSS) is contested “The perspectives of participants involved in this study strongly suggest that the best way for the Government to make improvements in their relationship with RSSs, is to give RSSs greater control and autonomy in the way that they utilise the resources they need to meet the real settlement needs of their refugee clients” (p.117). Implications: • “Successful refugee settlement requires greater flexibility and responsiveness in rural and urban Refugee Settlement Service (RSSs). • RSSs require increased autonomy and control over funding to enable locally responsive service provision for newly arrived refugees” (abstract)
Kanno, Y., & Varghese, M. (2010). Immigrant and Refugee ESL Students’ Challenges to Accessing Four-Year College Education: From Language Policy to Educational Policy. <i>Journal of Language, Identity & Education</i>, 9(5), 310–328. US Annotation written by Sally Baker Key words: <i>immigrants, refugees, English language learners, ESL students, college access, Bourdieu, educational policy, language policy</i>	Context: Focus on ESL and first-generation immigrant/ refugee students in college/ higher education has generally focused on writing, thus not attending to issues of access and success. Authors frame the article with facts about ESL students being the “fastest growing subgroup of the school-age population in the United States” (p.310), with ESL school students projected to constitute 25% of the student body by 2025 (p.310), while 13% of undergraduate students were ESL according to 2000 figures (p.311). University/ college responses to this being the provision of (remedial) ESL classes instead of/included in first year writing programs (authors cite Matsuda’s (2006) argument that this constitutes a policy of ‘linguistic containment’, see p.311). Thus, authors argue that universities have hitherto (at time of writing) not had to deal with linguistic diversity. Authors argue that ESL first generation immigrant/ refugee students are rarely the explicit focus of research on access to higher education for under-represented students (see p.312). College/ ESL context (p.314)

Aim: To “examine what challenges immigrant and refugee ESL students face in accessing and participating in higher education, especially in four-year institutions” (p.311).

Theoretical frame: Bourdieu’s theory of cultural reproduction (schools = commit symbolic violence by perpetuating existing hegemonic structures to privilege the middle classes at the expense of ‘minorities’)

Methodology: Qualitative interview study with ESL (1st generation immigrant/ refugee) students (n=33) and university personnel (n=7). Students in 10 classes with high numbers of ESL students were also asked to participate in a survey, which helped to identify the 33 students (21f, 12m; variety of pathways into university; varying financial circumstances).

Findings:

Linguistic challenges: mostly identified by students as relating to reading and writing: “For reading, the main problems involved understanding the content of the required reading and the specialized vocabulary in the reading... [whereas] they tended to identify writing as a whole to be a challenge” (p.316). A further challenge was the additional time needed to complete tasks, which was particularly challenging when it came to taking tests (see p.317).

Structural constraints: some stemmed from their visa status, meaning that there were restrictions in terms of how long they could spend in ESL classes in school; others mentioned the stigma they faced by being classified as ESL and the sense of unfairness resulting from their placement following ESL tests (i.e. native speakers/ US-born didn’t need to take the test), which led to resistance. ESL students had to pay more for their ESL classes but without receiving any credit. All of these led to a sense of being lesser/ subordinate to non-ESL students.

Financial constraints: 21/33 students were recipients of a form of financial aid, and many of the remaining students also lived with financial stress – being a low-income student was cited as a major challenge, after language issues. Many of the students came from middle-class families, who had professional jobs in their country of origin, but many were experiencing hardship because of the language barriers that prevented their parents from finding commensurate jobs/ salaries.

Self-censorship: their ESL status prevented many participants from seeking or taking up opportunities. Authors refer to this as ‘ESL habitus’ or ‘ESL socialisation’ – many of the participants sought to social in co-ethnic groups

Core argument:

	“Being an ESL learner significantly constrains immigrants’ and refugees’ access to higher education and, once they are in college, brings a set of challenges that few native-speaking students encounter. Moreover, these challenges derive less from ESL students’ lack of sufficient English proficiency per se than from their institutional, sociocultural, and material disadvantages” (p.323). Language is one of several barriers, many of which are structural, relating to financial circumstances and students’ own tendency to ‘self-eliminate’. Thus policies that work on ‘ESL problems’ therefore do not address issues relating to access or success. ESL policies and practices should not be punitive, and responsibility for language should not lie exclusively with ESL students. Holistic approaches are necessary, and better relationships between sectors (e.g. community colleges and universities) are necessary to help maintain the pathways for ESL (1st generation and refugee) students, who are likely to transition into university this way.
Kanno, Y (2018). Non-College-Bound English Learners as the Underserved Third: How Students Graduate from High School Neither College- nor Career -Ready. <i>Journal of Education for Students Placed at Risk (JESPAR)</i>, 23(4), 336–358. USA Annotation written by Sarah Willette	Context: Examines the high school education of two non-college bound English learners in the USA who became the underserved third. Underserved third = high school students who graduate without becoming college or career ready. Per Deil-Amen and Deluca (2010), 40% of all USA high school students belong to underserved third category. English learners (ELs), minority groups, and lower SES students at higher risk of belonging to this category. Only 54% of ELs go onto postsecondary education - remaining 46% either dropout of high school or graduate but do not continue their education. Structural barriers which contribute toward ELs being at greater risk of being part of underserved third = low educational expectations for ELs, placement of ELs in sheltered courses, limited encouragement for ELs to take advanced courses. Aim: To understand how non-college bound ELs are affected by undereducation in their ability to become career-ready (p. 338). Theoretical framework: Critical race theory (CRT). CRT in education: investigates the role of race and racism in institutional inequity; goal of eliminating policies and practices that subordinate minority students (p. 339). Uses Yosso’s (2005) concept of community cultural wealth to identify student strengths and assets. Methodology: Qualitative, ethnographic study with two EL students. Qualitative data collected from individual interviews with the two students and from classroom observations. Group of educators who worked closely with ELs also interviewed to gather understandings of EL

achievement/barriers. Study performed at a large, relatively well-resourced public school in Pennsylvania.

Findings:

- Two students followed in study (Eddie and Carlos) graduated high school without becoming college or career ready
- Both students' enrollment in sheltered EL and remedial courses (where they tended to achieve low marks) contributed toward them falling further behind. Remedial classes = usually chaotic, teachers as disciplinarians, ineffective for student learning
- "College for all" orientation overshadowed students interested in career-prep; EL coursework didn't allow most EL learners to access school's career and technology courses
- Instructors had a deficit-based orientation toward EL students: perceived language ability and prior educational experiences of students to be main reason for underachievement, assumed parents not interested in supporting students' educational goals, assumed students' absence meant "falling in with wrong crowd" (p.349)
- Eddie & Carlos display cultural wealth (assets) that are not properly recognized by staff/institution: aspirational capital (career motivations), individual talents, familial capital (support from family, motivation to help family), linguistic capital (bilingualism)

Conclusions: Confinement of non-college-bound ELs to remedial courses lowers their odds of acquiring the skills that are vital to career readiness (p.353). Educators mostly unaware of structural inequalities that marginalized ELs, and drew on stock stories of students' own deficits (language ability, laziness, lack of academic ability). The institution/system missed chances to build upon ELs' strengths. "College-for-all" ideology can lead to certain students becoming part of the underserved third. CTE (career and technical education) pathways should be destigmatized, and more research is needed to explore these possibilities for EL students.

Core argument:

"I argue that although substantial structural inequalities that led to the under-education of the two ELs, educators at the school were largely unaware of such barriers and attributed the ELs' underachievement to the students' own deficits. I counter this institutional deficit orientation with alternative stories of student assets that illuminate the substantial strengths and talents that the

	focal ELs possessed, which, if recognized and integrated into their education, could have led to career-readiness.” (p.336)
Kaushik, V., Walsh, C., & Haefele, D. (2016). Social Integration of Immigrants within the Linguistically Diverse Workplace: A Systematic Review. <i>Review of Social Sciences</i>, 1(1), 15–25. INTERNATIONAL Annotation written by Dr Prasheela Karan Keywords: Immigrants; <i>Language</i>; <i>Linguistic diversity</i>; <i>Social integration</i>; <i>Workplace</i>	Context: An increasing number of workplaces are becoming linguistically diverse due to migration. The authors conducted a systematic review to “determine the effects of linguistic diversity on social integration of immigrants within the workplace” (p. 15). The key themes emerging through the review of studies were: “(1) social integration or social inclusion/exclusion, (2) social interaction and inter-group perception, and (3) accent discrimination” (p. 15). Aims: (1) Understand the impact of local language proficiency on social integration, and social and professional assimilation in the workplace. (2) Produce a sufficient knowledge-base to inform the development of recommendations to enhance professional social work practice and policy, inform employee assistance programs and policies, and provide recommendations for future research in this area (p. 16). Theory: Methodology: The search involved review of abstracts of articles in electronic database utilising key words related to linguistic diversity, social integration, immigrants and workplace. In total ten peer reviewed articles were identified. The articles, qualitative and quantitative, were published in English between 2000 and 2014. Findings: The review found that smooth social and professional assimilation and equality of opportunities were critical for the social integration of immigrants in the workplace. According to most studies reviewed, local language skills facilitated immigrants’ social integration. Some studies pointed to racial discrimination and ethnicity based stereotyping hindering the social inclusion of immigrants, especially in the case of visible minorities. Core argument: To ensure social integration, it is vital that immigrants are accepted and valued in the workplace. Professional and social assimilation are determining factors of social integration. Therefore the authors argue for workplace policies and practices to address challenges associated with linguistic diversity, including in relation to racial and ethnic stereotyping. Recommendations: Fund policies and programs that prevent the marginalisation of immigrants. The number of articles in this area are limited, therefore the authors call for greater research into the way in which organisations handle linguistic diversity and language issues, particularly through their official and informal policies and practices.

Kaushik, V., & Walsh, C. (2018). [A Critical Analysis of the Use of Intersectionality Theory to Understand the Settlement and Integration Needs of Skilled Immigrants to Canada](#). *Canadian Ethnic Studies*, 50(3), 27-47.

CANADA

Annotation written by Dr Prasheela Karan

Keywords: *Intersectionality, skilled immigration, immigrant settlement and integration, diversity in immigration*

Context: Canada has a huge influx of immigrants who are highly educated. Despite high education and skill levels, recent immigrants experience various obstacles to socioeconomic integration into mainstream society. Relevant agencies – government, immigrant serving organisations, funders and activities - have advocated that social services demonstrate responsiveness to the varying needs of immigrants.

Aims: The authors examined “how intersectionality can be used to understand the settlement and integration needs of skilled immigrants in Canada” (p.27). This entailed unpacking and considering the various ways in which intersectionality can be applied so as to better understand the diverse experiences and needs of skilled immigrants.

Theory: Intersectionality can be understood and applied in various ways. Aspects salient to this study include: (1) how can intersectionality framework capture the diversity of experiences of different skilled immigrants, including with attention to diversity within groups, (2) the recognition that individuals can simultaneously experience advantage or disadvantage in different spheres/contexts, and (3) standpoint epistemology.

Methodology: The authors reviewed selected academic literature on intersectionality, and offered their insights on how intersectionality theory can be utilised to (1) understand the experiences of skilled immigrants and (2) identify needs pertaining to settlement and integration in a specific context, in this case, Canada.

Findings: The authors found that while more theoretical work needs to be undertaken, intersectionality is appealing for immigration research, as, “It is flexible enough to allow us to systematically unpack not only the disadvantages of skilled immigrants that may hinder the process of their settlement and integration in Canada, but also the privileges that may have resulted from some of their social identities” (42).

Core argument: The authors argue that the emic approach to intersectionality is appropriate for researching the barriers for skills immigrants, through analysing power, privilege and disadvantage. The first step of the emic approach involves identifying a number of social categories that lead to privilege and disadvantage, and which are discussed in the literature. Skill migrants have diverse experiences and backgrounds; the authors argue that such an approach to intersectionality would help to capture the complexity of diversity in skilled migration. This is because a framework for understanding the diversity of experiences based on an emic approach can minimise the possible

	range of assumptions before the study begins, while also allowing for new explorations along the way. In this way, the emic approach can be understood as an emergent and bottom-up approach. The authors argue for a mixed-methods approach, in which the qualitative component can help to generate a bottom-up approach.
Kaukko, M., Dunwoodie, K., & Riggs, E. (2017). Rethinking the Ethical and Methodological Dimensions of Research with Refugee Children. <i>Zeitschrift fuer Internationale Bildungsforschung und Entwicklungspädagogik</i>, 40(1), 16–21. FIN/ AUS Annotation written by Sally Baker Keywords: <i>Refugee children, research ethics, relational ethics</i>	Context: School research with children from refugee backgrounds in Australia. Argues that research with young refugees needs to be “based on empathy, care and trust” (p.16) Aim: To argue that “research ethics need contextual, temporal and social flexibility to resonate with the changing needs and extraordinary contexts of this population, and that the flexibility is often too complex for ethical preassessments to address” (abstract). Methodology: Essay Discussion: Authors argue for the following ethical considerations: 1) Understanding refugee childhood/s – ensuring research is important for children, that their consent is gained, consult with children and communities. Research needs to improve/ contribute to improving children’s wellbeing and must avoid young people being “additionally disrespected and misinformed by research, leading to unrealistic expectations of its benefits” (p.17). Researchers therefore need to be open, and mindful of negotiating research processes and expectations with children – researchers need to constantly review their positionality. 2) Ethics – reminder of tenets of good ethical practice (non-maleficence, beneficence, respect, justice). Many European countries (inc. Finland) do not require formal approval from institutional ethics boards. Authors argue that trust is important to be able to meet these ethical requirements, particularly with children. Authors also discuss the challenges of gaining gatekeeper consent, rather than being able to gain consent directly from the children (if they are to be consulted in participatory research processes and focus of research), as children may not be able to question adults’ (both researchers and gatekeepers) decisions/ intentions. 3) Bringing ethics and methodology into dialogue. Authors return to discussion of research positionality and reflexivity – “Asking questions about moment-to-moment, everyday ethical choices when interacting with refugee children, while also revealing larger issues in relation to all refugees, are a part of a researcher’s ethical responsibility” (p.18). Authors call for ethical

	guidelines to not be read as a set of fixed rules, arguing “we should apply selected methods and theories in a flexible manner, allowing the process to lead the way” (p.19). Relational ethics (“acting from the hearts and minds”, p.19) is a better approach because it prioritises reciprocity. It also requires recognition that all groups/children are different, that interpersonal connections cannot be prefigured in ethics applications, that the giving and taking of research is not fixed, that research should be fun and that researchers need to “‘get up from the couch’ and engage” (p.20).
Kauko, M., & Wilkinson, J. (2020). ‘Learning how to go on’: Refugee students and informal learning practices. <i>International Journal of Inclusive Education</i>, 24(11), 1175–1193. AUS Annotation written by Sally Baker Keywords: <i>Refugee education; informal learning; practice theory; practice architectures; Australia; inclusive education</i>	Context: Inclusive education (schooling) in Australia; socio-historic formulation of ‘successful’ refugee students when looking at informal learning practices brought to formal schooling Aims: To argue that “understanding how these informal learning practices ‘travel’ to new sites and in the right conditions, connect up to form enabling niches for students’ educational and social development (Wilkinson et al. 2013) is an important prerequisite for developing inclusive refugee education in host countries” (p.2); “to highlight the inherent sociality of students’ informal learning practices, their histories and dynamic nature” (p.2); to “for the need to focus on the interplay between refugee students’ own experiences of their learning and the extra-individual arrangements that hold their learning practices in place” (p.4). Theoretical frame: Practice architecture (Kemmis et al., 2014): <i>cultural-discursive, material-economic and social-political</i> arrangements. Practice architecture = based on Schatzki’s (2002) notion of sites of ontological understandings about practice: “the actual site in which practices unfold in all their ‘happeningness’” (p.4) = set of conditions/ arrangements, examining “how in practice, in this specific site, this practice and these arrangements come to assume this distinctive shape and form” (p.4). Practice architecture offers a heuristic to examine <i>sayings, doings and relatings</i>: “It examines specific arrangements in the medium of language, work and society that hold in place the specific sayings that compose a practice (i.e. forms of understanding, utterances, thinking); the specific activities or doings that compose a practice (i.e. modes of action), and the specific relatings that compose a practice (i.e. ways of relating to people and the world) (Kemmis et al. 2014)” (p.4). Practice architecture permits the foregrounding of the role participants have in shaping practice. Practices are related to <i>practice traditions</i> (the ways things have previously been done). Certain conditions may <i>prefigure</i> but not predetermine the practices/ experiences of a person (see p.5). Three foci for this paper: 1) key informal learning practices; 2) the arrangements that hold the

	learning practices in place; 3) ways that past learning experiences facilitate current learning practices (see p.2) Methodology: ‘Critical incident’ interviews (drawing and talking) with primary school students (n=45) in Finland and Australia (part of larger study called ‘Educational Success through the Eyes of a Refugee Child’. Data presented in this article = from interview data with students, teachers/ school leaders and observations in ‘Wattle Tree Primary School’ in outer metro Australian city. Findings: Arranged around three themes: <i>practices in nature, survival practices, social activist practices</i> of three students. Authors argue that their analysis suggests that “while certain circumstances and processes can make refugee children vulnerable and struggle in school, the relationship between difficult experiences and consequent educational problems is not casual” (p.14). As such, authors argue that the extraordinariness of the learning journeys and informal learning practices of many students in Australian schools are hidden/ unacknowledged.
Kaukko, M., & Wilkinson, J. (2018). Praxis and language: Teaching newly arrived migrant children to “live well in a world worth living in”. <i>TESOL in Context</i>, 27(2), 43–63. AUS/ FIN Annotation written by Neriman Coskun Keywords: <i>praxis, ethics, language schools, TESOL, Finland, Australia, newly arrived students</i>	Context: The paper discusses teaching the mainstream language to newly arrived migrant students with considering ethical, moral issues for the search of promoting praxis-based concepts and challenging the set traditions in language teaching based on the literature, policies and practices (in Australia and Finland). They refrain to suggest best practices but the concepts that can take there. Aim: They aim to offer some praxis-oriented concepts via challenging common practices which are potentially biased and disadvantaging newly arrived students to promote educational praxis. Theoretical Framework: Praxis approach “takes a view about how people should live in the world, and about the kind of world they should aim to establish” (Kemmis et al., 2014, p. 27). For the individual learner, educational praxis is about the formation of persons who can live a good life; who are able to communicate and who feel accepted in their new home countries. For the social world, it concerns the formation of communities and societies which enable a good life for all. The world worth living in in both Finland and Australia appears to be multilingual and multicultural in its aims, but working with the ideals on the one side, and the country-specific policies on the other side, ethical praxis in EALD/F2 education is challenging. Methodology: It is a conceptual discussion based on an empirical research on practices in Finnish preparatory classes and intensive language programs in Australia. Discussion/Findings: They offer a perspective to consider praxis without offering best practices.

Kaukko, M., Wilkinson, J., & Kohli, R. K. (2022). [Pedagogical love in Finland and Australia: A study of refugee children and their teachers](#). *Pedagogy, Culture & Society*, 30(5), 731–747.

AUS & FIN

Annotation by Anna Xavier

Keywords: Pedagogical love; refugee education; Finland; Australia; teacher-student relationships

Context: Once RBS have sought asylum, they work towards re-building their world across three dimensions: ‘safety, belonging and success’ (p. 1). The article is based on a study entitled ‘Educational success through the eyes of a refugee child’ conducted in Finland and Australia from 2016-2019, and was inspired by one teacher’s emphasis on ‘love’ to support students’ wellbeing in one of the interviews conducted. The author establishes the refugee educational context in both Australia & Finland – Australia has a long history of refugee resettlement & is acknowledged as ‘world class’ in supporting the wellbeing & belonging of RBS (OECD, 2015), but also has significant pressure for student achievement – ‘doing’ is emphasised more than a holistic sense of ‘being’; on the other hand, Finland has a highly ranked education system, but a limited number of students from non-Fin backgrounds until recently; However, the Finnish education system emphasises affection in teaching, rather than examination performance.

Aims: To explore ‘pedagogical love’ in the refugee education context in both Finland and Australia, how this differs to caring or rescuing, and why it is important.

Methodology: Overall methodological approach: Qualitative study – Fieldwork (Finland: 2016; Australia: 2017-2019); Data collection methods: Critical incident interviews (child led), semi-structured interviews & school observations; Students drew & discussed their school journeys from their home country to their current resettlement in Australia/Finland; Research participants: Students from ‘refugee-like backgrounds’ (p. 5) (Australia: n=25; Finland: n=20); Teachers & educational leaders (Australia: n=12; Finland: n=6); Research setting – Finland (Five schools in regions with a high refugee population outside of Helsinki) & Australia (Two schools in outer suburban areas with a high concentration of refugee families & socioeconomic disadvantage); Sampling strategy: Purposeful sampling – student participants were selected by the teachers based on two criteria: a) From refugee-like backgrounds; b) are ‘successful’ – academically & emotionally (happy & ‘flourishing’ in schools) (p. 6).

Theoretical frame: NA

Findings: Overall findings: Specific pedagogical practices accompany the varying stages of resettlement for RBS, consequently enabling them to develop a sense of safety & belonging, which can lead to other forms of success. The findings are discussed in three categories: a) Creating pedagogical love – Student responses highlight the importance of students’ early encounter with teachers during the initial stages of resettlement; The findings show that pedagogical love was

	created as a ‘co-constructed practice’ (p. 8) through the following actions by the teachers: listening actively, asking simple questions which only require single-word answers & ensuring that the child feels heard; Multiple examples from the interviews & observations revealed the importance of ‘calm & peaceful’ practices in the initial stages of a child’s resettlement in developing feelings of safety & belonging; b) Sustaining pedagogical love – once students are more settled, the ‘pedagogical love’ required from teachers also changes: There is a shift from a focus on students’ basic needs & wellbeing to a more ‘goal-oriented content’, greater accountability & ‘full school days’ (p. 10); Students valued the establishment of long-term relationships with teachers, especially when they have often experienced disrupted relationships due to their forced migration backgrounds; The findings also highlight the importance of teachers intentionally emphasising ‘relationality’ instead of ‘content’ when needed; c) Transforming pedagogical love – The observation & interviews reveal that the way pedagogical love was expressed evolved based on the child’s age: For an adolescent student, providing the support needed while respecting the child’s increasing sense of independence was crucial to their self-esteem. Core argument: Building a sense of safety, belonging & connected for RBS is essential in all stages of their resettlement – although the ways this can be done evolves with the different stages. The obligatory duty of care becomes ‘love’ when teachers go beyond what is needed of them, and put continuous efforts in understanding their students’ backgrounds, experiences and are open to being further educated. Implications: 1) Sufficient support, time and freedom from the school leadership is crucial for teachers to provide ‘pedagogical love’ to students; 2) Teachers’ willingness & effort play crucial role in ensuring that students receive the necessary ‘pedagogical love’ for their wellbeing & academic success.
Keddie, A. (2011). Supporting minority students through a reflexive approach to empowerment. <i>British Journal of Sociology of Education</i>, 32(2), 221–238. AUS Annotation written by Sally Baker	Context: Explores experiences of 3 recently-settled Muslim school girls in QLD high school and examines issues of cultural diversity, schooling and empowerment. Focus = warranted on basis of broader policy discourses that position schools as builders of socially equitable societies based on values of democracy and justice, particularly in context of “global flows that perpetuate inequitable social relations” (p.222). Robust understandings/ operationalizing of empowerment needed. But: educators must not assume they know what empowerment might look like/ mean to marginalised students (p.224). Thus reflexive approach is needed to reflexive education: “attention to context enables a problematising of the ways in which schools themselves, as institutions of social

Keywords: <i>student empowerment; agency; Muslim girls; educator self- reflexivity</i>	regulation and inequity, can militate against educators' efforts to empower students" (p.224). Site of research = IEC and has 'outstanding reputation' as school that "caters well for the equity and social justice concerns of students from diverse cultural backgrounds" (p.224) with high refugee/ migrant numbers from over 30 different ethnic groups. Theoretical position: Post-structuralist notion of agency = individuals are authors of own multiple meanings and desires (see Davies, 2000) Methodology: Qualitative inquiry; interviews with 3 Afghan girls and key staff members (principal, deputy principal, senior head of curriculum, head of middle school, art teacher and music teacher). Classroom observations also undertaken Conclusions: Girls happy with Australia (safe and peaceful) and school (opportunity to get an education). Girls spoke positively of diverse student body. But = underpinning understandings of empowerment = complex. School adopted advocacy role in removing barriers against students' education; framing discourses that shaped understandings of girls as Muslims viewed as impeding their engagement in education (e.g. liaising with community family members to advocate for girls' inclusion in swimming lessons/ school camps) – acknowledgement that choice = not necessarily individual in Afghan/ Muslim culture and negotiation needs to take place with whole family. Music = single-sex = space of empowerment for girls to discuss issues openly. Teachers engage in reflexive/critical reflection of framing discourses: they don't always explicate values because they are taken for granted (e.g. safety) and that it's not possible to be able to totally understand students: "Acknowledging that students can never be 'knowable' opens up possibilities for new ways of thinking about and supporting the empowerment of marginalised students" (p.233) Core argument: Not much
Keddie, A. (2012). Pursuing justice for refugee students: addressing issues of cultural (mis)recognition. <i>International Journal of Inclusive Education</i>, 16(12), 1295–1310. AUS Annotation written by Sally Baker	Context: Seeks to theories issues of justice in Australian primary school which is 30% immigrant/refugee children – looks at school's efforts to counter refugee = different/ lacking. "Cultural misrecognition within refugee education is understood in this paper as generated through the discourses of deficit that currently undergird dominant policy and practice in this sphere. Such discourses are associated here with the social patterns of domination, non-recognition and disrespect that impede parity of participation for refugee students" (p.1298) Aims: to examine issues of cultural recognition in relation to refugee student identity, behaviour and assessment (abstract); to explore how schools can productively address issues of student

Keywords: <i>politics of education; racial discrimination; refugees; cultural recognition; equity; schooling</i>	diversity and marginality, based on case study of one primary school in QLD. Success of school in part down to recruitment: bases curriculum on UNESCO's 4 pillars of education (learning to live together, learning to be, learning to know, learning to do) and intention to recruit CALD teachers. School has whole-school focus on creating a welcoming environment of social cohesion/ embracing diversity Theoretical tools: Draws on Nancy Fraser's conceptual tool/ model of justice: Fraser (2009) theorises injustice as arising from three analytically distinct dimensions: socio-economic (redistributive), cultural (recognitive) and political (representative) (p.1296)/ parity of participation + issues of scale (global-local) Methods: interviews with 5 staff members and 10 pupils. Staff asked: what are the factors impeding refugee students' parity of participation and how are they remedied? First Q: expose cultural patterns sfrb subject to which present barriers to parity of participation; second Q: based on Fraser's notion that cultural justice is possible when the social status order expresses respect and social esteem for all social actors (p.1301) Conclusions: Staff interview with principal = "highlights specific social patterns of cultural domination, non-recognition and disrespect that can impede refugee students' parity of participation" (p.1302) = racialised patterns and assumptions of deficit on basis of language background (relational positioning against white/NES students). Also recognizes that behaviours might be result of past experiences/ limited experience of education rather than blaming ('reinscribing disadvantage') students. Both teachers note challenges with reporting sfrb (e.g. NAPLAN) in context of decontextualized, prescriptive rules (e.g. have to sit NAPLAN after 12 months in country/ assessing against assumption of English as L1) = misrecognition of needs of sfrb – see Creagh (2014) Core argument: Helpful use of Fraser's tools
Khawaja, N., & Hebbani, A. (2018). Does Employment Status Vary by Demographics? An Exploratory Study of Former Refugees Resettled in Australia. <i>Australian Social Work</i>, 71(1), 71–85.	Context: Former refugees from Ethiopia, Burma and Democratic Republic of Congo resettled in Australia. Aim: To determine if there is a connection between the demographics of individuals from former refugee communities and their employment status. Focus on country of origin, gender, education, English language proficiency and length of stay in Australia.

AUS Annotation written by Megan Rose Keywords: <i>Refugees; Employment; Demographics; Australia</i>	Methodology: Survey with chi square analysis, n= 222. Findings: • Education: Participants education had a direct relationship to employment status- in particular secondary and primary education. (p. 82) • Gender: The survey found that men were more likely to be employed whereas women did not actively look for work. A proportion of women were studying to improve their skill set. (p. 80) • Age: Age not associated with employment status. (p. 81) • Country of origin: Ethiopian refugees were found to be more employed than the other communities studied. This may be connected to their greater length of stay. (p. 81) • Length of stay: length of stay was found to have a positive impact on employment status. (p. 81) Core argument: Employment is key to the integration of refugees Education qualifications were associated with increased chances of employment. Moderate level was required to increase chances of employment.
Kipng'etich, K., & Osman, A. (2016). <i>Role of Borderless Higher Education for Refugees Programme in Offering High Quality Teacher Education and Training for Refugees in Dabaab Settlement in Kenya</i>. <i>Advances in Social Sciences Research Journal</i>, 3(2), 9–19. ETH Annotation written by Sophia Kelleher Keywords: <i>Teachers training and education; BHER education project</i>	Context: Highlighting the importance of teacher quality and how it is a key determinant of refugee students' participation rates and achievement levels. It specifically examines the role of Borderless Higher Education for Refugees (BHER) initiative in improving access, equity, and quality in professional training for refugee un-trained volunteer teachers in Dadaab. Aim: To describe the role of Borderless Higher Education for Refugees (BHER) initiative in improving access, equity, and quality in professional training and education of refugee untrained volunteer teachers in Dadaab refugee settlement schools in north eastern Kenya. Theoretical frame: This study is done through a social theory lens. The theory that professionally trained teachers is a key determinant of refugee students' participation rates and achievement levels, is conducted by the examination of the Borderless Higher Education for Refugees (BHER) initiative, done in Dadaab refugee camp in Kenya. Because this is an ongoing study, the scholars said they could not effectively measure the outcome, since it is an ongoing study. However, the project is showing to be sustainable in how the participants are partaking in it and in the operations of the program.

Methodology: A qualitative review of the Borderless Higher Education for Refugees (BHER) initiative. The aspects of the program the paper examines is:

BHER Program Design:

- Phase 1 - Increased access and skills for tertiary education
- Phase 2 - Completion Educational Studies (Elementary)
- Phase 3 - Teacher Education Diploma (Primary)
- Phase 4 - Degree Programmes

Project Sustainability.

Dadaab's Community Involvement.

BHER and how it works toward equity.

Findings: Since it is an on-going project results are not completely possible to be measured.

However, the project is showing to be effective whereas UNHCR is monitoring it closely in order to take this model on board of their other activities, for it is being recognised as effective.

The true sign of sustainability of this program is Dadaab's community involvement in the program.

The program:

- Used participatory approach model.
- The program recruited refugees and local Kenyans to act as their watchdogs on the ground.
- The team spoke extensively with individuals and focus groups on the ground
- They provided a comprehensive picture of how the residents of Dadaab would like their education system to take shape.
- With this input, BHER then planned the Dadaab refugees' courses from partnership universities via a combination of internet, DVD, and on-site learning.
- The first cohort of BHER students are those already teaching in the primary and secondary school in Dadaab, most of whom cannot afford lengthy periods of time off to upgrade their skills.
- Studying via BHER's flexible delivery framework allows the teachers to upgrade their skills without sacrificing their income. It also enabled them to apply the new materials that they're learning into their primary and secondary school classrooms.

	• By this arrangement, BHER will improve the quality of education for children and youth of Dadaab while opening the door for teachers to gain post-secondary qualification. And the certification will help them be licensed to teach in Kenya and in their country of origin. • This engagement has helped to keep teaching methods relevant to the community-specific cultural and social needs, as well as provided more opportunities for people who live there to participate in the project in more significant ways. Core argument: Improving access to quality professional training and education of refugee un-trained volunteer teachers in Daddab refugee settlement schools in north eastern Kenya, will improve students' participation rates and achievement levels within the camp. It will also promote social justice in terms of equity in educational quality for students.
Kirk, J., & Cassity, E. (2007). Minimum standards for quality education for refugee youth. <i>Youth Studies Australia</i>, 26(1), 50–56. AUS Annotated by Anna Xavier Keywords: <i>Refugee education; Minimum standards framework; African refugees; Australia</i> (Anna's)	Context: Despite an increasing amount of research on refugee schooling informing teaching practices in the Australian educational context, there is limited work on connecting the 'experience of educators and relief agencies in refugee camps and settlement areas with the experience of those helping with the transition of young refugees to schools and services in Australia' (p. 50). Aim: To explore' the potential benefits for refugee youth of connecting elements of a protective framework for positive educational development by using the <i>Minimum standards for education in emergencies, chronic crises and early reconstruction contexts (Minimum standards)</i>' (INEE 2004) (p. 50). Theoretical framework: <i>Minimum standards for education in emergencies, chronic crises and early reconstruction contexts (Minimum standards)</i> (INEE, 2004). Methodology: Essay. Discussion: i) The Inter-Agency Network for Education in Emergencies (INEE) – provides a platform for 'professional exchange, materials dissemination, advocacy and other related activities' for more than 1000 individual and 400 organisation members; <i>Minimum standards</i> for education was launched in 2004, and was used to guide in responding to the South Asian tsunami crisis on 26th December 2004; Ways that the knowledge and understanding of the Minimum standards can assist those in the field of refugee education in Australia: enables individuals to: a) 'understand and better respond to the prior educational experiences of refugee youth'; b) promote good practices for working with crisis-affected youth which transcend boundaries and apply equally in home communities, in refugee camps and in resettlement contexts, for example, community

participation and youth participation; c) ‘connect with a broader community of educators and youth workers concerned with youth affected by crises of different types to advocate for improved quantity and quality of education’, d) ‘be prepared to ensure continuity of education and additional physical, cognitive and psychosocial protection to children in areas of Australia where natural disasters can interrupt schooling’ (p. 52). ii) The Minimum standards: Four categories: Access & learning environment; Teaching & learning; Teachers & other education personnel, Education policy & coordination; Principles and content – 1) Community Participation and Analysis (common to all categories) - highlights fundamentals of good practice by: a) engaging communities and utilising and promoting local resources wherever possible, and b) grounding education responses in ongoing analysis, through an initial assessment and ongoing monitoring and evaluation; 2) Access and Learning Environment - highlights the importance of promoting access to learning opportunities for all children and youth; 3) Teaching and learning - critical program components to promote effective teaching and learning: 1) curriculum, 2) teacher training, 3) instruction, and 4) student assessment; 4) Teachers and other Education Personnel - administration and management of human resources in education, including recruitment and selection, conditions of service, and supervision and support; 5) Education Policy and Coordination - policy formulation and enactment, planning and implementation, and coordination in emergency settings; iii) Minimum standards & education for refugee youth in Australian schools: Authors argue that that ‘elements of the *Minimum standards for education in emergencies, chronic crises and early reconstruction* are equally relevant to inform the educational provision for young refugees settled in Australia and elsewhere’ (p. 54); The *Minimum standards* provide a framework to reflect on good practices for conflict-affected children and youth in schools and classrooms in Australia; Community participation and analysis is common in all four categories of the *Minimum standards*, and reflects significant connections with findings from the ‘Young Africans in Schools’ study in Sydney, and provides an adaptable framework to combine elements for healthy development and education strategies’ (p. 53); The INEE standards recognise the importance of community capacity building to promote meaningful involvement of community members in education programs; Authors also argue that schools should be more proactive in working with community members and parents; The Young Africans in Schools study points out significant issues which highlight the relevance of education in emergencies for

	Australian educators; especially the <i>Minimum standards</i> related to ‘Community Participation and Analysis’. Core argument: The INEE <i>Minimum standards for education in emergencies, chronic crises and early reconstruction contexts</i> framework is relevant to the refugee education context in Australia, and educators, administrators, policy makers and advocates for refugee youth should employ the <i>Minimum standards</i> framework to guide their respective interventions.
Kirk, J., & Winthrop, R. (2007). Promoting Quality Education in Refugee Contexts: Supporting Teacher Development in Northern Ethiopia. <i>International Review of Education</i>, 53(5-6), 715–723. INT	Context: Teacher development in Ethiopia. Aim: To explore the International Rescue Committee’s (ICR) Healing Classroom Initiative with a focus on teacher development. Methodology: Qualitative research design to understand teachers’ lives and experiences. Findings: - Teachers were under qualified and received no training with the least experienced teaching the youngest children. - Teacher identity was problematic with many reporting not wanting to become teachers. - Over 5 years teaching improved. - Teachers’ voices should be considered when developing materials and activities. - Further research is required to understand how teachers construct their practice and teacher identities. Core Argument: With investment, training and improved facilities provided by the ICR teaching and learning improved in the school, but continued professional development is still required, and a better understanding of teacher identities is required to improve learning outcomes.
Kong, E., Harmsworth, S., Rajaeian, M., Parkes, G., Bishop, S., AlMansouri, B., & Lawrence, J. (2016). University Transition Challenges for First Year Domestic CALD Students from Refugee Backgrounds: A Case Study from an Australian Regional University. <i>Australian Journal of Adult Learning</i>, 56(2), 170–197. AUS Annotation written by Sally Baker	Context: Explores challenges for 1st year sfrb in USQ. Notes migration patterns to Toowoomba, and the proportion of young people in the refugee settlement figures (91.7% under age of 45). Directly speaks to issues of racism and discrimination (see p.173). Outlines the available pathways into USQ (including EAP courses) and forms of support available (for example, Social Justice grant used to buy laptops = but not refugee-specific) Aim: To investigate “the nature of transitional experiences of first year domestic CALD students from refugee backgrounds at the University of Southern Queensland (USQ), Australia” (p.173) Theoretical frame:

Keywords: <i>Domestic culturally and linguistically diverse (CALD) students, refugees, Australian regional university, higher education, equity</i>	Methodology: Qualitative case study: open-ended interview/ focus groups with CALD students, and key staff (teachers, administrators and senior staff). Students recruited via ‘purposeful sampling’ with staff + snowball recruitment. Students identified on basis of uni data – not clear how they were located. Findings: Challenges identified in student interviews = coded into 7 themes: language, socio-cultural issues, understanding a new learning and teaching environment, technology, family and health matters and limited staff awareness. Themes discussed in relation to specific challenges of regional Australia/university. <i>Language:</i> nothing new here. Language = difficult to understand in class; impeded social connections; needed help with academic writing; students found it difficult to use online services/supports. Reports that staff questioned how “fundamental academic English language deficits” should be caught by admissions procedures. <i>Sociocultural factors:</i> difficult to make and maintain connections with staff and other students [authors seem to attribute this to regional students being less multicultural??]. Staff noted issues [assimilating] to institutional/ HE culture <i>Technology:</i> problematic adaptations; assumptions about access to IT [no clear point of difference here for students in regional universities] <i>Family/ health issues</i> <i>Lack of staff awareness:</i> inadequate cross-cultural training; lack of capacity to identify sfrb
Korteweg, A., Labman, S., & Macklin, A. (2023). Humanitarian bargains: private refugee sponsorship and the limits of humanitarian reason. <i>Journal of Ethnic and Migration Studies</i>, 49(15), 3958–3975. CAN Annotated by Carla Bassil Keywords: <i>Humanitarianism; refugees; refugee sponsorship; resettlement; citizen-state relationships</i>	Context: Analysing refugee sponsorship through a lens of ‘Humanitarian Reason’. Aims: 1) address the under-researched experience of private citizens as sponsors of humanitarian migrants; 2) test the limits of ‘humanitarian reason’ by exploring the boundaries of the humanitarian response in refugee sponsorship; 3) explore how the impulse to ‘do the right thing’ transforms over the course refugee sponsorship; 4) document the incidence of ‘humanitarian bargain’ and the ways in which sponsors negotiate the terms of their sponsorship commitment in resettlement contexts. Methods: The study uses a national online survey (including both closed and open-ended questions) of 530 sponsors who volunteered to support Syrian refugees resettled in Canada after November 2015. Findings: The study found three relationships evidencing humanitarian bargain in Canada’s Private Sponsorship of Refugees (PRS) model: the sponsor-refugee dynamic, the sponsor-sponsor

	interaction, and sponsor-state relationship. In sponsor interactions with refugees, sponsors weigh the costs and rewards of the work of sponsorship against the worth of the refugees themselves. Sponsors gauge the worth of refugees according to their initiative, desire to contribute, or anticipated future contributions to Canada. Within sponsorship groups, humanitarian bargain presents via the expectation that the sponsorship workload will be distributed equally among groups members. Sponsor groups also bargain over the ‘proper goals’ of sponsorship - some prioritise the political objective of producing self-sufficient citizens while others focus on the importance of meaningful relationships. In sponsor-state interactions, sponsors will negotiate with government over the constraints of the sponsorship model, including things such as the mandated timeframe (12 months) for sponsors to guide refugees to independence and self-sufficiency. Conclusions: The study demonstrates how sponsors evaluate sponsorship by reference to a set of expectations and judgements about sponsored refugees, their fellow sponsors, and the state. While sponsors may not initially hold conscious expectations about the behaviour or attitude of other actors in the sponsorship arena, over time they reflect on whether and how what they have invested in the resettlement process was matched or reciprocated through the performance of other participants. The study shows that once the urgency and immanent value of relieving suffering or saving a life resolve, humanitarian reason comes under strain because it has little to say about what comes next, namely humanitarian bargains.
Kosny, A., Santos, I., & Reid, A. (2017). Employment in a ‘Land of Opportunity?’ Immigrants’ Experiences of Racism and Discrimination in the Australian Workplace. <i>Journal of International Migration and Integration</i>, 18, 483–497. AUS Annotation written by Sally Baker Keywords: <i>Workplace; Immigrants; Racism; Australia; Occupational health and safety</i>	Context: Immigrants in the Australian labour force and the challenges they face in finding employment commensurate with skills and experience. Longitudinal Study shows that people who come via humanitarian migration stream and/or with low English language proficiency take longer to find employment. Authors offer review of immigrant employment: immigrants likely to do ‘3D jobs’: dirty, dangerous, and difficult (Schenker, 2008), less likely to work in unionised workplaces (Gilmore, 2009), more likely to be in smaller workplaces, do more physically demanding work, with resulting higher risk of injury. Overqualification correlates with higher likelihood of injury. Authors also review literature on discrimination and working conditions. Accent and ‘foreign’ name = less likely to get an interview; racial harassment = prevalent, mostly in terms of racial slurs Aim: To “explore how racism is experienced by a group of immigrants to Australia, how this shapes their employment experiences, and how workers manage racism in their work-lives” (p.486).

Methodology: Qualitative: interviews and focus groups with immigrant workers (n=84) in WA using grounded theory. Details on participants on p.487.

Findings:

Getting a foot in the door: challenges of finding meaningful employment, particularly language proficiency. Participants perceived a need to get Australian qualifications and work experience, and a perception that they need to 'specialise'. Participants noted that employers often don't know how to assess overseas qualifications: "As such, hiring an immigrant worker was a step into the 'unknown' and a 'risk' many employers chose not to take. 'Looking foreign', accents, 'foreign-sounding names', and even experience in non-Western countries were listed as barriers to finding work in Australia" (p.489). Path to upgrading qualifications = long and complicated by difficulties in finding appropriate information. Participants described strategies to help get the 'foot in the door', such as anglicising names and removing international work experience from resume.

Any job available: participants described taking whatever job they could find, which sometimes resulted in "putting up with racialized harassment and unsafe or poor working conditions" (p.490). In addition, the costs associated with migration and settlement meant that participants were forced into taking jobs to earn money, including sending remittances home. Some participants described working for free to get work experience.

Racism at work: the poor-quality jobs some participants had worked in also included racial discrimination, notably in caring/service roles. Competition for work from within groups (e.g. same culture groups) = led to bullying (e.g., Indonesian female on p.492). Workers often unsure of rights, preventing speaking up about racist behaviour and other problematic aspects. Also language proficiency also a barrier to this, as is cultural background (e.g., unfamiliarity with speaking back to power)

Coping strategies: thinking of job as temporary, using time to update skills and qualifications/ language proficiency, remain silent so as not to appear ungrateful, describing 'being humble', which = "doing work that was manual (and sometimes menial) and sweeping ones experience 'under the rug' at least initially. This was viewed by some as a cost to coming to a new country and succeeding in the labor market" (p.493)

Core argument: "most participants in our study reported difficulty finding work that was commensurate with their education and training" (p.494)

	In many ways, work conditions in Australia = better than in home country: “Often, workers reported better work-life balance, a more relaxed atmosphere, and greater access to opportunities, as long as they persevered and “applied themselves” to their work” (p.494) Authors note need for research to see if volunteering/ working for free as described by some participants actually leads to paid employment in that field. Also, more research needed on interconnections between racialised discrimination and poor working conditions. “The need to gain Australian work experience and maintain employment means that workers sometimes stay in jobs that are hazardous to their health and tolerate discrimination and racism. Difficulties experienced finding work help to consolidate the view that employment, once attained, should be kept at all costs. While cultural connections can help newcomers find employment, workers can experience exploitation from members of their own ethnic community, especially in circumstances where competition for employment is great” (p.496).
Koyama, J. (2013). Resettling Notions of Social Mobility: Locating Refugees as ‘Educable’ and ‘Employable’. <i>British Journal of Sociology of Education</i>, 34(5-6), 947–965. USA Annotation written by Dr Georgina Ramsay Keywords: <i>refugees; immigrants; social mobility; education; actor- network theory</i>	Context: US Aim: Examine impact of educational aspirations/trajectories on social mobility in US contexts Methods: Ethnography and interviews Findings: - Theory: Latour and Actor Network Theory (ANT) - It is through resettlement that certain objects, such as medical reports and English tests, combined with case workers’ assessments of employability and employers’ need for inexpensive labor, to create socio-material renderings or translations of refugees. Local resettlement becomes established as an ‘obligatory point of passage’ that not only mobilises certain actors—such as refugees, ESL teachers, lawyers, and caseworkers—but also invites them to become engaged in new identities and behaviours in multilateral engagements. - Many paradoxes in this field of education and refugees: highly educated refugees are not employable in their US cities; women with no formal education are designated as the most ‘educable’ and ‘employable’ and are placed in workforce training. These kinds of situations reveal how employable, educable, and societally contributing refugees are not entities that pre-exist, but rather that are produced or constructed in the materially heterogeneous

	relations of activities, such as ESL classes and workforce training, that are part of the resettlement process. - Identification process of ‘most employable’ members of families established at resettlement intake meeting. Creation of a plan, enactment of plan, including often placing refugee in ESL classes. - English language classes seen as a ‘purification’ process: exclusion of that which is not valued and those linguistic practices considered non-standard. - But then refugees are removed from English classes for learning ‘too much’ English, and taken to job training programs and interviews. Focus on employability. - Aim is not so much to get them to learn English, but get them to get jobs so they can look after their families (I.E. self-sufficiency is privileged) Implications: - Agencies that provide guidance/advice in terms of education are very important: the role of directing/steering refugees into education needs further focus - Article is not politicised enough: the point of educability and employability needs deeper examination (problem of using ANT theory) - Complicate the assumption that formal education represents an enduring pathway or necessary precursor to upward mobility. “As refugees are required by resettling agents to become economically self-sufficient as soon as possible, formal education such as ESL courses can limit initial employment opportunities and narrowing families’ livelihood strategies upon resettlement” (p.962)
Koyama, J. (2015). Learning English, working hard, and challenging risk discourse. <i>Policy Futures in Education</i>, 13(5), 608–620. USA Annotation written by Sally Baker Keywords: <i>refugees, risk, ethnography, ESL, workforce training</i>	Context: Argues that SfRBs are seen as ‘risk takers’ in US, as well as ‘at risk’ of not being able to adapt. “When resettled in the US, refugees, who are not easily located in broad American categories of race and class, become embedded in broad narratives of risk in which there is a precarious and often contested balance between losing and gaining something, and in which interactions are uncertain” (p.609). Author argues that government policy on refugee issues reduces capacity for economic independence, leading to 3 kinds of risk: risks of dependence on government resources; risk of ‘taking jobs’ from Americans; risk to nation security. Author focus on first two risks, “which represent a dichotomy of risk narratives, but which also poise refugees as risks to the

mythical/idealized quality of American life and economic wellbeing” (abstract). Focus on English language in policy =designed to get refugees into work/ mitigate risk that refugees will become dependent on government. Reviews literature on refugees and work (p.610). Author argues that “limited English ability and less education”, refugees often take low-paid, low-status, ‘menial’ jobs. This is exacerbated by common placement of new arrivals in low SES areas: “Refugees resettle in poorer urban neighbourhoods with higher newcomer populations and less access to stable transportation, diverse foods, and quality education for children” (p.610). Author notes gendered dimension (in general, women less likely to work [depends on cultural background])

Aim: To explore refugees participating in English/ job-readiness classes and how positive risk-taking is positioned by teachers; to challenge “the simultaneous positioning of refugees as risk-takers and as being at risk” (p.609). To respond to this question: “In what ways is risk enacted for, by, and about refugees in specific educational contexts?” (p.612)

Theoretical frame: Sociocultural notions of ‘risk’ (see Douglas, 1992; Beck, 1992; Giddens, 1991; Foucault, 1991) and ANT (Latour, 2005; Law, 1994). “Aspects of risk phenomena that matter in these strands of analysis include the origination of notions of risk, the conceptualization of risk, the identification of risk, the appropriation of risk, the symbolic use of risk, the ascription of blame to risk, the negotiation of risk, the managing of risk, the challenging of risk, and the relationship between risk and broader social and cultural phenomena” (p.611). Risk = functions as mechanism to ‘other’; “Cultural concepts of risk are embedded with shared beliefs, motivations, and sometimes, imagined experiences. They are often become taken for granted” (p.612).

Methodology: 2-year ethnographic study in north-east USA (city). Risk emerged as theme in interviews with resettlement workers but not so much with refugees. Data collection = 15 semi-structured interviews with resettlement workers (managers, program coordinators) at local refugee organisations; interviews with agencies/ organisations that provide services to refugees (n=25); interviews with business personnel who did not hire refugees despite opportunity to do so; refugees (n=31) who attended ESL/ job classes; 20 x refugees who got a job/ were entrepreneurs. Interpreters used for refugee interviews. Author also engaged in participant observation of classes/ and as volunteer ESL teacher

Findings:

In both classes, overcoming risks= coupled with getting employment in 2 ways. 1) hard work = positioned as result of previous risk taking or example of triumph over adversity. Risk taking = positioned as positive by teachers (e.g. ‘You worked so hard to get here...’), implicitly positioning refugees as ‘not quite belonging’, “but that they could, with continued hard work, belong. The refugees were being examined and compared to the previous generations of imagined, not necessarily realized, hard-working American ideals and norms” (p.614). However, many of the refugees expressed doubt that their pasts would help them get work in America. 17/31 said = new lives in the US; 12/31 = missed their own country and way of life.

Significance of learning English: “Learning English was, in the policies and practices of the resettlement community, emphasized as a key step toward refugees’ self-sufficiency via independent employment” (p.615). Learning English = positioned as ‘remedy’ for being at-risk, and = gateway to finding employment (“to land an entry-level position”, p.616). Same sentiment about importance of learning English = echoed by refugees; for those who had already learnt some English, they talked about learning more so they could get a ‘good’ job.

Risk of employing refugees: 1) risk that they may then look for better work once they had learnt English; 2) don’t want to be seen hiring refugees who are ‘taking Americans’ jobs’: “Thus, not learning English placed refugees at risk of no or underemployment, but knowing too much English was perceived by perspective employers as making the refugees too risky to hire – i.e. with additional English skills, they would either leave their jobs or expect to be promoted” (p.617). Actual figures showed that 2% of refugee workers moved on in one job, whereas they had 29% movement with non-refugee workers, meaning that “refugees were seen as liabilities who might take future risks to secure better employment” (p.617).

Core argument: “Rapid job placement is valued over adequate training in English, and formal education, such as ESL courses, can limit refugees’ availability for initial employment. Thus, refugees are often placed in entry-level and low-wage positions. Once secured in such positions, refugees delay their learning of English, which keeps them marginalized in American society” (p.618). Once they learn English, refugees are then perceived as risky or liabilities.

Author argues for longer period of financial support + increased access to ESL teaching and workforce training to give refugees (especially those with minimal English on arrival) a better chance

	of not being pigeon-holed into low-level work, which could have all sorts of economic and social benefits to individuals and country.
Koyama, J. (2017). For Refugees, the Road to Employment in the United States Is Paved with Workable Uncertainties and Controversies. <i>Sociological Forum</i>, 32(3), 501–521. USA Annotation written by Sally Baker Keywords: <i>actor-network theory; employment; ethnography; material objects; meaning; refugees</i>	Context: Challenges for refugees entering the labour market in the US (specifically northeast), specifically in terms of networks and connections. Author reviews literature on employment challenges that refugees face (un/deremployment; local/ cultural discrimination; education, gender, household composition). Aim: To “examine the connections between the uncertainties about actors, action, and agency that point to the need to understand society as sociomaterial networks”; to respond to this overarching question: “How are meaning, knowledge, and facts that come to make up a network actually made, maintained, remade, and, sometimes, undone?” (abstract) Theoretical frame: Actor Network Theory (ANT) so author can “go beyond considering connections between people to include links between people, ideas, and material objects” (p.502). ANT helps to explore five uncertainties, according to Latour (2005): 1) nature of groups; 2) agency at particular moments/ actions; 3) material objects as actants - agency/ nature of actant: intermediaries (transporting meaning) or mediators (shaping meaning); 4) what counts as ‘fact’; and 5) how to write accounts of these uncertainties. Methodology: Ethnographic study of refugees, resettlement agencies, other organisations that help refugees: 26m in ‘Wayside’ between 2011–2013. Data included surveys, interviews. This article focuses on employment and training survey data of refugees who were attending a training program at a resettlement agency (n=47). Some refugees took this course twice. Focus on refugees who had attended program and had been offered employment within a month of completion. Interviews with 38/47 survey respondents, as well as interviews with resettlement agency staff, business owners, and community leaders. Also, author observed the training program. Findings: Uncertainties and controversies (connected in real life but disaggregated for analysis) “How was their work eligibility determined and by whom in what situation? What were the contradictory ways in which the refugees were given their identities as “employable”?” (p.508). Koyama notes how the US Refugee Act mandates a service focus on English language and employment training for self-sufficiency, which drives how settlement services direct their activities. Koyama documents the initial touch points with new refugees (diagnostic English test,

	orientation at agency, an individual (written) plan for education and employment). This plan is described as “a mix of intuition, experience working with so many previous refugees, and a review of some really unrelated pieces of paper that are supposed to document the life of an individual’s worth”, according to the agency director (p.509). This information + the refugee’s legal documents are used to identify ‘most employable’ members of a family. Those nominated as/ self-identified as ‘employable’ or ‘almost employable’ attended a career training program. Author describes how several activities could initiate the start of a job-ready program, which was “a piecemeal and uneven placement process” (p.510). However, placement did not guarantee a person would attend the training: “Some assigned to the group did not start the program, opting instead to look for work on their own, through their church, or with friends. Others became resigned not to look for work at all. Some refugees were added to the trainings after they had already begun” (p.510). Controversies = come from disputes between case workers and ESL teachers (who have competing imperatives/ outputs); other disputes come from the sporadic v. regular attendance of refugees (see example of work clothes on p.511) Author traces the actions and interactions of ‘Beda’, a Bhutanese woman, as she finds work (see p.512–515) – example of how (mis)information about a job at a bakery circulated as an intermediary, and then how Beda acted on it and became a mediator. Author provides another case study of Etienne (Congolese man) and how he interacted with human and non-human actants when doing a maths/ English test as part of an application to work in a hotel (p.515–517) Core argument: “Human actants, including refugees, caseworkers, ESL teachers, career coaches, husbands, friends, and employers, go about their everyday activities, building and displacing associations with other humans, material objects, and idea. The constitution of the network relies on the ongoing performance or enactment of these relationships. The network achieves a particular form by and through the relationships and actions being performed” (p.518).
Lambrechts, A. (2020). The super-disadvantaged in higher education: barriers to access for refugee background students in England. <i>Higher Education</i>, 80, 803–822.	Context: While the exact number of applicants and students with refugee backgrounds (RBS) is difficult to ascertain, research suggests that they are under-represented in UK universities. Despite being recognised as a widening participation target group, only a third of England’s universities conduct specific outreach activities and dedicate budget for support of this group. Another third of England’s universities don’t collect any data related to students with a refugee background making

UK Annotation written by Dr Jen Azordegan <i>Keywords: Refugee background students, Refugees and asylum seekers, Barriers, Access to higher education, Widening participation</i>	it difficult to gauge how well these students are being attracted to, and supported in, higher education. While some of the challenges of accessing higher education are shared with other marginalised groups, the difficulties faced by students from refugee backgrounds are uniquely complex and can be more pronounced. Aim: To explore refugee background students’ perceptions of the barriers to higher education and understand the extent to which ‘super-disadvantage’, or the inter-relatedness of factors experienced by RBS, poses barriers to participation in higher education by this cohort. The analytical focus (and the key scholarly contribution) concerns how these different barriers to access not only accumulate but also inter-relate and exacerbate each other, leading to a super-disadvantage. Methodology: Semi-structured (face-to-face and email) interviews with 19 refugees and asylum seekers in the UK from a wide range of perspectives (e.g. currently studying or wanting to go to university, various ages, migration status, gender and origins). The article utilises a theoretical framework of ‘barriers’ of accessing post-secondary education and specifically draws on two of the four the main barrier groupings offered by Cross (1981): institutional and situational (i.e. systemic and structural). Findings: Amongst the varied group of participants, all were reported having experienced multiple barriers simultaneously, e.g. super-disadvantage, when attempting to access higher education. Institutional barriers were the most cited by participants. These were sub-divided into: • Informational (i.e. lack of timely, accessible, quality information; inaccurate guidance from third sector organisations; little appropriate, tailored pre-arrival information); • Procedural (e.g. meeting requirements for level and type of credentials, formal language requirement, mode of application) • Financial factors (understanding of available financial support, meeting costs/fees, relocating costs) Situational barriers (i.e. related to the individual’s broad circumstantial conditions; socio-economic or legal realities, etc.) also emerged. • Newcomer factors (unaware of rules and resources necessary to navigate system; little to no social network)

	• Environmental factors: Increased levels of relative poverty; employment restrictions; accommodation concerns) • Educational factors (language proficiency, gaps in educational history) Core argument: Universities appear to have only a superficial understanding of the socio-economic and legal realities of students from seeking asylum or from refugee backgrounds, and how these might impact the accessing of higher education. These, and other factors, are deeply inter-connected and pose complex, unique barriers to RBS participating and thriving in higher education. The ‘super-disadvantage’ experienced by potential students seeking asylum or from refugee backgrounds cannot be overcome without deliberate changes to outreach and support delivered by universities; however, the approach offered in this article may offer a productive framework for universities seeking to address barriers posed by ‘super-disadvantage’.
Lammers, E. (2007). Researching Refugees: Preoccupations with Power and Questions of Giving. <i>Refugee Survey Quarterly</i>, 26(3), 72–81. NETH Annotation written by Sally Baker Keywords: <i>young refugees, Uganda, methodology, research ethics, assistance</i>	Context: Explores issues of helping when researching with people; offers reflection from author’s time Aim: To explore “questions of power and on the methodological and ethical questions tied up with the issue of giving assistance” (p.72). Notes how understandings of power shifting in anthropology from 1960s, as anthropologists started to question the appropriation of voices: “The focus of the power discourse by self-aware anthropologists then shifted, it seems, from an emphasis on do-s to an emphasis on don’t-s: from the responsibility to use one’s power to admonitions about not to abuse it, that is, to not violate the authenticity and dignity of these ‘new’ voices” (p.73) Methodology: Reflective/ reflexive account of author’s time in Uganda Discussion: Critiques notion that refugees are powerless; argues that power comes from many places She embarked on her studies/ travels with the idea that giving material/ financial support would not happen (unethical/ issues of reactivity); she changed her position when in Uganda and faced with the destitution of her participants. She always paid for their transport and combined fieldwork with food, as well as engaging in hands-on advocacy via a project at local university. She also gave money for passport photos, paying for letters of recommendation, photocopying and email services, for blood tests, medicine and hospital bills (malaria/ miscarriage treatment), for food, a blanket, a stove. Later she contributed towards school fees (and she later set up a foundation when

	back in the Netherlands). She responds to potential critique by arguing: “It seems quite likely to me that a person would purposefully give biased answers when there is no compensation involved – in whatever form – for knowledge, trust and time spent and shared. Many refugees are disappointed and frustrated with the empty promises of researchers and aid consultants, and more than once I heard, ‘We have seen so many of them, it makes no difference, we tell them what they want to hear’” (p.76). Author uses the term ‘assistance’ Trust = precondition for open conversation (facilitated by assistance) – assistance can be given through attentiveness and making time to listen. “Actions or conceptualisations that require crossing the boundary between [‘inside’ and ‘outside’] too often or too unpredictably appear ultimately confusing” (p.78). She unpacks her discomfort with giving, and writes of coming to the realization (through conversation with a colleague) that it is much easier to give than to receive in such contexts. “The trials of being on the receiving end are often aggravated by the attitude of the supposed ‘helpers’. Everyone can faultlessly sense the attitude of his or her ‘helper’, and both extremes – ‘you are undeserving’ and ‘you poor thing’ – are equally disturbing” (p.80). Core argument: Need to think carefully and honestly about the methodological and ethical tensions of giving (and receiving) and the affective dimensions of this kind of assistance.
Lawson, L. (2014). “I Have to be my own Mother and Father”: The African Student Experience at University, a Case Study Using Narrative Analysis. <i>The Australasian Review of African Studies</i>, 35(1), 59–74. AUS Annotation written by Dr Georgina Ramsay HIGHER EDUCATION	Context: Case study of Sudanese student studying at QUT Aim: Provide insight into the needs of African students, and make suggestions for the ways that universities can respond to those needs. Conclusions: Experiences of discrimination, stigmatisation, inability to get a placement or work following graduation, social exclusion, failure of subjects a source of shame. HEB students may require more knowledge of career pathways to meet their aspirations. HEB students need a dynamic and relational approach to support at HE. Gap between lack of formal education in pre-arrival experiences means that understanding expectations of HE can be difficult. Refugees have a specific experience of migration and settlement that needs to be taken into account in the HE context. Implications: HE institutions need to orient students with language and learning advice, specialist career counselling, general life education, health and financial support, and extra tuition.

	The lack of career opportunities for these graduates upon completion of their degree is also going to be a new arena of concern in the future. Core argument: Refugee experiences in HE are complex and unique, but not able to be homogenised; HE institutions need to recognise the specificities of this group and provide support accordingly.
Lawson, L., Ngoma, T., and Oriaje, K. (2011). African Student Experience At University, a Paradigmatic Case Using Narrative Analysis. <i>Conference Proceedings of the Association for the Study of Africa in the Asia-Pacific</i>: Flinders University. AUS Annotation written by Dr Georgina Ramsay HIGHER EDUCATION	Context: Students from an African refugee background at QUT Aim: The intersection of HE experiences in the transitions of young adult refugee learners, who are often negotiating culture shock and challenges to identity. This transition may be mediated without access to close family. Conclusions: Identity is a resource that refugees can beneficially use to negotiate their HE experience. Identity must be seen as a resource. Methodological comment: The single case study could be expanded to include the broad sample that was involved in the study. The author suggests that HE institutions should sponsor opportunities for students to 'showcase' their culture with the university community; yet it is not recognised that it is important not to assume that all students from HEB backgrounds necessarily relate to their 'African' culture in a particular way that needs showcasing. Core argument: What protective mechanisms do students put in place to negotiate barriers to access and participation in HE?
Lee, E.S., Szkudlarek, B., Nguyen, D.C., & Nardon, L. (2020). Unveiling the Canvas Ceiling: A Multidisciplinary Literature Review of Refugee Employment and Workforce Integration. <i>International Journal of Management Reviews</i>, 22, 193–216. AUS Annotation written by Sally Baker	Context: Integrating refugees into the Australian labour force; “Increasing levels of displacement and the need to integrate refugees in the workforce pose new challenges to organizations and societies” (abstract). Authors argue that refugees’ experiences of finding employment and integrating into workplace in settlement contexts are different from other migrant groups because they “are forced to flee their home countries, and their admission into a new society is not based on a match between their skills and the needs of the job market” (p.194). Refugee research = complicated by “a myriad of disciplinary silos [which] poses significant hurdles for management scholars in conducting informed research that builds on existing knowledge and adequately utilizes work in other disciplines” (p.194). Authors note the slippage in terminology used in refugee research and define ‘refugees’ as “individuals, regardless of their legal status, who have fled their home country to seek protection

and security in another country and cannot safely return due to a well-founded fear of the prevailing circumstances in their country of origin” (p.195).

...“*refugee workforce integration* is understood to be a process in which refugees engage in economic activities (employment or self-employment) which are commensurate with individuals’ professional goals and previous qualifications and experience, and provide adequate economic security and prospects for career advancement” (p.195).

Aim: To respond to RQ: “What are the factors impeding refugee workforce integration?” (p.194)

Methodology: Systematic review of literature (process on p.195–6); limitations noted as 1) predominant focus on developed countries (but could also be explained by limited research on employment in developing contexts, where the imperative is more likely skewed towards survival work rather than ‘meaningful’ employment), and 2) disciplinary siloes (ethnic/ migration studies; management studies; poli produced diverse theoretical and methodological approaches = fragmented knowledge.

Findings:

Institutional factors: diversity in “transnational conventions, international regulations, national legislation and, in some cases, even municipal provisions of support” (p.197), specifically:

- 1) “the influence of institutional regulations around immigration and
- 2) (ii) institutional arrangements regarding recognition of foreign qualifications and education, as well as
- 3) (iii) socio-political climate involving public sentiment and political rhetoric” (p.197)

Organisational factors:

- 1) Employers: “Research on the role of employers in refugee workforce integration indicates that suboptimal employment outcomes are often driven by lack of appropriate organizational structures and practices, as well as ethnocentrism and discrimination, cascading down into organizations from the institutional level” (p.200)
- 2) Recruitment and selection: discrimination in process, “mainly linked to precarious legal status, gender, accent, religion, appearance and/or ethnic background” (p.200; see Hugo, 2014) + systemic marginalisation of refugees

- 3) Training: mostly provided by settlement organisations/ NGOs and not employers at workplaces
- 4) Renumeration: refugees are usually given poor terms and conditions than other migrants; often work in low-skilled jobs that earn minimum wage, or earn lower wages because of lack of host-country qualifications or experience
- 5) Employee relations: general sense of exclusion of refugee workers
- 6) Self-employment: “refugee entrepreneurship is often a necessity rather than an opportunity-driven choice” (p.202)
- 7) Settlement organisations: play a role but often = ineffective and disorganised: “support organizations can limit refugees’ career choices by offering immediately available jobs and failing to cast a wide net for employment opportunities” (p.203)
- 8) Career coaching: “training offered by support organizations was not only inadequate and led to particular ethnically stereotypical occupations, such as manicurists, but also ‘funnelled refugee women into feminized occupations’, including childcare providers” (p.202–203)

Individual factors: demographics: most significant = gender and age (men more likely to be employed than women), language proficiency, social networks, mental health and motivation
Canvas ceiling: “The notion of a canvas ceiling denotes that, for refugees, not only is their professional advancement challenging, but so is access to employment that is commensurate with their previous experience and qualifications. Our mapping of the field indicates that the canvas ceiling represents an extreme form of systemic marginalization that cuts across multiple levels and results in an interplay between the complex combinations of barriers at those levels. That is, refugees experience interrelated effects of compound challenges that they must overcome in order to achieve adequately remunerated and commensurate employment with prospects for professional advancement” (p.206).

Core argument: Authors develop concept of ‘canvas ceiling’ “to denote the multilevel system of barriers distinctive to refugees’ struggle in their quest for workforce integration” and to represent “the combination of latent structural and cultural nuances that negatively impact refugees’ access to commensurate employment and consequent professional advancement, thereby perpetuating workforce inequality”. The canvas ceiling “encompasses institutional-, organizational- and

	individual-level challenges that refugees encounter in accessing and advancing quality employment within the receiving society” (all p.194) Authors pose series of potential RQs (vertical/ multilevel approaches; horizontal/ cross-comparison approaches; organisational gaps; theoretical gaps) — see Table 2 on p.208.
Lenette, C. (2016). University Students from Refugee Backgrounds: Why Should We Care? <i>Higher Education Research and Development</i>, 35(6), 1311–1311. AUS Annotation written by Dr Georgina Ramsay POINTS FOR DEPARTURE	Context: Australia, higher education and support provided to students from a refugee background Aim: Problematises how Australian tertiary education system responds to and provides support to students from a refugee background. Describes how the onus rests on higher education institutions to provide appropriate and adequate support, but that there is a lack of tailored support made available to refugee students which prevents them from reaching their full potential. Conclusions: • Anecdotally, teaching and support staff often struggle to provide adequate support to SFRBs because it is time intensive and because the needs of these students is often complex. May require a different pedagogical approach, but this is not recognised in responses to SFRBs. • There is a lack of accurate figures on how many SFRBs attend Australian universities, meaning that little is known about their educational experiences. • Claims universities should care about meeting specific needs of refugee students because 1) moral obligation, supportive educational trajectories can produce better settlement outcomes and redress social disadvantage 2) Socioeconomic impetus, successful higher education outcomes increase socioeconomic advancement of the country and prevent marginalisation, makes “economic sense”.
Lenette, C., & Brough, M., & Cox, L. (2012). Everyday resilience: Narratives of single refugee women with children. <i>Qualitative Social Work</i>, 12(5), 637–653. AUS Annotation written by Sally Baker	Context: Critically explores dominant notion of resilience in context of everyday lifeworlds of refugee single mothers. Conceptualisation of resilience: Resilience = psychological notion/ ability: “often seen as the atypical ability to revert or ‘bounce back’ to a point of equilibrium despite adversity” (p.638). Resilience = useful lens in that it moves away from pathologising ‘victims’ of trauma and works towards building strengths-based approach/view of experience. However, the notion is often used unproblematically: “the dominating tendency to conceptualize resilience narrowly as an ‘inner’ capacity ignores or problematically reconfigures the ‘outer’ social worlds in which lives are embedded” (p.638). Also, it sets up a problematic dichotomy of resilient and not resilient. Authors

Keywords: <i>Ethnography; everyday life; person-environment; refugee mental health; resilience; single refugee women</i>	are concerned about negative social meanings attached to those who don't 'bounce back'. Who decides what is resilient and what isn't? (see Ungar, 2003) Individual notions of resilience ignore the sociocultural contexts, with resilience having different meanings according to different cultural frames. Harvey (2007) puts forward an ecological view of resilience. Touch on resilience and neoliberalism (trauma stories as symbolic capital – Kleinman & Kleinman, 1997 – and 'deserving citizen' actively pursuing self-improvement – Rose, 2006) Methodology/ research: Based on ethnographic exploration of experiences of 4 single mothers from African refugee backgrounds in Brisbane. Constructionist approach = useful for exploring relationships between individuals and environments and this iterative lens is important for avoiding depoliticised/ decontextualized/ individual reification of resilience. Constructionist view of resilience = "successful negotiation by individuals for... resources" (Ungar, 2004: 352, on p.649) Conclusions: By exploring resilience in everyday lifeworlds of refugee single mums, foregrounds <i>processes</i> of resilience rather than internal <i>traits</i> (p.639). Resilience is dynamic process that can be seen in the everydayness of human experience (p.640). In the authors' research, the participants were not applauded for resilience because it was part of their everyday experiences and their "constant re-evaluation of life's daily tensions" (p.649) and in "the women's ongoing commitment to move on, dealing with a series of challenges through time" (p.649), i.e. not extraordinary internal traits. Person-environments focus shows how "resilience was a process operating inter-subjectively in the social spaces that connected them to their environment as they embraced personal resources and opportunities to deal with resettlement challenges" (p.650) = foregrounds impact of social worlds/ ongoing process of negotiation with challenges over time and according to context (p.650)
Lenette, C., & Ingamells, A. (2013). From "Chopping up Chicken" to "Cap and Gown": A University Initiative to Increase Pathways to Employment for Skilled Migrants and Refugees. <i>Advances in Social Work and Welfare Education</i>. 15(1), 64–79. AUS Annotation written by Sally Baker	Context: Students from HEB background at Griffith University enrolled in Graduate Certificate of Community and Youth Work, provided to overseas-qualified refugees and migrants ran in 2010 and 2011. Aim: Explore issues to employability and success in HE for HEB background students. Conclusions: Access to university is not enough to effect change. The classroom dynamics, teaching and learning styles, and curriculum all needed to change if this cohort's needs were to be met in ways that acknowledged their status and existing strengths. There is a gap between the

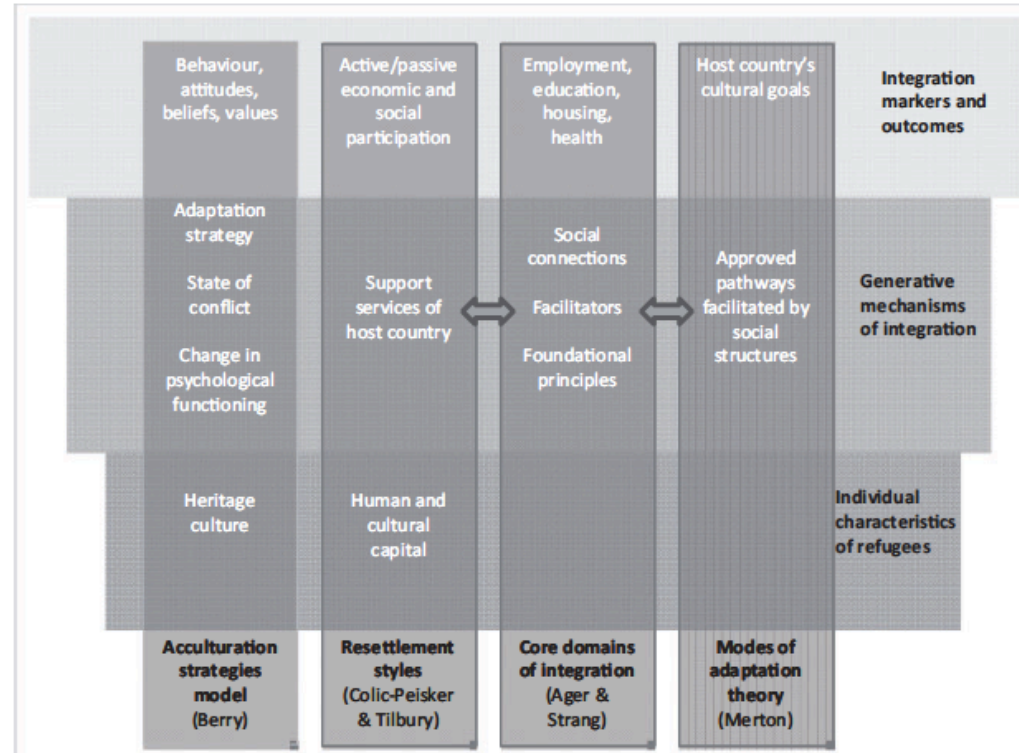
Keywords: <i>Overseas Skilled Refugees; University Equity Policies; Learning and Teaching</i>	expectations and skills of students, and the curriculum, which is developed prior to semester beginning, and without a sense of what kinds of pedagogies these students require.
Ljunggren, J., & Orupabo, J. (2020). Moving beyond: narratives of higher educational aspirations among descendants of immigrants in vocational training. <i>British Journal of Sociology of Education</i>, 41(5), 701–716. NOR Annotation written by Sally Baker Keywords: <i>Immigrant descendants; vocational education; aspirations; class; moral boundaries</i>	Context: Vocational/skilled education in Norway (aux nursing + electricians) + aspirations and children of working-class immigrants: “This issue pertains to them, not only as individuals, but also because their educational performance on a group level is used as a measure of success or failure – indeed often described as the ‘litmus test’ of integration” (p.701). Article starts from findings from research with adolescents (majority with immigration backgrounds) that most wanted to move beyond these occupations and attend higher education, prompting this question: “what kind of aspirational narratives these accounts of ‘moving beyond’ are embedded in?” Authors review literature on aspirations and integration of 2G migrants: downward assimilation (Haller et al., 2011) – reproducing parents’ positions as low-skilled workers; or upward assimilation (Heath et al., 2008) – outperform the majority of their peers in school. This is described by the authors as an “immigrant paradox” (p.702). Students’ cultural and social resources are important; ‘immigrant bargain’ (where children feel they need to make up for parents’ migration efforts) is significant. Also, “Optimism and high educational aspirations are components of a family project on intergenerational mobility” (p.702). Aim: To argue for “a <i>broader</i> view of the mainstream society” that accounts for second generation immigrants – specifically “second-generation adolescents on an educational path to skilled working-class occupations” (both quotes p.702); to argue for expanded ideas about integration (not just high educational attainment); to “discern three different but related prominent narratives on the apparent mismatch between the interviewees’ choice of education and framing of their educational aspirations” (p.702). Theoretical frame: Aspirations/ moral significance of aspirations as ‘classificatory struggles of value’ (value and social class) Methodology: Part of bigger ‘pathways to integration’ with second-generation youth undergoing 2nd year of vocational training (n=35), aged 17–21; 30 of whom had parents who came from 18 different countries. 16 of the students (10f) in auxiliary nurse program; 19 of the students (18m) in electrician program. Semi-structured interviews

	Findings: Authors offer three narratives of aspiring for higher education 3) Smart, easy, safe: vocational course considered easier and because grade requirements were lower; thus, this decision = “individualistic and strategic” (p.706). Many participants compared with lower high school and appreciated the lesser focus on theoretical subjects. Students also described HE as ‘risky’ and so the vocational course provided a ‘plan b’. 4) Discrimination and stigma: most students described forms of discrimination from school counsellors in lower secondary (choosing between academic and vocational track) – “it frequently happened that the student counsellors discussed how a vocational programme would be the best for them because it was easy” (p.708). This corresponds with other studies that have identified teachers’/ advisors’ attitudes towards ethnic minority students. Other factor = perceived ethnic discrimination in the labour market (especially for electrician students). “HE as a requirement to obtaining a position in the army, is not only viewed as a factor that can help them avoid discrimination in the labour market, but it may also be about being recognised as Norwegians” (p.709). 5) Ghetto kids/ ghetto schools: vocational schools are almost all located on low SES side of Oslo, where all the participants grew up. Two local schools have a bad reputation/ are portrayed as problematic. Participants often described their choice of school in terms of proximity to home, and the stigma leads to ambivalence with their identities. HE is seen as a way of becoming respectable. Core argument: Participants’ educational choices and aspirations = “embedded in moral context of higher education aspirations” (p.712). “Yet, by way of grappling with and explaining the immigrant paradox, this research could be viewed as unintentionally contributing to a discourse that narrows what is considered success, by subjecting it to an upper middle-class gaze” (p.703).
Long, D., Geer, C., & Zarnitz, M. (2018). An Examination of a University-based Refugee Speaker Series. <i>Journal of Refugee Studies</i>, 32(4), 630–644. US Annotation written by Dr Megan Rose	Context: Perceptions of refugees in the United States of America. Aim: To identify and describe the of impact of an American university’s refugee speaker series. Methodology: Theoretical application of connected learning; Questionnaire (n= 71). Findings: University-based refugee speaker series have the potential to assist in the professional development of employees in healthcare, social services, and education.

UNIVERSITY SPEAKER SERIES REFUGEES	Speaker series also contribute the elevation of positive reception of refugees. Audiences indicated that they learnt about a wide array of refugee challenges, but employment and job opportunities were identified as the top two. Core Argument: A speaker series is an effective way of providing a means for refugees and others to connect in a way that is authentic and educational. Participants are able to learn about refugee needs and understand the importance of promoting social justice.
Losoncz, I. (2017). The Connection Between Racist Discourse, Resettlement Policy and Outcomes in Australia. <i>Social Alternatives</i>, 36(1), 37–42. AUS Annotation written by Sally Baker	Context: Australian settlement policy and outcomes (poor, according to the author), in the broader context of “the influence of ultranationalist political parties and their racist discourse is on the rise across a range of countries” (p.37). Racism in Australia = “is a cultural, as opposed to a biological, criterion, focused on delineating national identity and separating ‘us’ from ‘them’” (p.37). There are assumptions that government policies and settlement services “ensure that institutions provide equal access to all members of Australian society, will also provide equal opportunities to refugee immigrants accepted for resettlement” (p.38), but this is frequently not the case for migrants, especially refugees. Author argues that Australia’s refugee settlement program/framework is inadequate – partially because it is based on an economic rationale. Author argues that increase in humanitarian intake from countries in protracted dispute/ conflict impacts on levels of education and skills (assumptions about these = problematic), which has been matched with a decline in targeted support (see p.38). Aim: To explore “the connection between rising exclusionary narratives, resettlement policy and practices, and subsequent resettlement outcomes for refugee migrants” (abstract) Methodology: Empirical – draws on survey data from first wave of the Longitudinal Study of Humanitarian Migrants or ‘Building a New Life in Australia’ (BNLA) Survey (n=1798 respondents: 21-55; 59% married; 43% female) Findings: 15% of respondents had never been to school 38% held post-school qualifications 58% had work experience prior to arrival 70% couldn’t speak English well or at all - Many from high conflict zones (40% Iraq, 25% Afghanistan) 33% suffered from PTSD

	Also high levels of self-efficacy and positive self-attitudes (89%, 93% respectively). Only 6% in paid work 6 months after settlement. Employment impacted by gender, age, time in Australia and English proficiency Men much more likely to be employed Odds of employment decline with age Education level and employment prior =not significant predictors of employment Core argument: The low levels of employment (given high aspirations and positive self-attitude and prior work experience) = “raises questions about socially structured inequalities in Australian settlement policies and discrimination from employers” (p.39). Despite body of scholarship making similar case, Australian government and employers dismiss these structural and societal barriers, and instead support an individualised deficit discourse (individuals lack skills, ‘cultural knowledge’ or desire to find work). Data also suggests current pathways to translating post-school qualifications and prior work experience are inadequate. Author makes specific critique of AMEP on p.40) – it doesn’t recognize the time needed to learn language and literacies. Furthermore, there are inadequate opportunities to gain Australian work experience - “employment agencies are largely unresponsive to the needs of refugee migrants” (p.40)
Losoncz, I. (2017). Goals without means: A Mertonian critique of Australia’s resettlement policy for South Sudanese refugees. <i>Journal of Refugee Studies</i>, 30(1), 47–70. AUS Annotation written by Sally Baker Keywords: <i>Refugee integration, Australia, Merton, South Sudanese, structural exclusion</i>	Context: Resettlement of recently arrived South Sudanese refugees in Australia. Author argues that understandings of “resettlement styles and strategies come about and how they relate to the acculturation expectations and policies of the receiving country” = needs work (p.48). Paper offers literature review of theories of adaptation by migrants (p.49):

Conceptual frameworks of integration



1) Berry's model of acculturation (1980, 1997): integrate, assimilate, separate, marginalise.

2) Colic-Peisker & Tilbury's (2003) active and passive resettlement styles: achievers and consumers; endurers and victims, whereby active connotes with positive attitudes to migration

3) Ager & Strang (2008) integration model (domains, markers and means, facilitators)

Aim: To "explore the structures and pathways facilitating the integration of resettled refugees"; to demonstrate that "Australian Government institutions [have] failed to provide accessible pathways and support to Sudanese refugees to navigate institutional means for achieving economic and

social inclusion“ (abstract); “to understand the inter-relationships between domains, identified by Ager and Strang (2008) by systematically exploring the structures and pathways facilitating integration using Merton’s modes of adaptation (p.53).

Conceptual frame: Merton’s (1968) typology of modes of adaptation – focuses on cultural goals that people are expected to meet and allows for exploration of social structures. Merton’s work is useful for examining disparate experiences of “making structurally determined alternative choices” (p.53) in context of migration. Merton viewed context as comprising a cultural and a social structure, whereby “the cultural structure sets goals, while social structure provides the means for making and implementing goals” (p.53; see also Crowther, 2004). Disassociation between the two structures leads to *anomie* (breakdown/ non-conforming responses). Merton identified 5 modes of behaviour, “which people adopt in response to how well the approved goals and access to means for achieving these goals correspond with each other in particular societies or in particular situations”: conformity, innovation, ritualism, retreatism and rebellion (p.54).

“In stable societies such as Australia, the most common adaptation type is conformity, where individuals attain societal goals by socially accepted means. But when legitimate pathways to achieving prized social goals are blocked, or become too hard to sustain, Merton argues, people adopt nonconforming conduct, such as, retreatism—resistance to both normative goals and their formal institutions; rebellion —replacing normative goals and their institutions with new ones; innovation —acceptance of normative goals but finding unorthodox means to fulfil them; or ritualism, where, in contrast to innovation, one continues to subscribe to the means but abandons the cultural goals” (p.54). Ritualism is the most common response (particularly for South Sudanese), as it “may be an escape from the disappointment and frustration that for marginalized groups seems inherent in an environment focused on economic success” (p.55). Partly this is related to low employment opportunities and partly to unmet expectations about education. Consequently, author argues that South Sudanese have turned to retreatism once their expectations

Methodology: Critical realist grounded theory design/ ethnographic engagement with South Sudanese community (n=32) and community workers (n=9) in Canberra, Adelaide, Sydney, Melbourne. 41 people interviewed; 32 of whom = from South Sudanese and arrived less than 10 years before. Most = Dinka or Nuer. One third = female

Findings:

Employment: pathway to inclusion and security: all participants were refugees (thus not economic migrants) and all arrived with hopes for inclusion and an opportunity to re-establish their lives; “for most participants it also meant strong desires and expectations to connect with the economic, social, cultural and political life of Australia” (p.57). Employment = also viewed as best way to integrate and interact with Australian society. However, expectations were not met and most were either un- or underemployed (South Sudanese = more than 6 times more likely to be unemployed than Australians in 2011. Main reasons for employment = lack of social capital and low human capital (inc. English language) and non-recognition of forms of human capital, such as prior qualifications. Unequal opportunities for employment and recruitment.

Human capital: English language = predictor of employment; however “the current provision and support

for migrants to learn the language of their new country do not reflect this importance” (p.59). All participants viewed AMEP as “grossly inadequate” for refugees who were pre-literate or hadn’t experienced formal education before.

Social capital: Lack of informal networks for searching for jobs. Strong social bonds within South Sudanese community aren’t useful for finding work, and bridging social capital (bridging to Australian/ host culture/community) is relatively weak in South Sudanese community. Employment providers/ Job Active providers = generally unaware and unable to support refugees’ specific needs with regard to finding work due to restrictive operational protocols.

Failure to recognize human capital: distress recorded amongst participants with regard to university graduates still not being able to find work – some questioned whether this was blatant discrimination/ ‘hidden racism’ (see also Hugo, 2011 for statistical evidence of this, which he termed a “refugee gap”). Author notes research (Colic-Peisker & Tilbury, 2007) that reports how employers are seemingly unaware of this/ refused to take responsibility for discriminatory employment practices.

Structural barriers: **lack of work experience/** opportunities to gain work experience due to lack of structural recognitive or redressive measures to help refugees gain employment. **Merit-based systems**, which are supposed to be ‘diversity-blind’ do not recognize and redress the uneven playing field in which refugees are at a critical disadvantage when compared with Australians;

	indeed, “The merit-based selection system may indeed block the economic participation of humanitarian migrants and heighten their socio-economic disadvantage” (p.63). Affirmative action discussed on p.63 Core argument: A lack of engagement at the state/ government level has driven the resettlement strategies and styles of South Sudanese refugees. Author proposes there is “a disconnection between cultural goals towards which migrants are expected to strive and structures providing access to these goals” (p.48). Participants expressed frustration at not being able to overcome structural barriers (e.g. still not being able to find work even after graduating from university). Consequently, retreatism appears to be a communal response (lack of trust, lack of faith). Author argues for “higher levels of engagement from the Australian Government to remove or moderate structural barriers in order to improve the economic and social participation, and subsequent integration, of resettled refugees in Australia” (p.66).
Losoncz, I., & Marlowe, J. (2019). Regulating immigrant identities: The role of government and institutions in the identity construction of refugees and other migrants. <i>Journal of International Migration and Integration</i> 21, 117–132. AUS Annotation written by Maria Ahmad Keywords: <i>South Sudanese Australians, Refugees, Self-identity, Identity threat, Identity construction</i>	Context: In the early years of the 2000s Australia received a large number of refugees from Africa and especially from South Sudan with a ‘proud history of Nilotic origin’ (p.118). This was also the time when the narratives of Australian government were changing from accepting multiculturalism towards establishing the superiority of Anglo-Australian values as the way to achieve ‘social cohesion’ and ‘national security’. This policy by Australian government of demanding social integration or assimilation of refugee population in Australia by showing commitment to ‘Australian values’ (p.118) has implications for the positive self-identity construction of refugee communities. This study deals with identity struggles of Sudanese refugees re-settled in Australia, in the times when official and popular narratives in Australia project the Sudanese refugees as an ethnic group involved in organised gang related crimes in Australia. Aim: This research study by using the case of Sudanese refugees aims to demonstrate how government institutions and social structures influence the self-identity construction of refugees. The study also intends to highlight the fault lines of the policy of regulating the identities of refugee in the name of social cohesion and national unity. Methodology: This is an ethnographic study employing a ‘critical realist grounded theory design’ (p.122). <i>Data collection methods:</i> observations at community meetings, celebrations and church services and interviews. <i>Geographical context and time frame of data collection:</i> Data were collected between 2009 and 2012 in four Australian cities

Participants: 32 South Sudanese men and women who resettled to Australia less than 10 years ago. Participants belonged to different South Sudanese ethnic groups; however, the majority being Dinka and Nuer. The age of the participants ranged from 18 to 50 years and one-third of the participants were women and had varying level of formal education. A third of the participants were employed.

All participants were interviewed in English, which most of them could speak well. In addition to this, 9 Sudanese and non-Sudanese community workers who had close professional connections with the Sudanese community were also interviewed. *Sampling:* Initial convenience and snowball sampling of participants progressed to purposive sampling as the research moved forward (p.122).

Findings: Findings of the study are based on a case study of South Sudanese refugee community resettled in Australia. The authors of the study describe the challenges the member of the community face while managing the processes of self-identity construction. For a complex discussion of this struggle of positive self- construction and maintaining it especially while interacting with authorities, the authors use Brathwaite (2009 a ,b, 2013) work on self-identity. Braithwaite (2009a) identifies three aspects of self-identity: first the moral self, related to our sense of being good for doing the right thing due to self-motivation; second, the status-seeking self that relates to striving for achieving personal goals and third is democratic collective self that is linked to our feelings of being a equal and valued members of a community with rights to be listened and respected.

The participants of the study see opportunities for economic independence and strong family connections based on respect for their heritage family values as the ways to strengthen their moral selves. In this regard, being a responsible parent is an important cultural goal and source of constructing a positive moral self for Sudanese refugee community members. Discipline is considered a key feature in parenting in Sudanese community and the community look at it as a way to develop responsible adults. However, the parenting practices of the community members are often considered as inappropriate by the Australian authorities and sometimes this difference of parenting practices between the cultural values of the community and the values of their host community can led to the intervention by the concerned government departments. The community members feel that their positive intents behind their parental practices are not acknowledged and they are usually labelled with negative stereotypes in relation to their cultural identities and

practices, which hinders the construction of a positive moral self for the members of the community.

In addition to this, exclusion faced by the members of the refugee group to improve the financial prospects for them and their families thwart their efforts to construct their status-seeking self. Economic independence by securing a paid job is considered crucial by the participants to grow out of their identities as 'refugees' and to embrace their new identities as 'responsible citizens' of the host country. Moreover, economic independence is also important especially for the male members of the community, as it can help them to restore their dignity in their traditional family structure by being the bread winner of the family. However, the community members often find their efforts to secure paid jobs thwarted by differential social structures and lack of receptiveness in the host community. This response by the host communities pushes the members towards their Sudanese community, which offers them more secured self-identities. Family heritage values in the Sudanese community that serve as a source of respect and positive self-image for the members become irrelevant in the new legal environment of the host country that offers a different dynamics of negotiating economics rights in the family. This difference of dynamics and legal structure in the host society allow the authorities to intervene in the private familial spaces of the communities by disenfranchising their parental practices. These experiences of exclusion and intrusion by the authorities impact the construction of moral, status seeking and democratic selves of the participants.

These failures in constructing legitimate moral and status seeking selves by the members of the community usually lead to the formation of community response to express their grievances to the authorities. The marginalised communities reached to their democratic collective self in the hope of their voices being heard by the authorities. In the case of Sudanese refugees in Australia constant economic marginalisation and inability of the authorities to listen and cater their views as parents in family conflicts gave the reason to the community to look for their democratic collective self. But any possibility of having open dialogues based on empathetic listening of voices from the marginalised community is slim due to 'rigid and culturally unresponsive' protocols around managing any engagement with clients as followed by Australian government departments.

	Discussion: The study highlights the importance of the role government institutions can play in diminishing or affirming the positive self-conception of the refugees, who often struggle to manage the pressure of reconciling their ‘heritage values’ with the values of their host community usually under the pressure of identity regulating policies by the host governments. The participants in the study expressed their expectations from the Australian government to recognize and address the structural exclusion of the Sudanese refugee communities in Australia that need affirmation of their moral selves, resources and opportunities to pursue their status seeking self and listening to their democratic self as community. The study describes the disappointment often felt by the refugee groups over lack of appropriate support by the concerned government departments in Australia. This pattern of ignoring the concern of the community can be related to two main reasons: first the lack of cultural awareness and experience among the public service workers dealing with refugees and second is inflexible governing structures and practices which give little autonomy to the government and community workers to address specific individual and community needs. However, government institutions can re-claim moral legitimacy in the refugee communities ‘by addressing moral legitimacy, respecting individual advancement, and by persuasive appeals to a collective as well as individual self’ (p.183). Core argument: Refugee population groups like people from other social groups have right to lead meaningful lives by constructing positive self-identities and for achieving this goal they need adequate and culturally responsive economic and social support by the government authorities along with opportunities of being heard as communities for their concerns.
Macaulay, L., & Deppeler, J. (2020). Perspectives on Negative Media Representations of Sudanese and South Sudanese Youths in Australia. <i>Journal of Intercultural Studies</i>, 41(2), 213–230. AUS Annotation writtem by Maia Gunn Watkinson Keywords: <i>Media representations; youth; Australia; Sudanese and South Sudanese; belonging</i>	Context: international context of negative media representations of refugee and migrant communities, national-Australian context of “othering” non-White migrants, and intensifying negative portrayals of Australian Sudanese and South Sudanese communities in the media from 2018 specifically. The research paper is one part of a larger qualitative study of Australian Sudanese and South Sudanese youths’ experiences transitioning to adulthood. Aim: “to better understand perspectives of Australian Sudanese and South Sudanese youths and community organisation representatives working closely with these youths regarding media representations of Australian Sudanese and South Sudanese youths” (p. 3) Methodology: Voice-centred relational methodology proposed by Brown and Gilligan (1991). In VCRM, “the focus is on the voices of participants and how these voices are in relation with the self,

	with others, and with wider macro aspects of society” (p. 4). The research has a multi-site case design. The authors recruited 12 youth from 2 non-for-profit community organisations in Melbourne, and 6 representatives recruited from same organisations. They conducted individual interviews and one focus group. They created “pronoun-poems” from transcriptions of interviews and analysed them. Importantly, they paid attention to the ways that African philosophies (Ubuntu and cieng) would influence pronoun use. The approach was participatory, with participants reviewing and (if needed) making changes to poems. Findings: the key theme is “consequence over content”, where the consequences of the representation framed the perspective rather than its content. They identify 5 sub-themes: • <i>racism</i> (from social and emotional perspectives, switching between personal and collective pronouns to highlight breadth of everyday racism), • <i>political belonging</i> (feeling of citizenship being de-legitimized or unfulfilled,) • <i>racialisation</i>, (“their belonging in Australia is situated as being politically relative to whiteness and dependent on political agendas” p.9), • <i>powerlessness</i> (youth contributes to powerlessness, lack of opportunity to actualise capacity to present counter-narratives), and • <i>diminished opportunities</i> (in a context of the politicisation of Australian Sudanese identity, they saw advantages in denying their identity). Core argument: the media undermines the belonging of Australian Sudanese and South Sudanese youths, as citizens, in Australia. Negative media representations are a good example of what Yuval-Davis terms the “politics of belonging” (2006, p. 204). The paucity of Australian Sudanese and South Sudanese voices in the media contribute to the power imbalance in Australian society.
Mackenzie, C., McDowell, C., & Pittaway, E. (2007). Beyond ‘Do No Harm’: The Challenges of Constructing Ethical Relationships in Refugee Research. <i>Journal of Refugee Studies</i>, 20(2), 299–319. AUS Annotation written by Sally Baker	Context: Research with refugees and Internally Displaced Persons (IDPs) in conflict/ crisis, and challenges of gaining informed consent and refugees’ autonomy in context of normative approaches to ethics. Argues that Institutional Ethics Committees (IECs) are often “ill equipped to provide proper ethical oversight of research involving refugees and IDPs” (p.300). Research that has contributed to arguments advanced in this paper = Keyna, Thailand, Sri Lanka (2002-2005). Offers a case study of Pittaway’s ethical conduct

Keywords: *ethics, consent, autonomy, relational autonomy, power, confidentiality*

Aim: To “highlight some of the central ethical challenges involved in undertaking social science research with displaced populations in conflict and crisis situations” and to “highlight some of the challenges involved

in applying the central normative principles governing the ethics review process—the principles of beneficence, integrity, respect for persons, autonomy and justice—to the context of refugee research (p.300)

Discussion: The two underpinning ethical requirements of ‘respect for persons’ and ‘beneficence’ = often met by providing detailed written information statement and obtained a signature for consent; however, sometimes the ‘voluntariness’ of informed consent = ‘impaired’ (e.g. mentally unwell people, CALD people) because based on assumptions that participants = autonomous and understand the implications of giving consent [Western-centric model of ethics] and that the power dynamic = relatively balanced [or explicated and carefully thought through]. Vulnerability = core reason why ethical consent from refugees and IDPs = challenging (particularly in camps) because there may be limited opportunities for autonomy and erosion of trust for people in positions of power.

Consent = often considered in individualistic terms, although ethical frameworks in UK and Australia recognise that it may sometimes be appropriate to obtain consent from ‘community bodies’= although this is often difficult to obtain in refugee/ camp situations. It is also difficult in non-camp situations: “This situation is not unique to refugee camps but in those camps positions of authority and contact with outsiders, such as researchers, may bestow additional privileges and enhance the political standing of an individual, or group of individuals” (p.304). Also discusses challenges of relying on translators (p.304) – see Temple & Edwards (2002). Authors put forward notion of ‘iterative consent’, which are “the establishment of ethical relationships between researchers and participants that are responsive to the needs, concerns and values of participants” (p.306-7) = process of *ongoing and iterative negotiation* to develop a *shared understanding* of whole process and requirements of each stage. This process, although labour-intensive, = “establishes the research as a partnership, enabling refugee participants and communities to play a more active role in setting the research agenda so that it answers better to their needs and respects their concerns and values” (p.307). Furthermore, this speaks to the in/flexibility of IECs, who are often

	unable to accommodate the necessary flexibility needed: “researchers may not be able to specify in advance all aspects of recruitment and consent procedures, community consultation processes and methodology” (p.308), and sometimes the research undertaken is considerably different from what was envisaged. Authors argue for notion of ‘relational autonomy’ to be considered: starts from premise that people are fundamentally relational and social beings (therefore compromising the individualistic notion of autonomy in mainstream human research ethics). Autonomy not understood as ‘all or nothing’. Relational autonomy has negative and positive impacts for researchers. Negative = “The negative obligation is to ensure that participation in research does not compromise or further erode participants’ capacities for self-determination or their scope for exercising these capacities” (p.310); positive obligation = ensuring that principle of reciprocity is enacted: “social researchers should aim to develop research projects that not only identify the problems experienced by refugees and their causes, but that help to promote their autonomy and re-build capacity” (p.310). In context of iterative consent, = important for researchers to co-negotiate expectations (and potential benefits) so that they are in “a better position to make it clear what the research can and cannot deliver and so to avert the kind of misunderstanding that may later lead participants to feel that researchers have broken their promises” (p.311). Development of relationships and trust = vital. Level of involvement and intervention by researchers = discussed in conclusion.
MacLaren, D. (2010). Tertiary Education for Refugees: A Case Study from the Thai-Burma Border. <i>Refuge: Canada’s Journal on Refugees</i>, 27(2), 103–110. THAI/ AUS Annotation written by Dr Georgina Ramsay	Context: Refugee camps on the Thai-Burma border Aim: Explore the provision of a Diploma program of tertiary education to refugees living in Thailand after fleeing persecution in Burma Conclusions: - Refugees are also “victims” of “educational displacement” – educational provision is so bad in Burma that parents send them to a refugee camp to get a better education. - In the camps primary and secondary education is provided by UNHCR and NGOs. Tertiary education programs are externally funded, but there is a lack of support from both donor governments and NGOs. Tertiary education is seen as a luxury. But refugee camps are not temporary, meaning that refugees become disadvantaged by this lack of attention to tertiary education.

	- Australian Catholic University (ACU) was the first to provide a tertiary program to refugees on Thai-Burma border. - Uses Amartya Sen as a theoretical platform: considering how development means supporting social and economic as well as political and civil rights. Poverty and lack of education need to be supported, because without adequate “social opportunities” people cannot thrive. - Challenges: internet not permitted by Thai authorities in the camps, struggle to find appropriate space for a learning centre outside of the camp that was safe. - Of those refugees who graduated from the tertiary education program, some had gone on to do further study, especially those resettled. The majority who remained on the border contributed to the provision of support in the camp. - The overall effect was that students gained confidence and began to think critically. This confidence building effect has enabled refugees to have more autonomy from the UNHCR and NGOs who work with them, who can sometimes disempower them. - Encourages looking at the provision of education to refugees not singularly through the lens of education, but through a development lens - When setting up tertiary education opportunities for refugees need to consider infrastructure, the importance of participation by the refugee community in the choice of units, and the employment of a local coordinator for security and logistics as well as tutoring and online lecturing. Needs ongoing financial support from the donors, not short term.
Madokoro, L. (2008). The Refugee Ritual: Sopron Students in Canada. <i>Journal of the Canadian Historical Association</i>, 19(1), 253–278. CAN Annotations written by Carla Bassil	Context: Complementary pathways in Canada Aims: To analyse the power relations and ‘ritualistic characteristics’ underpinning the resettlement of refugee students migrating from Sopron University in Hungary to the University of British Columbia (UBC) in 1956. Methods: Desktop research – references annotated as footnotes in the publication. Findings: The loss of the Hungarian revolution in 1956 resulted in the migration of large numbers of Sopron University staff and students along with thousands of their compatriots who had actively protested against the communist regime. UBC extended an offer to accommodate the Sopron

Faculty of Forestry with the Canadian government subsidising the resettlement of the faculty and its students. The Canadian government pursued the Sopron students for two reasons: to extract resources to develop a highly skilled workforce; to exploit the student body for propaganda purposes by labelling them as “freedom fighters” and celebrating their defiance of the Soviets. On the later, the students were transported from East to West across Canada on what was known as the ‘Freedom Train’ – a journey more structured and regimented relative to other refugees. Canadian officials were instructed to avoid publicity about the broader population of Hungarian refugees and to encourage them to blend into the Canadian landscape as unobtrusively as possible. By contrast, the same officials were encouraged to make a feature of the Sopron students and staff. Federal authorities and university officials needed to convince the public that the Sopron students were worthy of the extraordinary measures they had undertaken to arrange for their movement to Canada and to reassure the public that they did not pose any threat to the Canadian way of life. Local agents, such as the media, university officials, or municipal and provincial politicians also participated in the formation of a Sopron identity. The Soproners themselves had the least agency in shaping the nature of their settlement and image in Canada. Despite the media attention they received, the Sopron students and staff mostly remained a self-contained unit. Contacts with the community were quite limited and often only occurred during special events such as entertainment evenings presented by the Hungarian students. Foreign students made up a sizeable proportion of the expanding student body at the time, however, Hungarian students followed their own curriculum meaning they were functionally separate from other students and did not participate in the ‘normal life’ of the university. The initial “fervour” that greeted Soproners arrival in Canada, and which reflected the peoples’ ardent support of the Hungarian Revolution, did not appear to spread as far west as the city of Vancouver. Further, as the New Left ideology became increasingly popular in Canadian universities, the legacy of the Soproners became more confused and diluted. Upon graduation, the students disappeared from the gaze of the state and university authorities only to reappear for anniversaries and commemorations.

Conclusions: From the outset, Canadian authorities held a desire to assist Sopron refugees, but also had their own goals and objectives to fulfill. Canadian officials wanted the Soproners to prove the virtues and benefits of western democracies by being successful students and employees. They also aspired to cast the students as heroes of the Cold War and ideal candidates for resettlement in

	Canadian society. They were selected, educated and objectified to these ends. To achieve their objectives the state provided language and civic education and assisted with identifying relevant employment opportunities. Despite these efforts, Sopron students were sheltered from the general student body and were more vulnerable to a ritualization process relative to other Hungarian refugees migrating to Canada at the time. The Canadian state had a dominant position dictating the terms of entry and settlement for Sopron refugees, yet other actors (including the university's own administration and student body, as well as local media outlets) played a significant role in shaping their experience at UBC. What is absent is any sense of the Soproners themselves directing the discourse on their experiences. As a group, the Sopron students and staff played to the narrative set out by the Canadian state: expressing gratitude for the opportunity to resettle and affirming Canadian Cold War convictions by vocalizing their disregard for the politics of the Soviet Union. The identity they assumed through their rites of passage to Canadian society did not ease their entry into campus life at UBC. In fact, in many ways it kept them isolated and tied them to a moment in time that went in and out of fashion with the political ebbs and flows of the cold war years. Rituals can therefore be a kind of trap, one that chains a refugee or a migrant to a state-constructed category of identity.
Maglio, F., & Pherali, T. (2020). Ethical reflections on children's participation in educational research during humanitarian crises. <i>Research Ethics</i>, 16(1–2), 1–19. UK Annotation by Dr Tebeje Molla Keywords: <i>Research ethics, child participation, education and conflict, child protection, humanitarian</i>	Context: The paper deals with educational research in humanitarian emergencies that involve children. The research context is humanitarian education research conducted by independent consultants outside academia, with little or no ethical guidance. The authors highlight risks of research malpractice that can expose crisis-affected children to harm. The authors also noted critical issues associated with humanitarian emergency responses. Humanitarian practitioners are often on short term contracts, get little professional learning opportunities, and work under pressure to generate evidence for rapid response to emerging situations (including using children voices for advocacy). All these factors have implications for their ability to undertake ethical research. Aims: The authors noted that there is a paucity of research that problematises ethical implications of educational research that involves children in humanitarian crisis contexts. The paper aims to address this knowledge gap. Conceptual frame/ Methodology: This paper combines an analytical reflection and a review report; it does not have a specific conceptual framework or a methodological statement. Drawing

	on their experience of ‘school-related data collection in different emergencies’, the authors reflect on the following research questions: • How can field researchers navigate through child participation in research and uphold ethical integrity, while enabling children’s voice in humanitarian situations? • What are the critical factors that should influence whether, how and at which stage of the emergency children may take part in research? Findings: One of the key findings of this paper is that undertaking educational research in humanitarian crisis contexts is challenging for many reasons, including lack of safety for researchers and research participants. The absence of rigorous ethical standards compounds the problem. The authors argue that “ethical practice in humanitarian research is somewhat lost in the crucial debate about how to secure more funding, collect reliable data to inform policies and programming and shape humanitarian operations that are most effective” (p.4). It is also argued that, in educational research that involves children in humanitarian settings, ensuring voluntary participation is not enough; researchers must be mindful of unstated causes and conditions of the vulnerability of children (e.g. power relations, the role of adult gatekeepers, and traumatic experiences). Core argument: The paper underscores the importance of ethical inquiry in humanitarian settings and calls for rigorous ethical research standards in the sector. In calling for strong ethical standards, the authors highlight issues of cultural sensitivities, traumatic conditions, security issues, and other forms of vulnerability that make characterise humanitarian settings. In the words of the authors: “research ethics should be at the forefront of every study that is conducted in crisis contexts and more rigorous review and vetting processes are necessary to protect children, researchers and wider communities who live in crisis settings” (p.1). There are some problematic assertions as well. For example, the authors stated, “Participants’ unwillingness to sign the consent form may also indicate the researcher’s unsuccessful attempt to build consensus with respondents” (p.12). But people can decline to sign a consent form for cultural and experiential reasons regardless of the researcher’s ability to build consensus with them. That was at least my experience. The second RQ may still need further clarification.
Maio, J.; Silbert, M.; Jenkinson, R., & Smart, D. (2014). Building a New Life in Australia: Introducing the	Context: Australia has a long tradition of resettling refugees, but detailed research in this area was lacking. By 2012, over a decade had lapsed since the last longitudinal survey of immigrants to

Longitudinal Study of Humanitarian Migrants, <i>Family Matters</i>, 94, 5–14. AUS Annotation written by John van Kooy	Australia was conducted – but even this had limited data relating to refugees. The research is being undertaking in a policy environment that is ‘dynamic, political, and contentious.’ Aim: BNLA was launched with the aim of better understanding the factors that aid or hinder successful settlement. Broad questions include: what are the settlement outcomes of humanitarian migrants in terms of English proficiency, housing, employment, health, citizenship, and life satisfaction? How does access to services contribute to successful settlement? Do outcomes vary according to different migration pathways? Methodology: target sample of between 2-3,000 individuals recruited from 11 sites in urban and regional communities across Australia. Community Engagement Officers were recruited to advocate for the study and communicate information with their local community, assist with recruitment and contacting participants. Five annual waves of data collection planned. Survey translated into 14 languages as well as provided in English. Findings: Some languages could not be programmed into the software program, and the pool of accredited interpreters in Australia (particularly for rare languages) was small. Field interviewers also reported that some of the standard scales or items used in the questionnaire were difficult for some participants to understand, as they were based on ‘Western concepts.’ Core argument: the project will help to fill some of the gaps in the refugee resettlement evidence be. There is a clear need for longitudinal investigations of the housing, employment, health, and social connections of this cohort; and further exploration of the nature and frequency of support they receive.
Major, G., Terraschke, A., Major, E., & Setijadi, C. (2014). Working it Out: Migrants’ Perspectives of Social Inclusion in the Workplace. <i>Australian Review of Applied Linguistics</i>, 37(3), 249–261. AUS Annotation written by Sally Baker Keywords: <i>migrants, employment, language learning, workplace communication</i>	Context: Recent migrants’ experiences of employment in Australian workplaces as speakers of other languages: “those who do succeed in finding work outside their own ethnic community are often faced with the challenge of negotiating a new set of linguistic conventions and socio-pragmatic norms specific to their workplace” (p.249). In terms of social inclusion, work both offers the opportunity to connect to people from other backgrounds but also requires ‘double socialisation’: “they are required to both learn a new language and culture and adapt to the particular communication patterns of that workplace at the same time” (p.251). Aim: To “explore how language and language practices at work affect migrants’ feelings of social inclusion or exclusion by examining interviews with recent migrants who have been successful in finding work in

Australia” (p.250)

Theoretical frame: Social inclusion (Piller & Takahashi, 2011), economic independence + feelings of belonging in workplace)

Methodology: AMEP longitudinal study (see p.251–252 for details); subset in this article = migrants ($n=40$), mostly well-educated and studying at intermediate level in AMEP; most = speakers of Mandarin, Arabic and Thai, and worked in variety of jobs

Findings: Importance of language and linguistic diversity in workplace

Linguistic exclusion: language proficiency impeded full participation at work (e.g., Lila did not take phone calls in her job – unclear if her own choice or stigma of English language deficit thinking); 3/7 were “excluded outright” from doing particular tasks because of language competency, even when they had desire to interact with customers: “On an individual level, this behaviour sets the migrant worker apart from the rest of the team, emphasising their ‘deficiencies’ and likely having a detrimental effect on their feelings of belonging. It also clearly hinders improvement of English skills” (p.254)

Other participants described a sense of exclusion because they were unable to participate in small talk.

Inclusion at work: More participants were happy at work and felt to differing extents like they were part of the team (although very few explicitly said they felt included). Time passed was significant for helping participants to feel more included/ connected — more through interpersonal connection than task-based talk. Having opportunity to communicate with others = beneficial for language development (and confidence).

For some participants, just having a job was sufficient for feeling included: “simply the status of having a job in Australia gave them feelings of validation as productive members of society” (p.257). However, for professionally-experienced refugees, being underemployed/ not being able to work in their profession created barriers to feeling included/ validated: “For some, a sense of connectedness and

belonging is not promoted solely by employment status, but also by obtaining employment of a type and level commensurate with their expertise and expectations, and through the experience of socially inclusive practices within the workplace” (p.258–259).

Major, J., Wilkinson, J., Langat, K., & Santoro, N. (2013). [Sudanese Young People of Refugee Background in Rural and Regional Australia: Social Capital and Education Success](#). *Australian and International Journal of Rural Education*, 23(3), 95–105.

AUS

Annotation written by Sally Baker

Keywords: *Sudanese refugees; education; social capital; success; regional Australia*

Context: Regional and rural Australia – settlement and education. Regional resettlement actively pursued as policy response from 2004 (see p.95), which has challenged the relatively monocultural/ monolingual landscapes of regional and rural Australia. Authors point to issues reported about lack of resources and opportunities for employment refugees in stable work (see McDonald-Wilmsen et al., 2009). African migrants in particular face challenges and discrimination (Perrin & Dunn, 2007). Authors focus on (South) Sudanese community and the educational issues faced by students and schools: “Regional and rural schools, which traditionally have not had to engage with the learning needs of culturally and linguistically diverse students, are facing new challenges in meeting the complex needs of these students” (p.96). Deficit discourses are pervasive, responsibility for ‘refugee problem’ = placed on ESL teachers (Tangen, 2009; Dooley, 2009; Taylor & Sidhu, 2009). Authors note how South Sudanese are often depicted/ framed as needy, whereas a strengths-based view could contribute to better educational outcomes. Authors note how concerns about quality education in regional/rural Australia (compared to metropolitan Australia) have long history. Regional and rural Australia has few IECs or ESL teachers (Broadbent et al., 2009). At the same time, there is a strong thread of work that examines the resilience and resourcefulness of South Sudanese young people

Aim: To “suggest that social and other capitals generated outside the formal schooling setting, can play a significant role in generating conditions that may in turn, facilitate educational success for these students” (p.97).

Theoretical frame: capital/ social capital (Bourdieu, 1986); bonding and bridging capitals (Putnam, 2000) (see p.99)

Methodology: Empirical: case studies with 8 S. Sudanese young people (13-17 years old; 4m, 4f) who were considered ‘successful’ in regional NSW

Findings: School, church and sport = important sites for bonding and bridging capital development (see Santoro et al., 2011). Regional context = significant because of size and scale: “The smaller size of regional towns facilitated easier access to and participation in activities, and thus enabled networks and connections to be established more easily. For example, participation in sport was significant for the development of social capital and was facilitated by the regional location in that access was easier due to shorter distances to travel to sports grounds” (p.100).

Core argument: It’s necessary to know and recognise the resources students bring to engage in

	culturally responsive pedagogy (Santoro, 2009). More professional development needed for regional and rural teachers (Wilkinson & Langat, 2012)
Mangan, D., & Winter, L. (2017). (In)validation and (mis)recognition in higher education: the experiences of students from refugee backgrounds. <i>International Journal of Lifelong Education</i>, 36(4), 486–502. UK Annotation written by Sally Baker Keywords: <i>Higher education; refugees; migration; misrecognition; relational equality</i>	Context: Qualitative research on Refugee Background Students (RBS) in higher education – set against context of access to higher education as a human right (Article 26) Theoretical frame: Relational equity and misrecognition (Anderson 1999; Fraser, 2001). Also uses Bronfenbrenner’s ecological heuristic (see p.9) Methodology: Systematic review (8 studies) – meta ethnography. Search terms = refugee and/or asylum seeker, university or higher education, college or tertiary education from 1995–present. Inclusion/ exclusion criteria on p.4. Initially 800 results – process of elimination Findings: Overall themes identified: invalidation – higher education as ‘relationally inequalitarian’ and misrecognising of sfrb. Analysis suggests that RBS attended HE to transform themselves, but “frequently found aspects of themselves invalidated and misrecognised by different individuals within the systems (e.g. peers both from, and not from refugee backgrounds; teachers) as well as by the systems themselves” (p.9) – aspects = intelligence, life story, current struggles. Reviewed articles suggest that largely, educators failed to recognise sfrbs’ experience and issues and impact on ‘performance’ (p.9). Racism and discrimination (p.10) = noted theme in literature, as well as the gendered experiences of disadvantage for females in particular (p.11). Issues of self-disclosure of refugee status noted (p.11), as well as difference from ‘mainstream’ students (p.12) and the mixed messages that students receive between home/ community and university (p.13). Literature also suggests that education = positive and does lead to identity validation for some students (p.13). Implications for HE (p.14), • HE needs to “examine the level of equality and recognition occurring within their establishments and then work towards increasing levels of relational and social equality and recognitive justice where appropriate” (p.14) – on a number of levels • More training for staff • Better representation and links with community
Marcu, S. (2018). Refugee Students in Spain: The Role of Universities as Sustainable Actors in Institutional Integration. <i>Sustainability</i>, 10(2082).	Context: refugee crisis in EU countries, lack of an explicit higher education initiative in Spain as part of resettlement Aim: to evaluate the role of institutions (universities, government, non-government) in facilitating integration for refugee university students in Spain

SPA Annotation written by Maia Gunn Watkinson Keywords: <i>global education; university; refugees; integration education for sustainability</i>	Methodology: integration is the key framework in the article. The author takes a historical approach to the “refugee crisis” in the EU and the settlement and incorporation procedures (or lack thereof) in Spain, and analyses 15 semi-structured interviews with 8 refugees and 7 experts in universities and other institutions linked to refugee integration. A key term is sustainability: “In the context of this paper, sustainability refers to strategy action plans for integration” (1). Findings: A major issue is that refugees do not have “special status” when attempting to access the university education system (6). The author identifies several themes from the interviews including challenges of recognition of prior qualifications as part of the rigid and lengthy bureaucratic processes, the enrolment process presenting hurdles, language difficulties, and the lack of coordination between agencies. Regarding specific initiatives promoted by Spanish universities, “there is much room for improvement in terms of achieving the objectives of sustainable integration of refugee students” (15). Core argument: Spanish Universities can play a central role in the integration of refugees in Spain, but their role in facilitating integration is still at an early stage. “Expanding access to university for refugees, by recognizing their qualifications and their overcoming of language barriers, increases the potential of refugees to contribute to the socio-economic progress of a country and thus avoid marginalization”.
Mareng, C. D. (2010). Reflections on Refugee Students' Major Perceptions of Education in Kakuma Refugee Camp, Kenya. <i>Intercultural Education</i>, 21(35), 473–481. KEN Annotation written by Simon Williams Keywords: <i>Kakuma Refugee Camp; perception of education; education satisfactory; education dissatisfactory; reproductive health education; reflection</i>	Context: Using reflections from the author’s time in a refugee camp, the paper critically explores various aspects connected to the educational experiences of refugee in camps in Kenya. Aim: To investigate the authors personal reflections as a teacher and student in a refugee camp in addition to adding to the literature on the narrative approach. Methodology: Narrative approach with data collected through the authors reflective memory as a participant observer. Findings: - Conflicting opinions by refugee students over the quality of education available. - Youth clubs were essential in helping youths understand the importance of education - Student age, length of time in camp influenced refugee perceptions of camp education. - Students were aware education would benefit them. - Overall refugee students were satisfied with the educational approach and the fact it was free was positive, however, some expected more.

	- Females were the most disadvantaged group in the camp with many complaining their families did not value their education. - Through the actions of parents girls, were being denied education with many favouring males to get an education over females. Girls were often forced into marriage which made it difficult to find time to prepare for exams. - Parents made choices about a child's future, with girls rarely given the opportunity to make their own decisions. Conclusion: The use of the narrative approach provides an additional avenue through which to explore refugee camp education. Core argument: The author concedes that basing the student on reflective memory could wield results that are not consistent with the literature. That said, the author argues "Despite the complexity of human memories, there is evidence that personal perceptions usually teach other people about the reality of human life in a particular place, such as in Kakuma Camp" (p.480).
Maringe, F., Ojo, E., & Chiramba, O. (2017). Traumatized Home and Away: Toward a Framework for Interrogating Policy-Practice Disjunctures for Refugee Students in Higher Education. <i>European Education</i>, 49(4), 210–230. SA Annotation written by Dr Megan Rose	Context: Refugee students' experiences of higher education in Africa. Aims: To analyse policy approaches to refugee integration and highlight points of departure from current theoretical concepts of integration. Authors seek to answer the following (p.210): (a) What factors might contribute to the policy and practice disjunctures for refugee students in higher education? (b) In what ways do universities contribute to the exacerbation of the experience of trauma among refugee students and how do such students cope with those experiences? (c) How might higher education institutions intervene to ameliorate the sustained experience of trauma by refugee students? Theory: Experiences of trauma (cultural and psychological) Methodology: Authors take a theoretical approach, testing four different concepts – social justice, ubuntu, acculturation and resilience and grit) against current policy. Findings: Authors differentiate and define refugee, asylum seeker, migrant and international student (211-213). • They argue that there are two dimensions encapsulated in refugee experiences of higher education: the aspiration and integration. Aspiration refers to societies commitment to provide

	refugees with fair treatment and ‘restoration of their dignity’ (214). Integration refers to the experiences of students navigate challenges and overcome barriers in integrating with their new community. • Through analysing South Africa’s policy approach to refugees in Higher education, the following findings are made (224-225): there is an absence of policy direction on refugees in higher education, and instead a dominant direction addressing the needs of international students; refugees are treated like any other international student, and therefore ‘seen as sources for revenue generation and their plight as traumatized students is often neglected or conveniently ignored’ (225); an absence of specialists to support refugees, which places pressure on academics who are not trained in managing trauma. • Universities are found to contribute to exacerbating trauma for refugee students in the following ways: Absence of a caring or supportive culture; avoidance of accepting the presence of refugee students are in the student cohorts; inadequate financial support, reluctance to recognise prior learning and language and learning; prioritisation of the student’s academic identities over their cultural one; insufficient education to support refugees instigating change in their home countries. Core argument: The theorisation of integration currently does not align with the practice of integrating refugee students in tertiary contexts. This exacerbates the trauma experienced by refugee students in higher education systems. The authors question why refugee students are grouped with international students of non-refugee backgrounds, and suggests tertiary institutions reconsider the notion of internationalization.
Matthews, J. (2008). Schooling and Settlement: Refugee Education in Australia. <i>International Studies in Sociology of Education</i>, 18(1), 31–45. AUS Annotation written by Dr Georgina Ramsay	Context: Australia broadly, but empirical research from Queensland Aim: Exploring refugee experiences in school sector in Australia: largely overlooked Findings: - ‘It is not refugeeeness’ or ‘Africanness’ that determine educational success, but the ways that particular and pre- and post-settlement needs and issues are addressed.’ (32) - resilience: ‘Refugee education requires a socio-political approach that pays attention to post-displacement conditions and issues of racialisation, acculturation, and resilience. Such an approach makes evident the importance of good practice interventions that

	address whole-school organisational processes and structures, policy, pedagogy, and curricula.’ (33) - Need to pay attention to post-colonial conditions of racialisation and exclusion: these may underlie alienation and underachievement - Refugees in political context and in terms of citizenship, are not the effect of globalisation but a consequence of modern post-colonial state development - Racialisation: refugee youth are significantly racialised, a new and visible group - Critiques acculturation model: doesn’t recognise complexities and contradictions - Support/advice: ‘School liaison workers play a key role in brokering intercultural knowledge that should be embedded in school culture, curriculum, and policy.’ (41) Implications: - Schools (educational institutions?) are more than just a setting from which ‘learning’ is passively passed from teacher to student: ‘...refugee education offers educators the chance to do more than provide attentive spectators and witnesses. Schools can champion the rights of all young people to non-discriminatory education. They can direct structures, policy, curricula, and pedagogy towards providing pathways to literate practices that open, rather than close, doors to future careers.’ Education as an emancipatory tool, a vector of transformation. - In Australia, the theoretical fascination of education theory with global mobilities has ignored the reality and post-colonial context of racialisation in which this education takes place - Whole-school (institution) approaches are absolutely critical: need to consider the ways in which education is integral to the broader settlement/ societal context
Matthews, J. (2021). Maligned mobilities, absences and emergencies: refugee education in Australia. <i>International Journal of Inclusive Education</i>, 25(6), 720–734. AUS Annotated by Anna Xavier	Context: The increasing number of refugee background young people in the schools and classrooms of the global North has ‘rarely informed education practice and policy’ (p. 1). This absence calls for action to be taken. Aim: To highlight that ‘while the maligned mobility and disparaged figure of the ‘refugee’ serves to establish and reconstruct exclusionary national identities, the same identities can be re- presented to offer new possibilities for inclusive education’ (p. 1).

Keywords: <i>Refugee education; postcolonial theory; sociology of absences and emergence; southern epistemology; inclusive education; racism; racialisation</i>	Theoretical framework: Postcolonial theoretical framework – acknowledges the significance of recognising the unique and ‘distinctive pre- and post- settlement experience of different groups of refugee young people’ (p. 2); Southern epistemology & sociology of absences and emergences (de Sousa Santos, 2012) - widens educational practice and policy pathways by highlighting and aligning with the experience of refugee young people, families, communities and teachers (p. 2); concerns itself with: ‘a future of plural and concrete possibilities, utopian and realist at one time, and constructed in the present by means of activities of care’ (de Sousa Santos, 2012, p. 54). Methodology: Essay. Discussion: 1) Maligned mobility: closure and reinforcement of national boundaries aiming to restrict refugee mobility, and the ‘criminalisation and incarceration of refugees’ (p. 3) indicates that some mobilities are maligned while others are celebrated; a significant amount of public debate regarding refugees fails to address the point that displacement is frequently a consequence of conflicts that are ‘directly attributable to the impact of colonialism, foreign policies and the actions of Western powers (Philo, Briant, & Donald, 2013) (p. 3); negative racialised discourse surrounding refugees: refugees in Australia, as in other nations of the global North, are delivered into pre-existing racial discourses that circulate negative and destructive representations (Philo, Briant, and Donald 2013); explanations for asylum-seeking are often drawn from pre-existing ‘funds of knowledge’ and ‘common-sense’ racial stereotypes; Politicians and the media commonly present refugees as a threat to the national harmony and cultural identity of Australia due to “‘criminal mobility’, their experiences of violence and aggression, and their susceptibility to terrorist activity’ (p. 3); Issue with the term ‘migrant’ to describe refugees: disconnects refugees and asylum seekers from the specific conditions that gave rise to their displacement; Issue with Australia’s asylum policy: comprises punitive measures, deterrence and border security, rather than protection, and set in place complex visa arrangements that distinguish ‘lawful’ refugees from ‘criminal’ refugees; issue: lack of mutual acculturation in Australia; 2) Absence & emergence: In the Australian media, there is an absence of images portraying humanitarian entrants with recognisable facial features, and a dominance of visuals featuring groups of people and boats (Bleiker et al. 2013); Statistics are exploited to create the impression that ‘nations are being flooded, and national sovereignty and security is under threat’ (Philo, Briant, & Donald, 2013) (p. 4); refugee mobility is maligned to become ‘a source of fear and threat’ (p. 3); 3) Refugee education research: Policy studies of refugee

	education in the global North are severely limited; Scholarship in the field of refugee education is fundamentally focused on ‘the capacity of education to improve life opportunities as well as advance economic development’ (Dryden- Peterson 2016) (p. 8), and include the following aspects: a) Literacy; b) Social inclusion; c) Social justice & human rights; d) Educational experience, refugee identities, and the role of school and communities; 4) Why is an epistemology of the South crucial: ‘language of critical theory is exhausted’, and there is a mutual mismatch of theory and practice, where the ‘Northern theory is unable to apprehend the theoretical bricolage and heterogeneous concepts and language of those struggling with the ‘topical needs of the moment’’ (de Sousa Santos, 2012, p. 49) (p. 9); 5) Refugee education in Australia: an absent presence - The only national approach to refugee education in Australia is the English as a Second Language – New Arrivals Programme; sfrb are entitled to 6–12 months of English language and are categorised as Culturally and Linguistically Diverse (CALD) students; This provision may be inadequate for students illiterate in their L1 and/ or have limited prior schooling experiences, or for those from Africa who no longer qualify as ‘recent arrivals’ and have specific educational, social, emotional and cognitive needs (Ferfolja et al. 2011); Issue with CALD-focused provision of support: ‘means to address the ways racism, bullying and harassment are similarly and differently experienced and played out through racial, ethnic and cultural hierarchies in schools and elsewhere’ (p. 10) is absent; When the focus of attention is on CALD learners, the ‘distinctive strengths, capacities, skills, inclinations, resistances and resilience of refugee students may be overlooked’ (McArdle & Spina, 2007; McPherson, 2015) (p. 11). The efforts of host cultures and schools work to acculturate to newcomers in partnership programmes are also often overlooked (Naidoo 2013) in the global North; Need in current policy provision: a) cultural recognition; b) participation, inclusion & belonging; c) resilience. Core argument: The maligned mobility of refugees and the figure of the ‘refugee’ establishes ‘an exclusionary Australian national identity which differentiates, recentres and reconstructs ‘us’ over and against ‘them’’ (p. 10). The sociology of absences and emergence highlight that similar ‘excluded and disparaged identities have the potential to be represented as part of a multicultural national imaginary’ – ‘refugees could just as well be understood and re-presented as offering new possibilities for global connectivity and cosmopolitan citizenship’ (p. 10).
Mayes, R & McAreavey, R. (2017). Encountering education in the rural: migrant women’s perspectives.	Context: Educational aspirations of migrant women in rural settlement contexts in Austria and Northern Ireland (NI), exploring two inter-related dimensions: English language learning, and

<i>Discourse: Studies in the Cultural Politics of Education</i>, 38(3), 416–428. AUS/ UK Keywords: <i>English as second language; informal education; migrant women; new immigration destinations; rural education</i>	mothers’ perceptions of formal education of their children. Authors position article in this gap: “very little work on intersections between labour and education migration, and even less so in relation to gender and ‘the rural’” (p.416). Discussion of literature on English language teaching (e.g. ref to Hoang & Hamid, 2016); authors note that focus on ‘everyday’ aspects of teaching in local contexts are underexamined in the literature; authors make same argument (underexploration) about how English language will lead to integration (“as an integrating tool”, p.418), as it posited in policy statements. Aim: To explore “migrant women’s individual and family aspirations for, and experiences of, education in the rural places in which they find themselves as a result of the pursuit of transnational employment opportunities” (p.416–7). Theoretical frame: Authors frame discussion around Bernstein’s distinction between ‘visible’ and ‘invisible’ pedagogies Methodology: Two research sites: ‘Boddington’ (rural WA, close to goldmine, lots of transnational labour opportunities): 10 women (spouses of gold mine workers) interviewed in 2011 and 2013; majority had been there for 3 years, had children, had ‘basic’ English: as ‘secondary migrants’ (on partner’s visa), these women did not need to meet English proficiency requirements but were also locked out of access to Adult Migrant English Program. County Armagh (NI) = rural area; since expansion of EU in 2004, lots more Eastern European citizens moved to NI for work. Interview with Polish teacher who was working with group of Polish women who spoke very little English. Focus groups conducted in Polish with interpreter. Findings: Both groups of women moved by chance to rural areas to follow partners who were following work opportunities. Women = ‘trailing wives’ to avoid FIFO. Therefore, the arrival of women in rural areas = “about wider transnational circuits of labour” (p.420). Educational aspirations for children also a driver for migration. Challenges with accessing adult ESOL classes = transport (long distances to classes, e.g. 100km from Boddington to Perth) and limited opportunities locally. NI women were able to access ESOL classes and some were working. ESL classes offer multicultural spaces too, offering safe spaces to ask questions about the host culture. In Boddington, women had access to ‘informal’ ESL classes [unclear who delivers these]. In NI, women had joined informal groups [not much detail]. Classes also important for mitigating isolation experienced by these women at home with children: “Not only did participation in the ESL classes

	thus involve (and indeed encourage) interaction in very visible public venues and meeting places – in turn creating a space for migrant women in this small ‘close-knit’ and racially homogenous local community” (p.423). Also, these informal educational spaces helped women to deal with engagement with formal education (kids’ schooling). Some women made reference to lack of homework (placing speculative responsibility on fact that Boddington is rural town), contrasting significantly with approaches to education, study and homework from home cultures. Authors describe Australian approach as ‘invisible’ pedagogy. Some women described travelling to urban centres for home language/ religious education on weekends, and to gain competitive advantage for their children: “This (far from straightforward) capacity for mobility in the pursuit of educational/human capital reproduces rural spaces/places as inadequate. It also links rural spaces to public education, whereas the city is linked to choice and private education, just as it highlights classed dimensions of mobility and rurality” (p.425) Core argument: “...education intersects with many other facets of migrants’ daily lives. In particular, informal ESL education can function as sites of inclusion and can bolster understanding of more formal social structures. Attending to experiences and discourses of education through the eyes of women migrants with children, has highlighted nuanced intersections with the experiences of rural places and the development of local knowledges and capacities to ‘just live there’” (p.426).
Mayne, J., Lowrie, D., & Wilson, J. (2016). Occupational Experiences of Refugees and Asylum Seekers Resttling in Australia: A Narrative Review. <i>OTJR: Occupation, Participation and Health</i>, 36(4), 204–215. AUS Annotation written by Dr Megan Rose Keywords: <i>cultural, cultural sensitivity, narrative, occupation, vulnerable populations</i>	Context: Occupational experiences of refugees in Australia during resettlement period, and how they are shaped by political discourse. Aim: To explore how political discourses shape the experiences of refugees and asylum seekers in terms of their occupational opportunities. Methodology: Narrative literature review, thematic analysis. Findings: • Imagined possibilities formed prior to entry play a key role in shaping refugee and asylum seeker’s goals when arriving to Australia. • The obstruction of working towards these goals through indefinite detention drastically shapes their subsequent experiences and mental health. Australian governments campaigns about indefinite detention to deter entry by sea attempt to further quell these imagined possibilities.

	• Occupational routines are important for the resettlement process so as to ensure good health and well being. • More consideration of the occupational needs for those who have experienced trauma is needed. • Once stability is attained through initial occupations, the asylum seeker or refugee is better positioned to pursue occupations that have greater personal meaning. • Cultural norms and social attitudes in the area of settlement shape the occupational opportunities available to refugees and asylum seekers. In particular many papers reviewed report the negative impact stereotypes of the newly arrived individual as “troublesome, threatening, or greedy” has on opportunities (Mayne, Lowrie and Wilson 2016: 2019). Core Argument: In order to with refugees and asylum speakers, it is important to consider how discourse shapes occupational opportunities.
McAreavy, R., Das, C. (2013). A Delicate Balancing Act: Negotiating with Gatekeepers for Ethical Research When Researching Minority Communities. <i>International Journal of Qualitative Methods</i>, 12, 113–131. UK Annotation written by Bonita Cabiles Keywords: <i>gatekeepers, research ethics, deal-making, ethical scrutiny, minority groups, phronesis</i>	Context. The article discusses the ethical issues related to negotiating with gatekeepers in research. “Researchers address issues of exclusion by adopting recruitment strategies that involve negotiating with gatekeepers to ensure the inclusion of minority or marginalised groups. This often involves in-depth scrutiny of gatekeepers and requires the researchers to negotiate deals and to make personal disclosures. However, there remains relatively little discussion on the pragmatic ethical issues facing researchers in the field as a result of these interactions” (p. 113). “Gatekeepers control access to a particular community or institution and as a result researchers are reliant on their input” (p. 116). The standardised generalised templates subscribed by ethical regulatory boards are often inadequate at addressing the “emerging and ongoing nature of ethics” (p. 114). To address the need for more attention to gatekeeping practices, the authors advance the notion of phronesis. “Phronesis allows researchers to make critical ethical decisions based on the specific characteristics of the research sites and subjects, not least of which are those issues that emerge as a consequence of researcher positionality” (p. 113). Aims. Drawing on the work of Flyvbjerg (2001), the study examines the relevance and potential of “phronesis” to addressing issues of gatekeeping in recruitment strategies. Phronesis “involves a ‘situational ethics’ that takes account of social and historical contexts and requires consideration of who gains and who loses from particular phenomena and how these losses are manifest. Power

is central to phronetic practice and ought to be considered as something that is fluid and shifting” (p. 114).

Methodology: The article engages with the work of two researchers among migrants in the UK. The researchers come from different cultural backgrounds. Chaitali is Indian and is a child of divorce who researched the perspectives about divorce among British-Indian adult children of divorce. Ruth is of Northern Irish background and researched recent migrants’ experiences related to the language barriers that affected their daily lives in Ireland.

Findings. The researchers found that power relations, as a central aspect of phronesis, can be understood as situated and fluid. This is because the researcher’s power is tied to their positionality which is also fluid and dynamics. The two researchers navigated between insider and outsider roles which were negotiated in practice. Chaitali took an insider role afforded by her Indian background and as a child of divorce. However, as an international student, she was also an outsider to the British-Indian community and the wider British society. Ruth was an outsider to the migrant communities she was studying. However, she was very much an insider as a long-term resident in a region in Northern Ireland who has been researching rural development. The practice of phronesis also facilitated both researchers’ reflections on obligations, particularly raising the question on where the “researchers’ obligations lay—was it with the informants or towards the gatekeepers or the wider communities or indeed was it with the project funders or sponsors?” (p. 124).

The researchers found that phronesis offered an effective way of managing interactions with gatekeepers that are aligned with ethical and critical research. In Ruth’s case, gatekeepers made deals “in exchange for access” and Ruth was able to attend to this by connecting gatekeepers with outside stakeholders which then “resulted in invitations to participate in policy and practice events” in Northern Ireland (p. 125). In Chaitali’s case, the gatekeepers challenged the objectives of her research, specifically by men who wanted her to focus the research on the experiences of the husband. This led Chaitali to consider the suggestion as a limitation of her research and offer it as a recommendation of the study. Phronesis was exhibited by researchers in the way that they showed both a willingness and resistance to their participants’ requests after careful deliberation.

Conclusions. When researcher continuously reflect on the challenges they encounter in research, they are able to develop and adopt strategies that facilitate developing trust and rapport with gatekeepers and overcome self-identified limitations in working with marginalised groups. This

	strongly suggests the need for a “culture where ethics are deliberated and reflected upon within the process of research . . . Such a culture would stimulate debate on how to exercise practical wisdom or phronesis in the course of conducting research and when evaluating ethical implications for proposed lines of inquiry” (p. 126). This means that ethical considerations need to be (re)claimed by researchers and that phronesis is a process that can attend to the ethics in practice. The researchers highlight that the issues they have demonstrated through their experiences with gatekeepers cannot be addressed from a ‘distance’, or solely relying on the procedures of ethics committees. Core argument. “This article suggests that interactions with gatekeepers present ethical issues that can be effectively addressed and managed by researchers through the exercise of phronesis” (p. 113). “Researchers must have the capacity to negotiate, evaluate, and act on their feet—balancing research ethics with practical considerations. In this way, phronetic researchers must juggle their conduct with compliance in a narrow sense of research ethics. But, more fundamentally, phronesis calls for attention to the way in which power is distributed across different individuals and why and how certain actions are taken. This is something that is not necessarily supported through an essentialist approach to ethics and it is not something that can be learned through general truths” (p. 125).
McCorriston, M. (2011). Twenty-first-century Learning: The Role of Community Cohesion in Refugee Education. In Demirdjian, L. (Ed.) <i>Education, refugees, and asylum seekers: Education as a Humanitarian Response</i>, (pp. 166–189). London: Continuum International Publishing Group UK Annotation written by Sally Baker	Context: Describes how community cohesion can strengthen UK secondary schooling (Yr 7-13). Works from policy directive in the UK Education and Inspection Act (2006) which mandated that all English maintained schools promote community cohesion to support most vulnerable in society (which includes refugees and asylum seekers). Discusses the barriers to refugee education (p.171-173). Looks at case studies through lenses of teaching, learning and curriculum; equity and excellence; and engagement and extended services. Draws on school reports, interviews with staff and Ofsted reports Aim: To present two case studies of schools that “are meeting the educational needs of refugees and asylum seekers, thereby increasing social cohesion in their communities” (p.167) – these schools have developed strong links with community and have introduced specific initiatives to support refugee students and their families in school life/ community.

	Conclusions: This chapter offers some examples of locally responsive initiatives developed and delivered by two secondary schools in London area. “A community approach to education for refugees and other marginalized groups...is a successful way to meet the educational needs of these vulnerable pupils” (p.185). School heads emphasise the need for training of teaching staff – especially mainstream curriculum subjects – about special educational needs of sfrb. Also highlight the role school/ teachers and administrators play in helping parents help children to transition into new education system. Handbooks specifically designed for parents of sfrb were helpful (translated into common languages) and entire school staff use resources. Core argument: Second case study – ‘Heathcliffe’ – has Heathcliffe Language Service, a division of the local authority that has a central teacher training service, offering specially trained (language) teachers to local secondary schools and is also an extensive resource centre for teachers and staff members from the borough and other local authorities in the greater London area (p.180). The HLS staff = multilingual teachers – some of whom are former refugees or asylum seekers (p.182)
McDonald-Wilmsen, B., Gifford, S., Webster, K., Wiseman, J., & Casey, S. (2009). Resettling Refugees in Rural and Regional Australia: Learning from Recent Policy and Program Initiatives. <i>The Australian Journal of Public Administration</i>, 68(1), 97–111. AUS Annotation written by Sally Baker	Context: Refugee resettlement in regional and rural areas of Australia (study focuses on Victoria); foregrounds that resettlement is “a complex process that hinges on the establishment of viable communities” (abstract). Regional (as opposed to urban) resettlement = supported by additional funding in 2005 budget. Definition of rural and regional in Australia = p.98–99. Aim: To offer 12 recommendations for “a more effective and integrated approach to policy and practice” with regard to refugee resettlement (abstract); to respond to this question: “Does rural and regional resettlement of refugees offer tangible benefits for both the rural and regional community AND for the refugees involved?” (p.98). Methodology: Essay Policy context: Four reasons for increasing regional/rural resettlement: increased interest by state gov’ts to attract immigrants, concerns about population growth in regional Australia, perceived benefits of immigration, increasing the size of the labour force Findings: <i>Economic participation:</i> = viewed as central to successful resettlement policy; assumption = economic participation leads to self-reliance. Case studies suggests that employment opportunities = not consistent with skills/ qualifications, challenges to finding permanent work, moving beyond entry-level work = challenging.” These case studies suggest that employment

	opportunities did not materialise as was anticipated” (p.100). Underemployment = common problem for refugees in Australia. English language and lack of recognition of prior work/qualifications = barrier. Job placement agencies in rural/ regional areas = inexperienced/ lacked support needed for specific needs of newly/recently arrived = institutional barriers. <i>Social networks</i>: = viewed as essential for resettlement but case studies suggest that refugees found it difficult to build social networks (even more so for women). Housing and public transport = also factors 12 propositions: 1) refugee resettlement has the potential to make a positive contribution to the economic growth and sustainability of rural and regional communities; 2) refugee resettlement policies and practice need to be based on holistic approach (bringing humanitarian and regional development goals into dialogue) 3) future planning needs to consider both direct and secondary migration to regional/rural areas 4) policy and practice should be informed by commitment to long-term sustainability of refugee communities 5) need to ensure effective processes for consulting and engaging with refugee communities 6) a supportive host community = essential 7) support services need to be adequately resourced and well integrated 8) need to support local level coordination and planning 9) Consideration should be given to developing closer linkages between skilled migration and refugee resettlement programs, in particular to investigating the possibility of a common planning framework to support programs targeted at refugees and migrants settling in rural and regional areas 10) long-term approach is essential 11) identify mechanisms for whole-of-government approach 12) establish mechanisms to monitor impacts of refugee regional resettlement.
McKee, C., Lavell, L., Manks, M., & Korn, A. (2019). Fostering Better Integration through Youth-Led Refugee Sponsorship. <i>Refuge: Canada’s Journal on Refugees</i>, 35(2), 74–85.	Context: World University Service Canada (WUSC) Student Refugee Program (SRP) as a model of private sponsorship. WUSC has over 90 campus-based ‘Local Committees’ (students and staff members) resettle approximately 130 refugees each year to post-secondary educational institutions. WUSC = sponsorship agreement holder (SAH) in the private sponsorship of refugees

CAN

Annotation written by Sally Baker

Keywords: *World University Service of Canada, WUSC, holistic integration model, resettlement, youth-to-youth, post-secondary students, student refugee program, refugee sponsorship*

program (PSRP). WUSC discussed in terms of holistic integration model (including language proficiency tutoring, “navigating the education systems and accessing higher education, and building social bridges within Canadian communities”, p.75). Two aims of WUSC SRP = “to help refugee students make meaningful contributions to their communities (locally and globally) and secure better lives for themselves and their families; and to build more welcoming communities for newcomers in Canada” (p.77). The SRP = only youth-to-youth refugee sponsorship model, and is the only model that combines resettlement with higher education. Local committees raise the funds and provide welcome, plus initial settlement and integration support. Students on local committees = well-placed to support new arrivals by “adapting programs and policies to reduce barriers for refugees and newcomers, and create a sense of safety and belonging for newcomers” (p.77), and facilitates engagement with other stakeholders/ advocacy for/ on behalf of refugee students

Aim: To assess the effectiveness of the SRP in terms of benefits to refugee students, the role played by youth volunteers and impact on receiving societies.

Conceptual frame: Holistic integration model (Hynie, Korn & Tao, 2016 - built from Ager & Strang’s integration framework to highlight the interdependence between the domains/ indicators, which foregrounds the need for dialogic understandings of integration

Methodology: Reports on impact study conducted by WUSC designed to “assess the impact of the SRP on its beneficiaries with respect to their settlement and integration and what factors contribute to

positive outcomes; and to assess the impact of the program on the local committee members and alumni on Canadian campuses, related to their role as private sponsors, and the impact their participation has had on their personal, professional, and academic paths and networks” (p.77). Surveys conducted with refugee students/ SRP ‘beneficiaries’ (n=192; see p.77 for detail) as well as members of Local Committees (n=135). Follow up focus groups and interviews were then conducted (n=21 interviews, 1 focus group with 4 local committee members)

Findings:

Beneficiaries

- 94% of beneficiaries completed their education
- 80% completed in sponsoring institution

- 11% experienced interruptions in study, with 64% of this cohort returning to their studies
 - Key barriers to study = cost of living, cost of studies, family obligations, or illness (p.79)
 - 55% = pursuing/ have pursued further education
 - Beneficiaries highlighted the connection between education and employment outcomes
 - 2/3 beneficiaries = satisfied with their jobs (job satisfaction climbs with time in Canada)
 - Local committee members = key to connecting beneficiaries with employment opportunities/ networks: “A common theme among the SRP beneficiary interviews is the importance of networking and social and professional connections for their integration. Local committees connecting SRP beneficiaries with jobs on campus, helpful references from professors when applying to postgraduate education programs, and the sponsoring community’s role in contributing to a strong sense of belonging were some of the examples provided by interview respondents” (p.79)
 - 70% of respondents signaled a strong sense of belonging to Canada, 87% = strong connection to family, 69% = strong connection to ethnic community, 68% = strong connection to neighbourhood
 - Many beneficiaries reported homesickness but also developing family-like relationships with Canadian supporters, and expressed deep gratitude
 - 87% of beneficiaries believed they had adapted to Canadian society
 - 82% reported feeling accepted/ 80% = respected
 - 2/3 reported experiencing or witnessing racism
 - 1/4 of beneficiaries experienced discrimination
 - Beneficiaries overwhelmingly discuss wanting to ‘give back to community’
- Local Committee members
- 57% = students indicated their experience had led them to pursue courses with global focus
 - 77% of students = reported overall academic experience of studying was improved by being on committee
 - 40% of students suggested their involvement had led them to pursue further studies
 - 77% of respondents remained connected to Local Committee, with 29% involved/ 14% somewhat involved in refugee resettlement activities

	• 98% reported that involvement in WUSC impacted on how they voted • 20% of respondents = also involved in other private sponsorship activities Core argument: The SRP “program model contributes to the creation of more welcoming communities, through awareness-raising activities and the trickle-down effect from local committee members’ broader networks” (p.82) The study “demonstrate[s] the interconnectedness of integration outcomes for refugees that can lead to positive integration experiences, as illustrated in the holistic integration model” (p.82). Positive impact on beneficiaries and local committee members, as well as broader community (e.g. through voting/ civic engagement). WUSC could be taken up by other countries, particularly through engagement around the GCR and its focus on complementary pathways because it is “compatible with this “whole of society” approach to refugee protection and education, and thus engages all of these actors, often through the work of young local committee members” (p.83)
McMichael, C., Gifford, S. M., & Correa-Velez, I. (2011). Negotiating family, navigating resettlement: Family connectedness amongst resettled youth with refugee backgrounds living in Melbourne, Australia. <i>Journal of Youth Studies</i>, 14(2), 179-195. AUS Annotation written by Sally Baker Keywords: <i>refugee; youth; family</i>	Context: Refugee adolescents settling in Melbourne and family dynamics that impact on resettlement. Family support = key determinant of positive resettlement outcomes for refugee youth who have frequently grown up in conflict settings” (p.179) Aim: To focus on “changing household composition, and levels of trust, attachment, discipline and conflict in family settings during young people’s first years of resettlement. Research questions: • How, then, do adolescents with refugee backgrounds negotiate the challenges of resettling with their families in a host country? • What are their experiences of rebuilding family life? • To what extent does family context promotes wellbeing? • How do young people engage with social values of their host country that may conflict with those of their own families and communities? Methodology: Findings drawn from Good Starts study (explore refugee youth’s experiences of transition over 9 years). Specific information collected about households = collected by asking young participants (n=120; 46%f; 54%m; median age 15; 72% African, 28% Middle Eastern/ Eastern Europe/ Burma) to write the names of people they lived with in a picture of an empty house. Heikkinen Social Circle (2000) used to examine young people’s networks: 5 domains (family or relatives in Australia, family or relatives overseas, friends in Australia, friends overseas and others) –

participants categorized their networks according to these 5 domains. Quantitative data collected and analysed through standardised questions and wellbeing/adolescence scales. Qualitative data collected through informal discussions/ in-depth questions/ field notes/ drawings and photographs.

Family networks = varied in participant group: 34% arrived with both parents; 1/3 with just mum; 2.5% with just dad; 82% with siblings; 5% with aunts or uncles, 2% with grandparents. Two participants were unaccompanied.

Findings: Most participants experienced significant changes to family composition in first 3 years following arrival: “In the first year of settlement, 18% of youth reported that both their mother and father were responsible for them, and this increased to 31% in the second year and then fell to 28% in their third year. About one-quarter of the youth had only their mother responsible for them on arrival and another quarter had their father only. Two participants were living by themselves in their first year in

Australia, but by the third year 13% of participants said that no one was responsible for them” (p.183). Reasons for changes: interpersonal conflicts, marriage, lack of space, growing up, arrival of family and parental separation. Participants listed many family members who provided support, with the young people also expected to contribute to settlement and daily living (e.g. housework/ part-time work to make financial contributions/ acting as family translator).

Challenges included:

Trust = consistently high levels recorded in young people, but decreasing perception of parental/care giver trust over time. A common theme amongst participants = parents are too strict, causing frustration amongst younger refugees.

Attachment = young people arrive with high levels of attachment to family, but this attachment decreases over time. In year 3, generally girls’ detachment decreases, while boys’ attachment increases. Some attachment issues created by transitions into teenage years/ early adulthood, but also due to the challenges associated with resettlement and cultural adaptation. Specific problems = “changes in roles and responsibilities within the family, financial difficulties, under-employment or difficult working conditions, lack of affordable housing, language barriers, discrimination and racism” (p.186).

	<i>Discipline</i> = similar to attachment, young people arrive with high levels of family discipline which decline in line with time spent in Australia, which appears to be connected to cultural models/ maintenance of culture. This is particularly related to romantic relationships, which is markedly higher amongst female participants (see p.188 for discussion of early/ unplanned pregnancy). Arranged marriage = source of conflict in 3rd and 4th years of settlement. Family expectations/ambitions with regard to children's studies and employment = another source of tension. <i>Conflict</i> = young people arrive with generally low levels of family conflict, but this increases in line with time spent in Australia (no statistically significant differences between genders), resulting from factors discussed above. Despite these findings, the authors point out that there were plenty of happy families. Core argument: It appears that the supportive family structures erode over time because of the "significant burdens associated with displacement and resettlement and these impact on young people's experiences of support, belonging and trust within their families" (p.190). Participants viewed Australian children as having high level of freedom; participants also foregrounded how difficult it is to meet parents' expectations with regard to studying "given their experiences of disrupted schooling and the pressures of learning in English language" (p.190). Family separation also a significant pressure. Recommendations: "Resettlement services must engage with families, address underlying issues which lead to intergenerational conflict and loss of trust, and support families to meet the challenges and take up the opportunities of resettlement" (p.193).
McMichael, C., Nunn, C., Gifford, S., & Correa-Velez, I. (2014). Studying Refugee Settlement through Longitudinal Research: Methodological and Ethical Insights from the Good States Study. <i>Journal of Refugee Studies</i>, 28(2), 238–257. AUS Annotation written by Sally Baker	Context: Explores methodological and ethical issues associated with a longitudinal qual/quant/ethnographic research: the Good Starts study (explore refugee youth's experiences of transition over 9 years). Research took place in Melbourne in partnership with Foundation House. Methodology/research design: Study = quant (measuring well-being), qual and ethnographic. Good starts had 5 'waves' (4 annual data collection points from 2004/5 – 2008/9 and one in 2012/13) with 120 newly arrived participants (although participant attrition was predictable over the period: 91%, 83%, 67%, 43%). Recruitment took place through English Language Schools/Centres (ELS/C) [like IECs] Key considerations:

- 1) Retention of research participants
- 2) Adapting research tools over time
- 3) Participants' experiences of participating (impact on settlement)
- 4) Challenges of translating longitudinal research into timely dissemination for policy and practice

Retention = difficult because resettled refugee populations are highly mobile and because of traumatic pasts and “a complex and dynamic set of practical and psychosocial demands” (p.242). Retention was aided by: sites of recruitment (sense of belonging), project logo, regular communication [group??], annual newsletters. Communication for Wave 5 could be one main reason for participant attrition, i.e. participants had changed their phone numbers/moved address etc. Project team used Facebook (p.243) from project FB page. Informed consent = important: “...ongoing consultation is important to ascertain whether participants genuinely want to remain involved” (p.244). Consent was sought at each wave of data collection = “ongoing ‘situated’ ethical practice” (p.244)

Adapting research tools: need to adapt methods/tools over time to match developments in participants' lives. Example = adapting quant survey to shift from questions for school students to adults. At beginning, participants were asked to draw themselves (as a way to address language difficulties) and keep a settlement journal. As participants became more confident with English, research team could conduct qual interviews (without translators). “[The need to adapt research tools in longitudinal research] is intensified by the circumstances associated with refugee settlement, as research tools must be able to capture the dynamic nature of settlement experiences, including changing employment paths, educational opportunities, income status, identity, and social inclusion” (p.245).

Participants' experiences: other researchers have argued that research is more ethical if the participants gain from it (see Warin 2011); building ethical research relationships = at core of project. Participants = given “tangible rewards” (p.248) throughout (e.g. cinema tickets) and \$50 at the end. Participants also valued settlement journals and had fun. Research relationships interpreted as ‘care’ (p.249), “In the context of settlement, such bridging relationships = ‘social connections with those of other national, ethnic or religious groups” (Ager and Strang 2004:18) – play an important role in facilitation intergroup understanding and fostering a sense of belonging in

	the new country (see also Beirens et al. 2007) on p.249. Also, opportunity to participate gave participants opportunity to contribute, rather than be passive recipients (p.251) <u>Dissemination/ impact on policy and practice:</u> longitudinal research often makes it difficult to disseminate quickly. Benefit of research collaboration with Foundation House was opportunity to regularly feed into policy and practice. Research also disseminated through other routes than just academic publications (e.g. policy broadsheets) Points of difference with our research: Focus on refugee youth; focus on settlement and psychosocial factors/ well-being; mixed methods design.
McPherson, M. (2010). ‘I Integrate, Therefore I Am’: Contesting the Normalizing Discourse of Integrationism through Conversations with Refugee Women. <i>Journal of Refugee Studies</i>, 23(4), 546–570. AUS Annotation written by Sally Baker	Context: Looks at settlement education in Australian context. Explores perceptions of education that people frb, specifically women, hold in context of dominant policy discourses around assimilation/ integration and multiculturalism – especially in terms of how refugees are positioned against (opposed to) dominant subject positions and representations and marginalised and subjugated knowledges. Aim: To unpack how normalising discourses position refugees in particular problematic ways (charity cases/ in need of help) and how these are represented in settlement education. Interviewed women frb about education’s purpose so as to “contest the normative representation of their subjectivities propagated in the integrationist framework governing settlement education” (p.549) Theoretical frame: Draws on Foucault’s Care of the Self – provides an account of agency in the subject – and Poole’s concept of Unspeak (dominant phrases that appear benign but carry strong ideological messages; SB’s examples: ‘migrants’, ‘illegal arrivals’ etc.). Also draws on feminist ontology to select and explore women from refugee backgrounds’ perceptions. Conclusions: Integrationism positions refugees as problematic in relation to normalised subject positions and subjectivities. McPherson argues that this ideology is visible in settlement education, such as AMEP, which is designed to ‘fix’ [and limit as part of hegemonic agenda?? SB] pfrb, especially women. The women interviewed suggested that education permits ‘knowing the self’ as an act of Caring for the Self (p.566) – builds knowledge and bridges Core argument: Makes strong case for reciprocity in research with pfrb: “Such an imperative [to not be limited by prevailing discourses] is also ethical; research <i>about</i> refugees must matter <i>to</i> them, be useful <i>for</i> them, and reflect collaborative goal making. It should not re-institute dominant norms which further dissipate their (relational) autonomy” (p.549). Interesting paragraph on p.559

	about Bakewell's (2008) argument that formulating research in relation to dominant representations/ policy categories can leave prfb 'invisible' in research and policy and privileges worldview of powerful and dominant. "Hope is a pivotal element in refugee lives" (p.567 – attributed to Gozdzia, 2004 but not quote)
McWilliams, J., & Bonet, S. (2016). Continuums of precarity: refugee youth transitions in American high schools. <i>International Journal of Lifelong Education</i>, 35(2), 153–170. USA Annotation written by Sally Baker Keywords: <i>Refugee youth; precarity; aspirations; postsecondary education; urban education</i>	Context: Explores experiences of refugee youth and their pre-migratory experiences (of schooling or not) and the impact on their engagement in American school system and their aspirations for/ transition into/ participation (or not) in higher education. Paper situated in modern America post-GFC where school districts are being stripped of staff (especially key pastoral/ liaison roles) and other key resources: "As refugee students identify a hope in education broadly defined, they quickly realize they are underprepared and under-supported to embark on these narrow pathways. Educators champion postsecondary education pursuit within their schools, yet such a thinly imagined trajectory elides the traumatic backgrounds of these students, their functional illiteracies and truncated support in fiscally distressed schools" (p.2). Also set in context of neoliberal school reforms and note "few have considered how they come to bear on the lives of vulnerable populations like refugees" (p.5). Aim: To explore how refugee students' pre-migratory experiences shape their aspirations, needs and capabilities; and to understand how their experiences in precarious (under-resourced) US schooling system influences their transitions and trajectories (p.3) Theoretical framework: Draws on notion of precarity – often used in economic discussions but people "have rarely used it to describe the conditions that have come to texture global migration patterns in the contemporary moment" (p.3). Argue that 'refugee' = "an increasingly precarious political category" (p.3) – based in part on slippage/ 'collapsing boundaries' between use of terms 'migrant' and 'refugee' . Also draws on Berlant's (2011) notion of 'cruel optimism' – based on the fantasy of 'the good life' but "In these schools, their aspirations meet a dramatically grim educational landscape of disinvested infrastructure, fiscal crises and weakened supports" (p.5) Methodology: Draws on two longitudinal ethnographic studies of refugee youth in Philadelphia (one study = 70 Bhutanese/ Burmese youth aged 15-23; other study = 20 Iraqi youth). Findings: Students' experiences/ motivations:

- Note a ‘moral obligation’ on part of refugee youth to give back to those left behind (in home country/ refugee camps) as a ‘chosen’ “agent of their communities” (p.8) – explains common desire to be a teacher/ doctor = based (in part) on pre-migratory experiences.
- Financial precarity – need to support families here (especially with ill or elderly parents) – participants (in particular ‘Samah’ from Iraq) expressed intention/ desire/ responsibility to contribute to the survival/ betterment of the family, especially when separated from family members
- Notes lack of support in under-resourced sector (e.g. lack of ESL preparation for GED classes)/ inflexible system that places unreasonable demands (e.g. stripped of financial support 4 months after settlement; top age for high school = 21; not enough time to accrue credit for college application)/ lack of evidence of qualifications from overseas = puts young people in precarious position = inflexible and uncaring systems
- Lack of key liaison personnel = lack of guidance and support and information for students wanting to apply to/ go to college
- High cost of college/ inability to work for 4 years = makes college unattractive proposition: “Afraid to leave sick, ageing parents and or oftentimes dealing with chronic health problems themselves, many students like Devi felt bound to remain with their families to act as translators, bill payers, wage- earners and navigators. Shakya et al. (2012) referred to **these youth as ‘resettlement champions’** or critical supports to their families, post-arrival” (p.13)
- Some students found it difficult to navigate websites/ didn’t understand language and processes/ costs of application.

“By using Lauren Berlant’s notion of ‘cruel optimism’ we have therefore demonstrated an ubiquitous tension in the lives of refugee students looking to both realize the humanitarian promise of the ‘good life’ secured through educational attainment, while also encountering linguistic and foundational challenges in their classrooms. A tension exists between refugee youths’ expectations for educational opportunity and the reality of narrowed pathways through which those opportunities are realized” (p.14)

Core argument: Using notion of hope/ cruel optimism, authors argue that education is held up to offer great (false) promise: “Whether in refugee camps, or areas of displacement and exile, refugee

	youth arrive in their places of resettlement expecting that educational attainment, particularly access to postsecondary education, will deliver them from a life of liminality and precarity” (p.6). Researchers need to conceive of war and destruction as omnipresent in both refugees’ pre-migratory histories and the neoliberal project to divest them of educational opportunity in their new contexts. While the first kind of war is painfully visible, this second is actually more pernicious as refugee youth and families come to understand that schools, as institutions that allegedly promise hope, are not what they seem” (p.15)
Mendenhall, M., & Bartlett, L. (2018). Academic and Extracurricular Support for Refugee Students in the US: Lessons Learned. <i>Theory into Practice</i>, 57(2), 109–118. AUS Annotation written by Emily Miller	Context: Drawing on data from an international school setting in New York City, the article discusses how asylum seeking and refugee background students adjust to school and how school staff and external service providers facilitate these adjustments. The article begins by discussing the context of refugee resettlement globally and more specifically in the US where the then Trump administration was aiming to reduce refugee intakes. Harmful rhetoric regarding refugees was growing in frequency and in content, especially towards people from Muslim majority regions. The authors then highlight how important inclusive school practices are, and that educators have a key role in challenging negative narratives, highlighting strengths of diversity and multiculturalism, and developing supportive practices that meet the needs of refugee background students. Metholology: The article draws on data but the study is not clearly explained. There are some qualitative elements as direct quotes from students are given, and the term ‘fieldwork’ is used. Some schools are identified, such as Brooklyn International High School. The study was conducted within the ‘Internationals Network for Public Schools’ which is comprised of a number of schools that are connected and that welcome students from a range of migrant and refugee backgrounds. These schools focus on English language learning as well as other elements of settlement and the authors explain that the schools have a clear agenda of inclusive practice that celebrates diversity. Findings: The authors outline key areas of focus for refugee learners, such as language learning (English in this case), curriculum, pedagogy and assessment, extracurricular support such as sports but also academic supports such as homework support/tutoring. These various key areas are discussed in terms of how they enable young people to engage on multiple levels with peers, teachers and service providers in order to build a network of support in resettlement. The authors explain in detail

	why these aspects of life are important for students, and how educators and service provider work with students in the network of schools. The schools use students' experiences as a base to develop new learning opportunities, such as writing an essay using their own knowledge and life experiences. The schools also encourage students to work together to support each other, with translanguaging supported and multiple year levels learning together which allows students to support each other. The article outlines some explicit practices regarding curriculum, pedagogy and assessment, noting the importance of non-standardised assessment. Core argument: Students from refugee backgrounds have multiple strengths and their diverse experiences provide opportunities for learning in a schooling context. Educators and external service providers can connect to students' capabilities by working in a collaborative way. Students can support each other using shared languages and experience as a point of connection. Students' can share their experiences with each other and the staff in order to develop learning for all involved (staff and students). In a broader social climate of exclusion and racism, educators must be aware of the values and practices they bring with them and ensure that schools remain safe and inclusive. This article outlines some explicit practices that can contribute to inclusion at school as well as enabling students from refugee backgrounds to work towards their future goals. Although the focus of the article is on a US context, with specific programs and schools located in the US, these practices could be transferrable to other settlement contexts.
Messiou, & Azaola, M. C. (2018). A peer-mentoring scheme for immigrant students in English secondary schools: a support mechanism for promoting inclusion? <i>International Journal of Inclusive Education</i>, 22(2), 142–157. UK Annotation written by Jenn Read	Context: Peer mentor schemes have been commonly used in elementary, secondary and post secondary schools to assist immigrant students with social and academic challenges. Aim: The aim of this study was to contribute to the limited research in how mentoring programs are perceived by the students involved with them. Research questions included: 1. What are student's and adults' views of a peer-mentoring scheme for supporting immigrant students; and 2. What are the implications for schools when using such schemes for promoting inclusion? Methodology: Using a qualitative approach, a series of interviews were conducted with the

Keywords: <i>immigration; inclusion; peer mentoring; schools</i>	scheme’s coordinators, mentors, and mentees from 3 different secondary schools (11 mentors, 12 mentees, and 5 coordinators). The interviews were both conducted with individuals and with focus groups. Interview questions focused on students’ experiences in their other countries and their views of the peer mentoring scheme they were involved in. Interviews with the coordinators focused on their views of the scheme’s implementation. After the data was collected, it was organised into themes to identify common threads. Findings: “The analysis revealed both benefits and challenges for mentees, mentors, and schools that took part in the mentoring scheme” (p. 148) The five themes included: empathy between mentors and mentees (due to similarities in background experiences and feelings about their migration); mentees getting support (English, online translation services, building confidence); making new friends (social development and belonging); mentors developing certain skills (increasing mentors self confidence, serving as role models to others, leadership qualities); and implications for schools (limited time and resources but obvious academic improvements). Although the mentor schemes at the schools were offered at an individual level, a whole-school approach was mentioned as being a better approach in reflecting an inclusive school ethos Core argument: “Individual- focused approaches, which are used in a number of schools across the UK, might facilitate a strong sense of belonging for those involved, but could also facilitate alternative and more positive ways of thinking about and knowing students that can lead to more just practises and promote inclusive cultures” (p. 154–155).
Mestan, K., & Harvey, A. (2014). The higher education continuum: access, achievement and outcomes among students from non-English speaking backgrounds. <i>Higher Education Review</i>, 46(2), 61–80. AUS Annotation written by Sally Baker Keywords: <i>Higher education; equity; access; achievement; employment outcomes</i>	Context: Explores trajectory in and out of HE: from access alongside academic achievement and graduate outcomes, viewed through case study of NESB students – who experience more disadvantage through/post studies than with access. NESB students “are often relative under-achievers at university and under-employed after it” (p.61). Examines WP policy context (UK/US/AUS). Notes inconsistency in use of NESB label (e.g. ABS use CALD instead). Australian Government defines the NESB cohort as domestic students who have been in Australia for less than ten years and come from a home where a language other than English is spoken (DEEWR, 2012) – p.64. Notes 10-year clause = contested. Diversity notes in terms of definitions used by different universities. Notes that NESB = heterogeneous with different groups experiencing differing levels of

disadvantage, but in general this disadvantage plays out later than access (later stages of the continuum/trajectory).

Theoretical frame:

Methodology: Essay. Draws on existing data (established surveys, gov't data, university data and literature) to explore policy context and NESB student outcome

Findings:

People from a NESB are well represented at university, but typically under-achieve and then face relatively poor employment outcomes.

Access: NESB were under-represented in late 80s/early 90s but were then over-represented by 1995 (in terms of proportional representation), “In 2007, NESB people comprised 3.7 per cent of the general population and comprised 3.8 per cent of the higher education cohort, which constitutes a ratio of 1.02 (Bradley et al, 2008: 29), p.66. NESB people = now 5.3% but participation has remained stable (3.7%), suggesting they are again under-represented – reflective of migration program (many = post-international students who have already completed studies and therefore are less likely to be enrolled in UG study.

Some ethnic-language groups are shown to perform well at school (Chinese/ Vietnamese); others perform less well (Turkish/Arabic/ Pacific Islander/ African groups) – evidence in James et al.2004/ Windle, 2004. In particular, sfrb and children of unskilled migrants likely to be most disadvantaged: “The majority of Australian universities do not provide specific and systematic support for people from refugee backgrounds to access their institutions” (p.67)

Achievement: Although NESB students are seemingly well-represented, they underperform. Cites evidence that suggests NESB fail more modules but have higher rates of retention. One thesis = NESB have less employment options and therefore persist with education. Notes ‘language issues’ = e.g. lead to less perception of usefulness of tutorials/ group learning – problematics of centralized language support. Notes some universities offer sfrb-specific support (e.g. La Trobe and WSU). Discuss need to shift pedagogies/ pedagogic practices to more multicultural/inclusive models because NESB students tend to eschew remedial support mechanisms. Teachers need to adapt communicative practices (e.g. speak more slowly/ avoid colloquial language/ recognize language backgrounds/ preferences, such as people from oral cultures preferring to speak over writing.

	Graduate outcomes: NESB students are less likely to find work after study. Graduate outcomes = not funded and thus receive less institutional attention than access/ retention. NESB students = 67% more likely than NES students to be seeking f/t employment [presumably post-graduation] (see p.72). Also, graduate salaries tend to be lower by 6% (see p.73) – calls into question claims of ‘value-added degrees’ Core argument: NESB students are disadvantaged later in HE experience (post-access).
Miller, E., Ziaian, T., & Esterman, A. (2018). Australian school practices and the education experiences of students with a refugee backgrounds: a review of the literature. <i>International Journal of Inclusive Education</i>, 22(4), 339–359. AUS Annotation written by Neriman Coskun Keywords: <i>school; refugee; student; inclusive education; Australia</i>	Context: It s a schooling context that excludes early learning and tertiary education. It is a literature review includes the papers on SRB who are between 7 to 24 age and their experiences in Australian schools. The review is shaped around a discussion emphasising the impact of the deficit discourse and the unfamiliar cultural frame in Australia, and ongoing negative circumstances which shadow the positive side of these students such as resilience, skills, capabilities and independence. Aim: To address he question: What are the experiences of school in Australia for students with a refugee background, and how do policy and practice intersect to affect these experiences?’ Theoretical framework: Methodology: The literature review method is informed by Arksey and O’Malley’s method that is ‘not linear but iterative’ (Arksey and O’Malley 2005, 8) where search terms defined and refined throughout the search. The papers reviewed were in English and published between 1990-2016. Findings/Discussion/Conclusions: Based on prominent and recurrent issues in the literature, the themes existed were: school culture, experiences of school in Australia as well as other countries, literacy and language, staff in schools, family relationships, challenges and strengths and the relationship between policy, programmes, funding and inclusive practice.
Miller, E., Ziaian, T., Baak, M., & de Anstiss, H. (2021). Recognition of refugee students’ cultural wealth and social capital in resettlement. <i>International Journal of Inclusive Education</i>, 25(6), 1–18. AUS Annotation written by Jenn Read	Context: Education systems are attempting to adapt their practices and inclusion processes to provide educational access and opportunities to diverse student cohorts; however cultural wealth and social capital still remain major influences on students’ success. Aim: “This article focuses on possibilities for inclusion of youth from refugee backgrounds in high school education” (p.2). By using a cultural wealth approach from Yosso (2005) they explore how social capital affects inclusive education in Australia. Methodology: A mixed methods study is used to collect data from refugee background high school students (n=23), their parents and carers (n=19), and their educators (n=22). Interview questions

Keywords: *Inclusive education; refugee; resettlement; social capital; cultural wealth*

ask participants to provide their perspectives concerning refugee background students' engagement with Australian high school education and their aspirations for future study. Using "iterative, inductive thematic analysis of the qualitative data, the research team developed a coding schema with major themes and subthemes to identify key aspects of community cultural wealth. They used Yosso's (2005) cultural wealth framework and Modood's (2004) work on "familial adult relationships, transmission of aspirations and attitudes of norms enforcement" (p.4; p.100) to highlight how educational systems impact refugees' opportunities and aspirations.

Findings: Major themes that emerged from the qualitative data consisted of elements from Yosso's (2005) community cultural wealth "capitals" including those of: aspirational, linguistic, navigational, social, and familial capital. The findings surrounding aspirational capital was that students from the study have aspirational attitudes and goals. Linguistic capital findings demonstrated that English proficiency was considered a vital tool for developing social capital and that students' English-speaking confidence enabled them to seek help from people and resources while navigating their school's systems. The familial capital findings demonstrated students' need for their family's emotional and practical support, however two way communication concerning their educational pathways was limited between their schools and their homes. Parents/caregivers participants expressed feeling helpless in providing support and knowledge on processes but mentioned their relationships with bi-cultural staff as very helpful resources that assisted with bridging cultural gaps. Themes identified by educator participants were those related to their schools' existing inclusion processes. The utilisation of strengths-based practices in the classrooms and their goals to positively acknowledge diversity and discourage discrimination were their main measures of implementing inclusion practices.

Core Argument: "Social capital theory offers a framework to consider educational practices that contribute to inclusion of refugee background students" (p. 13). Authors argue that an effective school practice should involve a social network between the refugee students' home, community and school to develop cultural wealth within their families and communities (p.13). Although students from the study proved their abilities and aspirations to build social capital and navigate processes that demand explicit expectations from mainstream society, systemic support should be made available to them by schools who have the capacity to do so through facilitating and enabling social connections that "can bridge cultural and linguistic barriers" (p.12)

Miller, J. (2009). Teaching refugee learners with interrupted education in Science: Vocabulary, literacy and pedagogy. <i>International Journal of Science Education</i>, 31(4), 571–592. AUS Annotated by Anna Xavier Keywords: <i>Refugee education; Science; literacy; vocabulary; Australia</i> (Anna's)	Context: ‘Due to the globalisation of education, large numbers of students with interrupted schooling and low English literacy levels represent both a quantitative and qualitative shift in the kinds of students faced by teachers in classrooms. In Australia, after a year in an intensive English language programme, immigrant and refugee students are placed in the mainstream, where they face enormous challenges in content areas such as science. The complexity and specificity of science terminology pose a serious barrier for students’ (abstract). Aim: To explore factors contributing to the inaccessibility of the science content language for a majority of students via an extensive literature review & the investigation of student & teacher perspectives on the demands of a Year 8 Science textbook chapter on ‘states of matter’ (p. 571). Theoretical framework: Not specified in study. Methodology: Methodological approach – Mixed methods; Data collection methods: Focus group interviews (n=23); document analysis: student journals on learning science (n=23), science textbook; questionnaire (students) and individual interviews (teachers); Dictionary development: The Science chapter was analysed by the researchers for ‘its linguistic demand, layout, and approach. Words identified by the researchers were crosschecked against the selections made by the science and ESL teachers. Criteria used included the importance of the word in grasping the concept, complexity, science specificity and likelihood that the word was new or difficult’ (p. 579). Findings: 1) Differences in the perceptions of ESL & Science teachers on issues with textbook: ESL teachers – Less concerned with the topic of ‘density’, but more concerned with the ‘density on the page and the inaccessibility of the text’; Science teacher – found the text ‘difficult’, ‘jam-packed’ & confusing (p. 580); 2) Key findings from students’ journals: Almost unanimous consensus – the ‘language’ and ‘words’ of science were a significant learning barrier; Strategies developed to address issues: asking the teacher – but teachers were not very helpful; Students’ perception of Science teachers – not focused on explicit explanation of terminology, too talkative; Students view of materials – not helpful; Two key issues identified: Difficulty of the Science text & pedagogy; 3) Key findings from textbook analysis: 300 words, phrasal verbs, concepts or technical formulaic phrases that would be very challenging to low literacy students with disrupted schooling were identified. These were labelled as the ‘hard words’ (p. 582); 4) Issues with developing a dictionary for the Science chapter: Students had to learn a ‘new concept’ and a ‘new word’ (p. 583); 5) Issue with current workbook & textbook: ‘too hard for students to read’ (p. 584); 6) Textbook support materials

	trial results: Average test score: 20/45 – better than anticipated; 7) Student feedback on workbook & dictionary – ‘useful/very useful’ (p. 586); Almost 1/3 of students reflected a desire for ‘an expanded dictionary...with more words and longer explanations’ and highlighted the need for ‘visual representation of vocabulary and concepts’ (p. 587); 8) Teacher feedback on materials: language and vocabulary activities were ‘far more accessible than the text’ (p. 588); Issue with materials – teachers do not have the time needed to develop these; Issues in school: difficulty in sustaining collaboration between mainstream & ESL teachers; Issues for mainstream teachers: no ESL training. Core argument: Implications of research: 1) Awareness of language aspects in specialist area is needed by science teachers - (science textbooks are wildly inappropriate for students struggling with literacy); 2) A need for both professional development & teacher education for mainstream teachers; 3) A need for collaboration between ESL & mainstream subject teachers to adequately address the needs of low literacy ESL learners
Miller, J. (2011). Teachers’ work in culturally and linguistically diverse schools. <i>Teachers and Teaching</i>, 17(4), 451–466. AUS Annotated by Anna Xavier Keywords: <i>Diversity; teachers’ work; literacy; stress</i>	Context: Teachers in culturally and linguistically diverse classrooms work in highly charged contexts where policy, curriculum, student backgrounds, equity issues and pedagogical expertise provide both resources and constraints. These classrooms are often found in ‘underachieving schools in low socio-economic areas’ (p. 451). Aim: To address ‘a serious gap in research on teachers in such schools by combining a theoretical model of job demand and control, and an explicit focus on teaching literacy in a culturally and linguistically diverse school’ (abstract) Theoretical framework: Job-demand control (JDC) model (Karasek & Theorell) – Two dimensions: ‘Job demands (work, time pressure, conflicting demands) and decision latitude (opportunity to learn new things/skills and capacity to influence work content and ways of working)’ (p. 454); Provides a tool to analyse specific components of teaching, including the ‘stresses and strains’ (p. 454). Methodology: Methodological approach: Qualitative approach; Data collected: Demographic and literacy data of school, audio-recorded focus group interviews (n=2), Masters’ program set of essays (n=1), written teacher reflections (over 4 weeks); Participants: Teachers in one school in south-East Melbourne (n=5); Research setting: Midway High – school with 600 students from ‘highly diverse ethnic, cultural & linguistic backgrounds’ (p. 455); Data analysis: Inductive analysis.

	Findings: Three themes of teachers' work in culturally & linguistically diverse classrooms – 1) Conflicting demands: institutional practices & curriculum - Three elements that conflicted with desire to teach well: unpredictable timetabling; constant pressure to generate testing data – resulting in the production of data which did not generate the necessary response to language and content teaching; impact of new VELs curriculum (tension between teachers' perception of student needs & abilities, and what was emphasised in the VELs documents); 2) Time pressure & resultant stress – Teachers lack administrative help & have insufficient time to develop targeted language-focused activities which they know are needed; 3) The perception of social and cultural issues and inequities - broad cultural mismatch between expectations, preferences & needs, and what happens in the classroom. Recommendations: a) Staffing language bridging programmes with small numbers of qualified ESL staff. b)Allowing time for teachers to generate targeted curriculum materials which combine language and content. c)Offering professional development on language and literacy strategies to mainstream content area specialists. d)Developing alternative assessments for students struggling with the language and literacy demands of the curriculum. e)Using literacy data to frame language curriculum development. f)Positioning teachers as 'knowers' able to work productively in collaborative professional communities, when given the time and space to do so. Core argument: 'A focus on student and community deficits, together with the scapegoating of educators, deflects critical scrutiny from the social conditions that are associated with educational underachievement' (Cummins, 2003, p. 42). It is therefore crucial to keep teachers' lives in the foreground (Goodson, 2008), and have an awareness on the powerful social and emotional dimensions of teaching that are usually not factored into reform initiatives (Hargreaves, 2003) (p. 464).
Miller, J., Mitchell, J., & Brown, J. (2005). African refugees with interrupted schooling in the high school mainstream: Dilemmas for teachers. <i>Prospect</i>, 20(2), 19–33. AUS Annotated by Anna Xavier	Context: Sudanese refugees are currently the largest single group of refugees in Australia, and constitute an 'extremely high-risk group' (p. 19) which experiences great challenges in adapting to the new school system, and attaining successful educational outcomes. Aim: To explore the links between the literacy development of Sudanese sfrb and their social backgrounds and practices, and their teachers' dilemmas. The following research questions centered on teachers' perceptions were explored: 1) 'What kinds of problems do Sudanese students have in adapting to high school? 2) In what ways do the intensive language programs in the

Keywords: *Refugee education; African students; high school; Australia* (Anna's)

first year scaffold their academic performance in the mainstream? 3) How is literacy development related to social and cultural practices for these students? 4) What kinds of challenges do teachers face when working with these students?' (pp. 24-25)

Theoretical framework: Not specified in study.

Methodology: Methodological approach: Qualitative study; Data collection methods: Semi-structured interviews (students) & semi-structured focus groups (teachers); Participants: African refugee-background students (n=9) & teachers of these students (n=8); Research setting: Two public high schools from 'disadvantaged outer metropolitan areas of Melbourne' (p. 24); Data analysis: Thematic analysis.

Findings: 1) Key issues related to teaching: Lack of teaching experience to deal with a new and highly vulnerable group- 'barely able to cope with the demands' (p. 25); difficulty in finding suitable resources; tense relationships between ESL/mainstream staff due to different roles & expectations; 2) Key issues with students: Unrealistic expectations & resistance to 'non-mainstream programs'; student/student & student/staff relationships: instances of 'physical & verbal aggression, emotional disturbance & racism' (p. 25); 3) Main issues identified: a) pedagogy; b) teacher & student identities; c) social relations; d) learning styles; e) resources for learning; f) impact of affective factors; 4) Dealing with a new situation: Challenging teachers' professional identities – Teachers observed 'significant cultural and linguistic differences' between students from different African countries; Key factors impacting language and literacy development for Sudanese srb: disrupted/limited schooling & pre-migration experiences; Two key issues faced by teachers: Exacerbated difficulties in working with Sudanese srb & the distinction between the impact of 'a lot of schooling' and a 'background of English' (p. 27) versus interrupted schooling; Impact of issues: Frustration of mainstream teachers due to students' lack of knowledge – 'that's not the part we are supposed to be teaching' (p. 27); Strategies developed to address issues: cater for students' distinct needs & assist their integration into mainstream classrooms – met with 'very uneven success' (p. 27); Issues with specialised support in mainstream schools – students view it as 'punishment' (p. 27) and refuse to attend; Dilemma for teachers: Intention to devise programs that address students' needs vs awareness of students' rejection to 'non-mainstream' programs (p. 28); Challenges to teachers' professional identities- question their 'adequacy and control, their understanding of students' needs & the level of support for them and students' (p. 28). 5) Texts & resources: Key issues –

	Difficulties in locating materials for students with limited literacy; Current textbooks are ‘cognitively and linguistically too demanding’ for students (p. 29); Students have poor organisational skills to borrow books from the library; Limited funding & resources; Limited use of dictionaries due to students’ limited L1 literacy; Implications – Need for funding to purchase appropriate materials for low literacy sfrb; providing students with some ownership of the textbooks. Core argument: Dealing with the needs and expectations of low literacy Sudanese sfrb has created ‘a new and extremely challenging set of pedagogical dilemmas’ for teachers in mainstream schools, including ‘dealing with trauma and complex social, cultural and relational changes faced by students; seeking to meet the literacy and communication demands in classrooms; funding appropriate and accessible texts and resources; and developing modified programs which are accepted by students’ (p. 31).
Miller, J., & Windle, J. (2010). Second language literacy: Putting high needs ESL learners in the frame. <i>English in Australia</i>, 45(3), 31–40. AUS Annotated by Anna Xavier Keywords: <i>ESL; refugee education; literacy; high school</i> (Anna’s)	Context: Sfrb who enter a new education system often face numerous challenges which are compounded by disrupted or limited prior schooling experiences and a ‘virtually non-existent first language literacy’ (p. 31). To address issues of retention and transition to mainstream high schools, pedagogical strategies to enhance students’ literacy learning experiences should be developed. Aim: To provide a critical review of three popular pedagogical models to address the language and literacy needs of sfrb with low literacy levels. RQs: 1) ‘For students struggling with both literacy and second language learning, how important are comprehension, vocabulary & foundational skills?’ 2) ‘Which frameworks provide a starting point for meeting the needs of this cohort?’ (p. 35) Theoretical framework: Three literacy frameworks: 1) Four resources model (Luke & Freebody, 1999); 2) Genre-based and scaffolding approaches (eg. Gibbons, 2008); 3) Transformative pedagogy (Cummins, 2000) Methodology: Essay. Findings: 1) Literacy frameworks as a starting point: a) Helpful features of current literacy frameworks – ‘explicit focus on form & structure, a sense of developmental sequence, the use of diverse genres and complex real-life tasks’ (p. 35); b) Common features of all three frameworks: ‘use of students’ prior knowledge to build and extend background knowledge, a concern with context and text as social practice, a linking of resources or phases or levels coupled with an assertion that these are not prescriptive, and, the move from decoding to critical and creative phases’ (p. 35); c) Limitations of current frameworks (Four Resources Model & Genre-based

	scaffolding models): Reflect a ‘top-down monolingual model of literacy’ (p. 36); an assumption of ‘continuous print-based learning’ (p. 36) for all students; d) Critique of models: i) Four Resources Model – teachers lacked skills to progress through the stages (Australian Government, 2005); ii) Genre-based scaffolding models – assume ‘linguistic and conceptual transfer from L1 literacy’ (p. 36); 2) Adjusting the frame to include second language literacy students: Concepts from SLA & cognitivist constructions of literacy microskills should be considered, especially for recycling language and sequencing tasks; Importance of Krashen’s comprehensible input (CI) to any literacy pedagogical framework; Importance of vocabulary for comprehensible input. Core argument: ‘Explicit formal instruction designed to develop linguistic & metacognitive awareness’ (Cummins, 2000, p. 267), listed as one of the ‘three key areas of attributes for schools’ (p. 37), is absent or underemphasized in current literacy frameworks. To adequately address the needs of high needs ESL learners, more emphasis needs to be given to second language processes and teaching practices in these literacy frameworks.
Miller, J., Windle, J.A., & Yazdanpanah, L.K. (2014). Planning lessons for refugee-background students: challenges and strategies. <i>International Journal of Pedagogies and Learning</i>, 9(1), 38–48. AUS Annotation written by Bianca Takans Keywords: <i>teachers’ work, teaching intuitions, lesson planning, habitus, refugee-background students</i>	Context: Lesson planning and the strategies teachers adopt is crucial for student learning outcomes, however it becomes more challenging when working with students of refugee backgrounds. Low literacy refugee-background (LLRB) students receive up to 12 months of instruction at Intensive English Centres (IECs) and then they move to mainstream schools. Many enter high school with reading and writing levels similar to those of lower primary school students. The study identified a large gap between teacher planning practices and the approaches to planning promoted in academic research. Theoretical frame/ methodology: The author’s draw on current literature that informs good teaching practice for LLRB students which includes integration of language and content and the key to a successful lesson is identifying teacher objectives at the planning stage. The author’s cite Gibbons who highlights that teachers should recognise the language demands of the lesson, in terms of generic structure, vocabulary, grammar and language which needs to link through to assessment tools (student performance, teacher-student interactions and what the student can or cannot do with language). The author’s research was undertaken in three Victorian high schools and interview and observation research techniques were used. The author’s aim of the study is developing pedagogical strategies combining language, literacy and academic content in classes designed for LLRB students.

	Findings and core argument: The research revealed four interrelated themes: (1) tensions between planning for content and planning for language; (2) intuiting objectives and finding the level; (3) planning for multi-level classrooms; and (3) informal observation and feedback. It was noted that teachers struggled with balancing the demands of content and explicit language focus. Teachers are continually under pressure to get through the content of the curriculum. Also, it was observed that when students did not understand vocabulary and concepts were difficult, teachers would resort to lengthy explanations which were unhelpful. There was weak integration of language and content, and almost no formative assessment to inform students or the planning process. The planning process was also viewed by teachers too difficult due to the diverse range of student competencies and heavy workloads.
Milner, H.R. (2007). Race, Culture, and Researcher Positionality: Working Through Dangers Seen, Unseen, and Unforeseen. <i>Educational Researcher</i>, 36(7), 388–400. USA Annotation written by Sally Baker Keywords: <i>critical race theory; culture; epistemology; race; research</i>	Context: Educational research/ inter or crosscultural/ ethnic research. Introduces heuristic of methodological risk: <i>seen dangers</i> = “dangers that can explicitly emerge as a result of the decisions researchers make in their studies”; <i>unseen dangers</i> = “hidden, covert, implicit, or invisible in the research process” (p.388). Author offers rationale for need for framework. Notes work of critical race theory scholars that has disrupted discourses of deficit regarding ‘people of colour’ and proposal of ‘endarkened’ epistemologies: “The idea is that epistemologies need to be “colored” and that the research community may need to be exposed to theories, perspectives, views, positions, and discourses that emerge from the experiences and points of view of people and researchers of color” (p.390). This research also disrupts SES rationale to include issues of race and culture. Tenets of Critical Race Theory: 1) race/racism are endemic, ingrained in society and thus play out in education; 2) importance/centrality of narratives and counter-narratives and stories told <u>by</u> people of colour = epistemology of CRT; 3) ‘interest convergence’ = unpacking own interest (i.e. CRT calls for dismantling of White hegemony by all, including White folks), “People in power are often, in discourse, supportive of research, policies, and practices that do not oppress and discriminate against others as long as they—those in power—do not have to alter their own systems of privilege; they may not want to give up their own interests to fight against racism, confront injustice, or shed light on hegemony” (p.391).

“Critical race theorists attempt to expose racism and injustice in all its forms and facets; they attempt to explain the implicit and explicit consequences of systemic, policy-related racism; and they work to disrupt and transform policies, laws, theories, and practices through the exposure of racism” (p.391).

Aim: To introduce “a framework to guide researchers into a process of racial and cultural awareness, consciousness, and positionality as they conduct education research” (abstract)

Methodology: Essay

Discussion: Dangers in Education Research= 1) colour-/culture-blind research; 2) colour-/culture-blind policy. Author argues that issues of race and culture cannot be challenged if they are ignored: in education research, “the adoption and practice of color-blind and culture-blind research epistemologies and approaches can potentially lead to the dangers of exploitation and misrepresentation of individuals and communities of color” (p.392). Dangers include:

Seen danger: avoidance of racialised issues

Unseen danger: invisibilisation of teacher/ administrator roles = perpetuates deficit discourse of students: “The blame, again, is placed on students; the teacher and administrative data are missing, unseen” (p.393).

Unforeseen danger: development, maintenance, promotion of policies that disadvantage non-dominant colour/ cultural backgrounds.

Teacher education research dangers:

Seen danger: teachers’ resistance to discussing issues of race/racism and silence

Unseen danger: perpetuation of negative stereotypes by teacher education researchers

Unforeseen danger: when teachers misinterpret needs/ patterns of diverse students and conclude those students are incapable.

Framework of Researcher Racial and Cultural Positionality

1) Researching the self: “Engaging in these questions can bring to researchers’ awareness and consciousness known (seen), unknown (unseen), and unanticipated (unforeseen) issues, perspectives, epistemologies, and positions” (p.395). List of questions:

- What is my racial and cultural heritage? How do I know?

- In what ways do my racial and cultural backgrounds influence how I experience the world, what I emphasize in my research, and how I evaluate and interpret others and their experiences? How do I know?
- How do I negotiate and balance my racial and cultural selves in society and in my research? How do I know?
- What do I believe about race and culture in society and education, and how do I attend to my own convictions and beliefs about race and culture in my research? Why? How do I know?
- What is the historical landscape of my racial and cultural identity and heritage? How do I know?
- What are and have been the contextual nuances and realities that help shape my racial and cultural ways of knowing, both past and present? How do I know?
- What racialized and cultural experiences have shaped my research decisions, practices, approaches, epistemologies, and agendas? (all p.395)

2) Researching self in relation to others:

- What are the cultural and racial heritage and the historical landscape of the participants in the study? How do I know?
- In what ways do my research participants' racial and cultural backgrounds influence how they experience the world? How do I know?
- What do my participants believe about race and culture in society and education, and how do they and I attend to the tensions inherent in my and their convictions and beliefs about race and culture in the research process? Why? How do I know?
- How do I negotiate and balance my own interests and research agendas with those of my research participants, which may be inconsistent with or diverge from mine? How do I know?
- What are and have been some social, political, historical, and contextual nuances and realities that have shaped my research participants' racial and cultural ways or systems of knowing, both past and present? How consistent and inconsistent are these realities with mine? How do I know? (all p.395)

	3) Engaged reflection and representation: what is happening in a particular research community, with race and culture placed at the core. No voice is privileged over another. 4) Shifting from self to system = from individual/ personal level to policy/ systemic/ institutional/ collective issues. Questions: • What is the contextual nature of race, racism, and culture in this study? In other words, what do race, racism, and culture mean in the community under study and in the broader community? How do I know? • What is known socially, institutionally, and historically about the community and people under study? In other words, what does the research literature reveal about the community and people under study? And in particular, what do people from the indigenous racial and cultural group write about the community and people under study? Why? How do I know? • What systemic and organizational barriers and structures shape the community and people's experiences, locally and more broadly? How do I know? (p.397). Core argument: Unpacking positionality can help avoid “dangers seen, unseen, and unforeseen can emerge for researchers when they do not pay careful attention to their own and others’ racialized and cultural systems of coming to know, knowing, and experiencing the world” (abstract)
Molla, T. (2021). Educational aspirations and experiences of refugee-background African youth in Australia: a case study. <i>International Journal of Inclusive Education</i>, 25(8), 877–895. AUS Annotation written by Sally Baker Annotation written by Alex Pennycuick Keywords: <i>African refugee youth; Australia; higher education; educational aspirations; the stress of racism; resilience; microaggression; antifragility</i>	Context: Refugee-background African Youth (RAY) in Melbourne, Australia – set against negative media landscape (African gang narrative) Aims: To investigate aspirations for, opportunities and experiences of higher education for two groups of RAY; responds to RQ: “What is it that explains the differences in the aspirations between those RAY who have transitioned to HE and those who have not?” (p.7) Theoretical frame: Capability approach to social justice in education (Sen), specifically adaptive preferences, agency freedom, and conversion factors. Methodology: Qualitative case study approach; research with two groups of RAY (n=10): those who transitioned into university (n=6) and those who did not following high school (n=4). Participants from Ethiopia, South Sudan, Eritrea, Ghana, Liberia, Somalia and Tanzania; most arrived in Australia in late 90s/ early 2000s Findings: 4 themes presented: shared educational optimism, differences in navigational capacities, the stress of racism, and evidence of resilience, condensed into two themes: responsive aspirations and lived-experiences.

Responsive aspirations: “individuals with responsive aspirations are disposed to adapt to evolving social arrangements and emerging possibilities” (p.6).

Shared educational optimism = strong theme in data was value ascribed by participants to education, and shared high career aspirations: “Some of the participants reported that they are eager to realise self-worth, status, and success in society” (p.6) – optimism and motivation to move past current/ past hardships. Economic opportunities from education mentioned by most participants. Educational aspirations are not necessarily nurtured at home because of parents’ own educational disadvantage.

Differences in navigational capacity: students in university had received guidance on pathways/ the job market (for some RAY it was due to school). 5/6 uni students entered via an alternative pathway. Awareness of university = raised by university outreach activities. The four not in university did not report strong navigational capacity to find a way into higher education. Author claims this is linked to differences in priorities – 3 of the 4 were expected to work so as to support extended family (because of collectivist culture – p.8): “intra-group comparison shows that those RAY who are well informed about flexible pathways to HE were able to convert the opportunity to go to university into an achievement of attending university courses of their choices” (p.9). Responsibility lies with secondary schools to ensure RAY are fully informed of options and opportunities.

Lived-experiences

Stress of racism: RAY are racialised in media discourse in Australia; participants were all aware of negative stereotyping and had experienced racist microaggressions in their educational experiences. “The stress of racism stems from this awareness of what others think about one’s racial group; and has inhibiting effects on how the latter interact with members and institutions of the dominant group” (p.10) – “I don’t fit in” – pushing RAY to develop alternative dispositions that erode self-efficacy and confidence. Racism = ‘deprivation of recognition’ (p.11), which author defines as “being accepted for who they are as they name themselves, and becoming worthy members of society” (p.11).

Evidence of resilience: experiences of marginalization and racism can make RAY ‘antifragile’ (Taleb, 2012)

Core argument: Capability approach to equitable education = recognises intersections between agency freedom and social arrangements (e.g. distribution of resources). To achieve this =

	important to remove/ reduce structural barriers and facilitate transferral of opportunity into achievement. In case of RAY, structural barriers, institutional systems and interpersonal gaps create series of ‘unfreedoms’ (Sen, 2002). Racism exacerbates this and creates conditions for self-exclusion from further study. Not all negative = there are examples of agency and resilience to counter the dominant focus on challenges. “Antifragility of refugee youth can be fostered through making available relevant opportunities that activate responsive educational and career aspirations. Specific systemic and institutional measures may aim at widening access to education, creating a safe learning environment, making relevant information necessary for education decision-making, and designing targeted support mechanisms that address challenges specific to the equity group in focus” (p.14). Core argument: The educational experience of African refugee youth are characterised by “explicit racism and resilience” (p. 14). Recommendations to solve these problems, and fix the root-causes of educational inequalities found through this study = 1. Further research into the complexity of African refugee youth transitioning into HE 2. At school level, early awareness about university education = builds RAY navigational capacity 3. Universities to create a more ‘culturally inviting’ learning environment in order to tackle both perceived and enacted racism 4. Foster racial literacy of staff and students on campus. “We should ask whether or not racism in Australian schools and universities is an expression of individual prejudice or a collective problem infused in institutional practices and systemic arrangements” (p. 15).
Molla, T. (2022). Preparing African students with refugee backgrounds for transition: School practices. <i>Australian Journal of Education</i>, 66(1), 5–25. AUS Annotation by Anna Xavier	Context: The Victorian Government have specifically recognised the significant trauma experienced by refugee-background Africans. One of the objectives of the Victorian African Communities Action Plan (208 – 2028) is therefore to improve the educational outcomes of African refugee-background students (RBS). Following this Plan, the State government commits to facilitate these students’ transition to further education or employment, to ensure that they ‘reach their

Keywords: <i>Student transition; career education; refugee-background African students; career educators; secondary schools</i>	potential' by widening their access to career education programs. However, there appears to be no critical examination of how these career education programs have helped this student cohort. Aims: This study thus aims to explore how Victorian government schools are preparing African RBS for transitions. Research question: "How are secondary schools in Victoria preparing refugee-background African students for transition to further education, training or work?" Methodology: Qualitative case study; Research participants: Career and pathway coordinators (n=9) from nine public secondary schools; Research setting: Five suburbs in Melbourne with a high number of African communities; Six out of nine schools are disadvantaged (Lower than 1000 score in ICSEA); Data collection methods: Semi-structured interviews; Review of policy documents from the Victorian government: <i>Inquiry into career advice activities in Victorian schools (EEJSC, 2018)</i>, <i>government response to the Parliamentary Inquiry into career advice activities in Victorian schools (Victorian Government, 2018b)</i>, and <i>Victorian African Communities Action Plan: working together now and over the long term, 2018–2018 (Victorian Government, 2018d)</i>; Data analysis: Inductive analysis – emerging themes were then collapsed to form key categories: 'transition opportunities, persisting challenge, and silences and issue omissions' (p. 8). Theoretical frame: Sociological life-course perspective – emphasises 'the relationship between personal adjustment and socio-historical environments' (p. 3). Author argues the importance of recognising how students' 'life chances and opportunities' (p. 3), which are often unequally distributed in society, shape their transition decisions and pathways. The author highlights two key factors to consider to effectively support the transition of African RBS: 'Past trajectories and existing contexts of opportunities, challenges and social ties' (p. 4). Findings/Discussion: 1) Transition opportunities: a) Career planning – purpose: to support students in understanding their skills set, strengths & aspirations and the career world; career coordinators provide students with a map of pathways and options – at the end of Year 10, they inform students of a suitable pathway (VCE or Victorian Certificate of Applied Learning (VCAL); b) Alternative pathways – the Australian government encouraged partnerships between universities & schools to widen access to undergraduate courses for low-SES students, through the Higher Education Participation & Partnerships Program (HEPPP); Significance – provides a compromise between expectations of parents & the ability and effort of students; students are also encouraged to take TAFE courses; c) African liaison (community engagement) officers – five out of the nine

	schools had liaison officers; These officers played a crucial role in facilitating communication between students & parents, and between schools & families; Significance – create a ‘sense of relatability’ for the students & families; resulted in greater parental engagement in schools; 2) Persisting challenges: a) Limited academic engagement; b) ‘Doxic aspirations’ – high & often unrealistic career & educational aspirations; ‘impulses to pursue out of reach dreams’ (Zipine et al., 2015); c) Parental misconceptions about courses/qualifications – parents’ resistance to non-academic options for students; lack of understanding about the value of certain courses (VCAL/VET) & the requirements to do a prestigious course (eg: medicine/engineering); d) Low self-efficacy – students often develop ‘learned helplessness’ (p. 14) because of all the help provided by the school/teachers; low efficacy among African RBS can also be attributed to limited ‘occupational socialization’ (p. 14) and role-models in their communities and families; 3) Overlooked factors of engagement: a) Institutional factors – Lack of ‘systematic reflexivity in schools’ - Limited acknowledgement of racism & low expectations; Most career educators interviewed did not acknowledge racism as an issue; Low expectations can lead to ‘scholastic anxiety’ (Bandura, 1995); b) Student agency – author asserts the importance of recognising the agency of African RBS among career educators; Recognition of student agency has an ‘empowering effect’ (p. 16) – improves students’ self-efficacy; schools are encouraged to develop students’ ‘responsive aspirations’ (p. 16); c) Home environment – Low educational capital at home creates a significant disadvantage for African RBS; unrealistic expectations of parents could also influence students’ academic and career pathway choices; there is a notable gap between students’ academic engagement & educational outcomes and parental expectations (Molla, 2020). Core argument: To effectively support the transition of African RBS, it is crucial for schools to understand the impact of their life course trajectories and socio-cultural backgrounds on their academic engagement, decisions and educational and career outcomes. Implications: 1) Crucial need to improve the awareness of African parents regarding the Australian labour market & the value of vocational qualifications; 2) Greater support should be provided to schools to promote African students’ cultural identities, build students’ self-efficacy and successfully address the issue of racism in schools.
Molla, T. (2021). African Refugees in Australia: Social Position and Educational Outcomes . <i>Journal of</i>	Context: “Little is known about how a disadvantaged position mediates people’s ability to transform opportunities into valuable achievements” (p. 1).

<i>Immigrant & Refugee Studies</i>, 19(4), 331–348. AUS Annotation written by Jenn Read Keywords: <i>African refugee youth; Australia; higher education; equity and participation; capability expansion; conversion ability; capital interaction</i>	Aim: “Through exploring HE participation of African refugee youth and how educational attainment interacts with other aspects of social integration, this paper aims to address this knowledge gap.” (p.1) Methodology: Using a mixed methods approach, Molla generates a mix of qualitative and quantitative data from multiple legislative policies (inclusive of A Fair Chance for All (1990), Analysis of Equity Groups in Higher Education (1991-2012 etc), reports and statistical data they requested from government agencies. Publicly available data inclusive of trends in refugee resettlement and HE participation were also reviewed. In order to interpret the data, they used basic statistical analysis and interpretive policy analysis to build themes. Findings: Molla uses their own integrated conceptual model to explain the interplay between disadvantaged social position, educational opportunity, and outcome (Figure 5) as they consult Sen’s (2009) capability approach to social justice and Bourdieu's (1990) sociological theory. Even with the availability of systemic and institutional HE equity provisions, it was found that only a few of the refugee youth transitioned into university within the first five years of settlement and still very few of them completed their undergraduate degrees.” (p.14) Core Argument: The low educational attainment among African refugees can partly be attributed to intersectional factors of disadvantages the groups faced within and outside educational settings. (p.14) Molla concludes by proposing three policy ideas: policy recognition of the disadvantages refugees face; removing structural unfreedoms; and more specifically concerning HE- the enhancement of navigational capacity of equity targets for all refugees including those from African backgrounds. In a further warning of inaction, they state “without substantive educational opportunities, structural barriers may permanently leave African communities on the fringe of Australian society (p.15).”
Molla, T. (2021). Refugees and equity policy in Australian higher education. <i>Policy Reviews in Higher Education</i>, 5(1), 5–27. AUS Annotation written by Sally Baker	Context: Refugees, equity policy and higher education in Australia Aim: To assess the “visibility of humanitarian entrants” in higher education policy (abstract); to “to understand whether or not HE equity policies in Australia have established boundaries that exclude refugees” (p.4); to respond to this RQ: “To what extent has refugee status been recognised as a category of disadvantage in Australian HE?” (p.2) Theoretical frame: Scalar view of policy: Scales = “represent hierarchically positioned spaces of policy activities” (p.3), with three scales used in the article: national/ federal, sectoral, institutional

Keywords: *Australian higher education; equity policy; refugees; scalar misalignment; policy misframing*

— each of which is “operationally distinctive, with a varying scope of authority” (p.3). Author notes that the focus of the article is scalar policy targets rather than scale itself (p.3), and it does not focus on ‘spatial-legal’ relationship between government and state/territories. Also, Fraser’s work on social justice/ misframing – taken from Fraser’s work on participatory parity and two levels of misrepresentation: political voice and symbolic framing, with the second level referring to misrepresentation of questions of justice to exclude some groups, or “to analyse the representation of questions of justice within a community or a sector” (p.4). Fraser also refers to this as ‘meta-injustice’, “in the sense that ‘unjustly framed’ social arrangements can deprive people of participatory parity by hoarding opportunities, legitimizing unequal treatment, and/or excluding from decision procedures” (p.5)

Methodology: Critical policy research (Prunty, 1985). Data collected via “(a) a review of national education and multicultural inclusion initiatives, sectoral equity programs, and institutional equity statements and instruments, and (b) in-depth interviews with university equity practitioners” from 5 universities (n=6) (p.5).

Findings: Scalar misalignment in higher education policy means that “refugees remain hidden from the sectoral policy view” (abstract).

National level: national inclusion statements (e.g. federal multicultural statement) = broad initiatives relevant to education + refugees (broadly in equity/ equality statements; some specific references to refugees). However, author’s main argument = “that HE equity policies are not well aligned with multicultural and refugee-related national initiatives; even so, in translating sectoral policies, many universities have made responsive adjustments to target refugee-background students” (p.6–7), which contrast with other national policy contexts where refugees have been more specifically referenced/ written into higher education policy (e.g. Germany).

Sector level: higher education policies (e.g. Fair Chance for All/ Bradley Review/ HEPPP). Discussion of equity more broadly but no specific reference to refugees; “This misframing (exclusion from consideration) has had direct implications for HE participation of refugees... [meaning] institutional arrangements remain incoherent and insufficient” (p.8). Author also cites own work (Molla 2020) to illustrate the relatively low numbers of refugees (particularly African refugees) who enrol in higher education, with little change in participation levels over two decades.

Institutional level: institutional enactment of policy = based on contestation, compromise, and, compliance (see Molla & Gale, 2019). Author discusses policy enactments in terms of compliance (compliant enactment) and flexibility (responsive adjustments).
Compliant enactment: discussion of universities' equity activities according to HEPPP guidelines [omission of enabling education because it sits outside of HEPPP funding?], some of which can be accessed by refugee students (not asylum-seeking students).
Responsive adjustment: connecting with Lipsky's notion of street level bureaucrats: policy actors enact and negotiate policy intentions in delivering policy. As refugees are invisible (in terms of not being a stated beneficiary of equity policy/ funding in the same way that low SES/ Indigneous students are), universities have adapted activities to respond to refugees under the guise of 'low SES students'. Other examples include the inclusion of refugees as a category of educational disadvantage by some state university admissions centres (see Table 1) and specific scholarship programs by some universities.
Scalar misalignment and policy misframing = omission/ exclusion of refugees is at the heart:

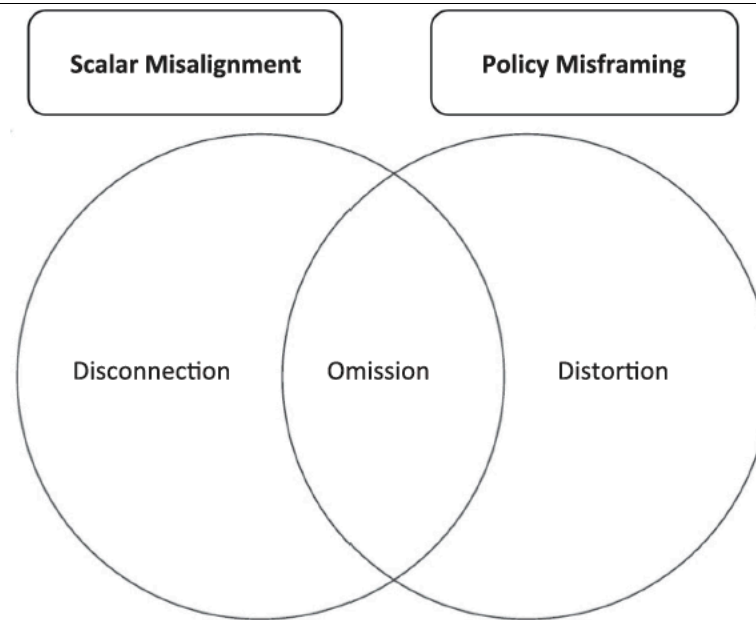


Figure 1. Key Aspects of Structural Factors that Mediate Refugees' Higher Education Opportunities: Scalar Misalignment and Policy Misframing; author's construction.

p.14

Scalar alignment = higher education policy is not in alignment with federal policy/ inclusion statements because refugees are omitted in equity policy, despite being recognised in multicultural statement and Alice Springs declaration as educationally disadvantaged group. Partly this is because of narrow shape of HEPPP (only focusing on 3 groups of students); "As a result, the HE sector has not been responsive to the national agendas of multicultural inclusion and the educational needs of refugee-background communities", meaning such policy exclusions "surely risks excluding the disadvantaged from consideration for preferential allocation of resources" (p.15). Although some universities are able to adjust their responses/ activities to include refugees, it does mean there is a critical lack of shared frame of reference across the sector. Author's analysis suggests universities' diversity and inclusion statements = 'tokenistic', with refugees rarely

	mentioned. Policy misframing goes beyond omission and includes issues of distortion: “the equity framing in Australian HE laps refugees in a single category of low SES. This framing overlooks complex non-economic factors of disadvantage that refugees face and inhibits institutions from running resource-intensive programs tailored to benefit the group” (p.17) + ignore their complex circumstances – e.g. the measures used to capture low SES students is too broad/ doesn’t permit nuanced targeting (see p.17). Also, depiction/ representation of refugees as in deficit is misrecognitive [and lazy]. Core argument: “policy misframing (i.e. omission and distortion in the political sphere) is not only a matter of resource maldistribution. It also about a lack of legal and political protection in the cultural domain” (p.18). Exclusion from equity policy = creates a structural barrier to equitable participation for refugee students: “the convergence of scalar misalignment and policy misframing constitutes a structural factor of disadvantage that impedes higher education participation of refugees” (p.18) in three ways: 4) Maldistribution (lacking necessary institutional support) 5) Misrecognition (experience bias and discrimination) 6) Misrepresentation (limited involvement in policy debates/ decision making) “For Australia to fully integrate humanitarian entrants, there is an urgent need for streamlined policy responses to the educational needs and aspirations of refugees. National initiatives need to be translated through sectoral and institutional policies and practices” (p.20)
Molla, T. (2023). Refugee education: homogenized policy provisions and overlooked factors of disadvantage. <i>International Studies in Sociology of Education</i>, 32(4), 902–923. AUS Annotation written by Sally Morgan Keywords: <i>Refugee education; African refugees; Australian higher education; the capability approach; problem representation</i>	Context: African refugee youth in Australia: their communities live on the fringe of society, have unemployment rates three times higher than national average, low educational attainment and limited social engagement. (p. 2) Aims: • assess the substantiveness of education opportunities of refugees. • respond to the knowledge gap regarding policy responses to and the representation of the problem of educational disadvantage among refugees in Australia, taking African refugees and Australian educational equity policies as a empirical cases. • understand the way the educational needs of refugees is framed in equity policies and identify overlooked factors of inequality.

Analytical framework

Draws on:

- capability approach to social justice, (Sen, 2009, 2017) which “assesses human wellbeing and advantage in terms of the range of options people have to lead the lives they reflectively choose”. P. 3. Posits educational capability as a “function of social arrangements and personal attributes”.
- concepts of “navigational capacity and skills (Appadurai, 2013; Yosso, 2005), life-course trajectories (Mayer, 2009), and adaptive preferences (Bourdieu, 1990; Elster, 1983).” (p. 2).
- thinking tools from sociology (Bourdieu, 1990) and social welfare theory (Sen, 2009, 2017),

Methodology:

Multimethod inquiry approach (Hesse-Biber & Johnson, 2015), combining critical policy review and narrative inquiry.

Range of qualitative data generated through policy document reviews and semi-structured interviews with African refugee youth and community liaison officers (n=5). Policy documents analysed included *A Fair Chance for All* (1990); *Higher Education Support Act 2003* (DAG [Department of the Attorney General], 2003); *Analysis of Equity Groups in Higher Education, 1991–2012* (James et al., 2004); *Review of Australian Higher Education* (Bradley et al., 2008), and *Other Grants Guidelines (Education) 2012* (Australian Government, 2012 [2020]).

Findings:

- Low-SES HEPPP category homogenises equity targets and subsumes refugees, “overlooking complexities of conditions and intersectionality of factors of disadvantage within the group” (p. 8).
- “educational disadvantage...should not be studied in isolation from events and relations in other domains of life across their lifespans... need to account for life-course trajectories and appreciate the cumulative effect of difficult life experiences on the group’s educational choice and experience” (p. 11)
- “Navigational capacity combines a **capacity to aspire** and a **strategic readiness** to realize the aspirations...[this is] activated and sustained by economic, cultural, and social resources” (p. 11).
- “Inequalities in educational outcomes are unjust... if people are not equally positioned to take advantage of educational opportunities made available through equity provisions” (p. 12).
- adaptive preferencing = when deprived people defensively adjust their aspirations to their situations and scale down their expectations to avoid disappointment. (see p. 13)

	- “low HE participation of refugee-background youth does not necessarily imply a lack of access. [may be due to] under-preparation (due to early disadvantage), limited navigational capacity, or adaptive preferences. In assessing ...educational disadvantage [there is a need] to take note of personal and relational factors that mediate [a group’s] ability ...to take advantage of equity provisions”. (14) - “The persistence of low educational attainment among African refugees is attributable to the representation of inequality as a policy problem... Addressing the educational disadvantage of refugee youth necessitates policy recognition of systemic factors of inequality” (16) - imperative to appreciate how societal arrangements, environmental conditions, and personal circumstances mediate one’s ability to take up educational opportunities made possible through equity considerations. 17 - the yardstick for assessing the educational disadvantage of African refugee youth should go well beyond lack of access and recognise generative structures of inequality such as disrupted educational trajectories, limited navigational capacities, adaptive preferences, and racial stereotypes and discrimination. (17) Core argument: There are “four overlooked factors of educational inequality among African refugee youth: early disadvantage, limited navigational capacity, adaptive preferences, and racial stereotypes. Without an expansive view of disadvantage, it is hardly possible to break the link between marginal social position and low educational attainment of refugees”. (p. 1, abstract) -evaluative spaces of educational disadvantage must include differences in conversion factors, life-course trajectories, and conditioned choices.
Molla, T. (2022) African refugee youth in Australia: higher education participation. <i>Higher Education Research & Development</i>, 41(2), 481–495. AUS Annotation written by Tim McLennan	Context: This study explores higher education (HE) participation among refugee-background African youth (RAY) in Australia. RAY defined as “young Africans (aged between 18 and 30) who came to Australia on a permanent humanitarian visa regardless of their current residency status” (p. 484). Introduction highlights that Australia resettles a significant number of African refugees, noting that ~20% of all humanitarian entrants between 2000 and 2011 were from sub-Saharan Africa (p. 481). Aim: “To map trends of higher education participation among African refugees in Australia and to reflect on policy silences and alternatives” (p. 481).

Keywords: *African refugee youth; Australia; higher education participation; educational capability; policy recognition*

Theoretical frame: Framed around ideas of opportunity, navigation and aspirations drawing on scholars such as Appadurai and Bourdieu.

Methodology: Mixed methods approach. Using interpretive policy analysis (Yanow, 2007), Molla (2022) undertook a review of the following policies: *A Fair Chance for All* (1990); *Higher Education Support Act 2003* (DAG, 2003); *Analysis of Equity Groups in Higher Education, 1991–2012* (James et al., 2004); Review of Australian Higher Education (Bradley et al., 2008), and *Other Grants Guidelines (Education) 2012* (Australian Government, 2012). Quantitative analysis was also undertaken to determine the HE participation of RAY using data from Department of Home Affairs, Australian Bureau of Statistics and Commonwealth Department of Education and Training. Caveats for data collection such as inability to capture humanitarian entrants that have later become citizens were noted– to address some of these limitations, Molla (2022) included only the eight main countries of origin of African refugees (MCOAR) (90% of entrants from these countries have refugee or refugee-like experiences).

Findings:

- The findings show that only one in ten refugee-background African youth (aged 18–30) transitioned to HE within the first five years of their arrival.
- Across a 25-year period there was little change in the number of RAY attending university or completing degrees despite an increased in the number of entrants from MCOAR. Trend is worrying compared to general Australian population (population Census data).
- Over a 17-year period, over 14,000 RAY were enrolled in HE, but only 22% of RAY completed their HE courses. Undergraduate study a particular challenge, with a completion rate of only 17% over 17-year period (DET data).
- Policy analysis showed the refugees remain invisible.

The article calls for “*expanding the educational capabilities* of the refugee youth, specifically highlighting the need for policy recognition, early intervention, and substantive opportunities that can be converted into valued outcomes (p. 481).

- Policy recognition means extending catch-up schooling to young adult refugees, diversifying educational pathways, enhancing English language proficiency, and reframing educational disadvantage as capability deprivation (see page 489).

	• Early-stage intervention means expanding the navigational capacity of RAY by providing relevant and timely info about opportunities and requirements. Also, “secondary schools need to make sure that the youth (a) fully understand the value of university qualifications, (b) are aware that HE opportunities are available for them, (c) can effectively navigate alternative pathways to HE, and (d) they are fully informed that they are responsible for the results they realise through the opportunities available to them” (p. 490). • Substantive opportunities means that policy provisions are relevant to the needs and conditions of RAY as equity targets and that RAY can convert these opportunities into valued outcomes (p. 490). Core argument: The article draws attention to low rates of HE participation among RAY.
Moloney, R., & Saltmarsh, D. (2016). ‘Knowing Your Students’ in the Culturally and Linguistically Diverse Classroom. <i>Australian Journal of Teacher Education</i>, 41(4), 79–93. AUS Annotation written by Sally Baker	Context: Globalisation has led to increasingly diverse classrooms; new teachers need ‘an expanded set of skills and attitudes’ to support CALD students, including teacher educators. Authors note the imperative to know students in the AITSL professional standards, but also note “the inherent assumption that knowledge of different types of diversity will lead to teaching which is educative and intercultural in nature” (p.80). Authors note the CALD landscape of NSW, citing DET data: in 2013, 31% of students in gov schools = LBOTE; in SW Sydney, this number increases to 67%, and some schools = 90% LBOTE. Authors note critique in literature about lack of multilingual awareness built into teacher education units, which relates to the deficit framing of EAL/D students, rather than recognizing plurilingual strengths Aim: Responds to these RQs: “(1) In this department, what is the undergraduate curriculum provision of material related to cultural and linguistic diversity (CALD)? (2) What is the profile of the CALD characteristics of the undergraduate cohort? (3) What are the attitudes and perceptions of the students, to teaching in a CALD classroom, as learned from the degree program?” (p.80) Theoretical frame: Methodology: Exploratory, qualitative, mixed-methods study. Data collection = online survey with education students (n=138, = 10% of whole cohort – details on profile on p.84)) + interviews/ focus groups with students (n=42) + analysis of curricula documents relating to CALD, the profile of CALD

undergraduate teaching students, attitudes/ perceptions of student teachers to CALD classrooms. Thematic coding.

Findings: *Mapping of provision* relating to CALD students: 1 mandatory course on Inclusive Education (with limited specific attention to CALD issues) + two 3rd year elective units (Literacy in Multicultural Societies, Approaches to Indigenous Education) – but both had small cohorts, meaning that many pre-service teachers did not take these courses.

Survey results: 2/3 students = 18–25 years old; 25 language backgrounds; 31% = LBOTE; more than half went to a school with low LBOTE population.

Students’ perceptions of curriculum/ teaching: most participants think they have the skills to get to know their students as per the AITSL professional standard (demonstrated through naming inclusive teaching strategies). Only 30% expressed confidence in teaching CALD students and 62% expressing anxiety about teaching CALD learners. Authors argue this is due to two types of disconnection:

- 1) contradiction in observed teaching at university: “the majority of participants identified that they had only seen a small number of staff members use explicit inclusive teaching strategies, made any recognition of CALD students in tutorials or lectures, or called for possible diverse perceptions or interpretation of materials” (p.85), although some did report observing inclusive practices in the online forum space. Participants commented on lack of diversity in teaching, particularly for speakers of other languages
- 2) perception of tokenism in inclusion material on diversity (e.g. tag-on lectures). Authors note differences between perceptions of two students (both from Western Sydney and CALD themselves) with regard to ‘know your students’: one student described it in terms of “being open, having empathy” (p.86), another described it in terms of creating a sense of belonging/ not feeling left out. Authors argue that these students’ experiences “their highlight the need for teacher education curriculum and experience that is individually and critically challenging and has the capacity to unseat assumptions, if it is to be a teacher education for social justice” (p.86).

Core argument: “Addressing diversity or international education as abstract topics, at arms-length, in the teacher education curriculum will not achieve individual change and critical development in pre-service teachers” (p.86). Lecturers need to:

	1) activate knowledge of CALD students/ students experienced with diversity to share experiences to enrich whole cohort 2) to embed content on EAL/D and intercultural learning throughout curriculum 3) offer practicum placements in CALD contexts/ other cultural contexts (e.g. in other countries)
Montero, K.M., Newmaster, S., & Ledger, S. (2014). Exploring early reading instructional strategies to advance the print literacy development of adolescent SLIFE. <i>Journal of Adolescent & Adult Literacy</i>, 58(1), 59-69. CAN Annotation written by Priyanka Bose	Context: Adolescent refugee students experience low academic achievement in resettlement countries due to poor quality/lack of education (e.g., in refugee camps). They need intensive support from secondary teachers. However, the teachers face difficulty in addressing these needs of the students, because of a lack of training in working with refugee students with limited print literacy, a shortage of age-appropriate culturally oriented texts/resources, and finally, professional knowledge gaps in early literacy development and trauma recovery. Aim: To acknowledge and respond to the lack of evidence-based research on the needs of print literacy for non-literate and semi-literate adolescent refugee students, and professional development for secondary ESL/ELD teachers in the context of ELD. Methodology: Nine secondary teachers were trained to teach eleven adolescents refugee students print-literacy in class, through ‘guided reading’ and ‘running records’ with leveled, information-based texts (for example, <i>National Geographic</i>). Mainly quantitative study (PM Benchmarks assessment system, that collected the running records, and psychometric measurements, that measured English language and reading progression) with a small qualitative component (ethnographic methods, such as, participant observation, interviews, and content analysis of teaching materials). Findings: An outstanding improvement of eleven adolescent refugee students in English print literacy development, as evident in: • The running records data: Students’ total reading level gains ranged from 3-13 with an average of 8.3, whereas in a comparison group with no intervention from a previous year, the range was 0-3 with an average of 1.2 (p. 65). • Pre-intervention and post-intervention data through psychometric language and literacy measurements: Students showed statistically significant gains, in their Growth Scale Value (GSV) scores (on average) in receptive and expressive vocabulary and in total reading achievement (p. 65-66).

	Core argument: Early reading strategies, such as, guided reading and running records, play a pivotal role in teaching print literacy to the adolescent non-literate and semi-literate refugee students in resettlement countries
Morrice, L. (2007). Lifelong learning and the social integration of refugees in the UK: the significance of social capital. <i>International Journal of Lifelong Education</i>, 26(2), 155–172. AUS Annotation written by Jenn Read Keywords: <i>refugees, social capital, lifelong learning, social integration, informal learning</i>	Context: Where refugee migrants living in the UK hope to work and study in their new countries, those waiting for a decision on their applications are excluded from these opportunities which impedes their chances for earlier integration within their new society. Aim: “This paper explores some of the lifelong learning issues for refugees and argues that the current discourse of social inclusion and exclusion gives rise to narrow and prescriptive learning opportunities which fail to address the barriers facing refugees in the UK” (retrieved from abstract). Methodology: Morrice begins by revealing information collected from multiple sources where skill audits were performed regarding refugees' high unemployment rates- regardless of their previous education and employment statuses obtained before their arrival in the UK. Next, Morrice identifies multiple reasons for the disparity between refugees’ skills and qualifications and their abilities to obtain actual employment which she connects back to social capital and its influence on the social exclusion of refugees. Further, considerations related to the influence and significance of social capital are explored in the discussion, followed by mentions of how immigration, ethnicity and trust tend to be interwoven causing exclusionary tendencies where the greater society is concerned. Findings: The supporting arguments that Morrice includes in her discussion prompts readers to consider how lifelong learning opportunities in the UK are viewed by employers compared to accredited, formal learning programs/certifications; and the government’s poor perception of informal programs only benefits preparing participants for higher level, accredited courses. Morrice points out the many advantages to informal learning from the social and cultural perspectives and the importance of them in the integration process before providing a cycle (Figure 1) with a 4-step sequence that highlights connections between social capital and informal learning. Furthermore, refugees are said to only likely be motivated to participate in informal learning programs that recognise their skills, knowledge, and professional identities. Where a program is successful in providing that foundation, the following cycle can occur leading towards greater social inclusion: (1) Informal and social learning opportunities provide refugees with access to social and cultural norms, (2) through these opportunities they in return can receive tacit knowledge and skills which allows for (3) bridging/linking social capital to occur and social interaction between groups. Lastly,

	(4) further opportunities for informal learning and building social networks are likely to result which leads to a greater social inclusion within society. Core Argument: The author argues that in order “for refugees to become integrated and useful members of society, a shift away from the present focus on formal individualised education provision to a greater recognition of informal and social learning opportunities” (retrieved from abstract) is required. They further state that government policy around learning is currently heading in the wrong direction if social inclusion for refugees and community cohesion are the main goals. “Recognition of the significance of social capital calls for lifelong learning policies which promote social learning opportunities and recognise the importance of learning in informal and non-formal contexts” (p.156).
Morrice, L. (2009). Journeys into higher education: the case of refugees in the UK. <i>Teaching in Higher Education</i>, 14(6), 661–672. UK Annotation written by Sally Baker	Context: Higher education (UK) as a means to re-established lives and professional identities. Explores challenges faced by group of sfrb (who were highly educated in own country and were taking part in a program designed to facilitate entry/access into HE and appropriate employment) 3 years after completing the course. Course = <i>Ways into Learning and Work</i> (WILAW) = 60 hours long with 3 broad parts: 1) job stuff (resume/CV writing and job application skills etc.), 2) English language and prep for IELTS, 3) non-formal learning activities (networking, visiting speakers). 8/10 in cohort described completed the course; one could not be contacted = 2/7 entered HE; 1 trained as alternative therapist, 2 looking for work, 2 working but not in professional area. Aim: To explore sfrb experiences after completing WILAW Theoretical frame: Bourdieu: field, habitus, capital (positioning: understanding of HE and employment in UK = cultural fields). Draws on Mezirow (perspective transformation) in Discussion Methodology: Qualitative follow-up to WILAW program: 7 participants interview; 4 presented as case studies in this paper (2 x Iraqi, 2 x Iranian) Discussion: Maryam = mother and wife, qualified engineer/ further education teacher in own country; was working in dry cleaners when she heard about the course. She wanted to return to her profession but had been told she would have to do UG Engineering degree but actually she could do PG + PGCE or 2 years of UG in Maths/ Design + QTS. She was offered place on UG program but had to pass English GCSE

	Fatima = had BSc Nutrition/ was hospital dietician in own country. In UK for 5 years pre WILAW. Was studying MA in Nutrition when she took course. Needed to find new place to live/work due to personal issues, also unsure whether MA would facilitate work in hospital. Careers advisor via WILAW confirmed MA = not for hospital so she transferred to Pharmacy (with WILAW tutor help). Said = aircraft engineer with MA in mechanical engineering. In UK 6 months pre-WILAW and was working in security/ maintenance technician. Degrees not recognised in UK. Supporting family financially = number one priority, rebuilding career = 2nd. Three years after WILAW = frustrated he couldn't work as aircraft engineer – he applied for one job and offered job of cleaner instead (which he viewed as racism). Muhammad = had BA in Industrial Management + ½ MA in Industrial Management. Left country with no documents. Hoped to run own business. Family business = seized by government. Muhammad applied for average of 40 jobs a week following participation in WILAW = suspected racism and employers feeling intimidated because they didn't have HE degrees. He remained in contact with Refugee support project REMAS HE (shared between Uni Sussex and Uni Brighton) – did EAP course and accepted onto MBA course (sister offered to pay fees). Still aiming to set up own business. WILAW = helped to develop students' perspectives, particularly for Maryam and Said who presumably came from Iran – country described as having 'closed culture' = difficult to critique/ move away from; WILAW = language and cultural transformation; also for affective reasons = support in finding friends and people experiencing similar challenges and making friends. Core argument: Navigational capacity/ cultural capital = important: "As relative newcomers to the UK they did not have access to the forms of social capital which provide the 'know-how' to achieve their goals" (p.668). Students returned to contacts from WILAW and REMAS HE for continued assistance with job applications, applications for further study, advice, information. "The unanticipated outcomes were the role that the course had played in providing a forum for the exploration of different cultural, social and political values. This was particularly significant where the UK culture was very distant from the one that the refugees had come from" (p.671).
Morrice, L. (2011). <i>Being a refugee: learning and identity. A longitudinal study of refugees in the UK.</i> Trentham Books: Stoke on Trent.	Context: Refugees, settlement and education in the UK (based on Morrice's thesis). See also Morrice (2009, 2012, 2013).

UK Annotation written by Sally Baker	Key arguments: “While refugee communities may be rich in ‘bonding’ social capital, they are often excluded from the ‘bridging’ social capital and the learning within them which is vital for accessing wider social resources” (p.56). <i>Time/ poor decision-making:</i> “Because Maryam did not know the system, her son took options at sixteen which were inappropriate to his needs and her aspirations for him... Maryam describes this as a wasted year for her son; he had no interest in or aptitude for the subject and subsequently left school to find employment” (p.56). <i>Family and financial responsibilities:</i> “[Savalan] described his responsibility for his family as ‘quite a lot of pressure’ but it is a responsibility that he has carried since he set up his own business, although he found it much easier in Iran. As the only son, it is his responsibility to make the decisions and support his parents financially... The financial pressure Savalan was under increased when his two younger sisters started at university and he had to take financial responsibility for them too” (p.91). <i>Transition:</i> “In Alan’s story we see how the processes of transition and self-reconstruction are far from linear or straightforward. Rather, it is characterised by flux and uncertainty, and an interweaving of feelings of impotence and agency, marginality and belonging” (p.105). <i>Working (cash-in-hand),</i> “Effectively, [Farideh], like a great many migrants, had become a circumstantial law breaker – identities and behaviour which were far from anything she could have imagined before she came to the UK” (p.110). <i>‘Unbecoming’ through learning:</i> “The refugee narratives presented here suggest that much learning is about ‘unbecoming’; it is about learning what they are not, learning what is not legitimate and exchangeable, and about learning that, as refugees, they have little or no moral worth or value. They learn that from the stigmatised social position of refugee there are no socially available scripts or narratives upon which they can draw to construct and present themselves as worthy or moral beings. Instead they are engaged in a constant process of learning how to resist negative evaluations and generate distance from representations of themselves as pathological. Drawing on alternative discourses of

	caring, hard work, education and the good citizen, they learn how to feel and to present themselves as having value and moral worth in relation to others. Their narratives illuminate how, from the disintegration and deconstruction of self which accompanies migration, the participants learn to ‘become’, which in its broadest sense means they learn how to rethink themselves and live with integrity and dignity in a new social space. For all the refugees in this research, higher education in the UK was perceived as a means of constructing themselves as morally desirable and of beginning to re-build their professional identities” (p.122). <i>Becoming a refugee:</i> “Becoming a refugee involves managing unexpected changes in one’s life trajectory and embarking on a journey to construct a viable identity and positive subjectivity in a new context” (p.129). “Refugees are firmly placed into symbolic structures of inequality, determining what economic and educational opportunities are available to them and limiting their access to different forms of capital. The participants were structured and positioned through mechanisms of capital transformation and trading which meant they had few opportunities to convert and trade up the capitals they possessed into symbolic capitals, and educational and employment reward... *The store of social and cultural capital which had enabled them to achieve educational and professional status in their own country was generally not recognised and valued in the UK and could not be converted into symbolic capital” (p.131-*132). “All of them saw higher education as a route to re-establishing a professional identity” (p.132). “The twin concerns for participants were to rebuild and re-establish their professional lives and identities and, closely allied, to re-generate a sense of respectability and value in themselves as moral subjects. Policy does little to support refugees in this respect” (p.136). Lack of recognition of prior qualifications and experiences = “the first hurdle” (p.139).
Morrice, L. (2012). Learning and Refugees: Recognizing the Darker Side of Transformative Learning. <i>Adult Education Quarterly</i>, 63(3), 251–271. UK Annotation written by Sally Baker	Context: UK higher education. Questions whether learning = always a positive process and explores experiences of refugees transitioning into life in UK. Draws on view of learning that goes beyond the formal (defined as not leading to formal accreditation); works to resist the dominant positive/ beneficial view of learning – points to ‘darker side’. Makes point that refugees experience “moments of intense learning”/ “source of deep learning” throughout their movements (because of uprooting), “The process of migration disrupts the inherited frames of reference and the accumulated biographical repertoire of knowledge and understanding, and they are forced to learn

Keywords: refugees, transformative learning, immigration, identity, immigrant, Mezirow, learning	new behaviors, under stand new rules, and to adapt to new values and another type of social organization” (p.252-3). Transformative learning = contested (is it any different from ‘learning’? – Newman, 2012). Author notes that assumptions underpin most forms of learning (positive benefits to learner); points to literature that has suggested less positive impacts. Scopes UK socio-legal context with relation to seeking asylum Aim: Theoretical frame: Mezirow’s theory of transformative learning – ‘disorienting dliemmas’ = when frame of reference = discordant with experience/s (aka ‘culture shock’, see Taylor, 1994) Methodology: Draws on research conducted 2005-2010 at University of Sussex = longitudinal, life history approach with 10 people from refugee backgrounds (6m, 4f from Iraq, Iran, Eritrea, Zimbabwe) and repeat interviewing using life history approach. Thematic narrative analysis Findings: Organised around 3 themes <i>Learning to adapt</i> – participants’ “historically and culturally constructed meaning schemes” jostled with UK and created disorienting dilemma (or series of) = expectations and realities. Participant Savalan’s account illustrates “the enormous amount of informal and incidental learning that living in a new culture demands” (p.260), such as writing down new words learnt via TV. Participant Maryam = also critically reflected on previously held assumptions and had to consciously change her frame of reference. Others learnt to act strategically (e.g. Yoseph starting FE college to meet English people), “Disjuncture or disharmony ultimately leads to greater cultural awareness, greater confidence, and competence in dealing with the new social context. It also fits with the intercultural competency literature of how, over time, individuals revise their frames of reference and develop greater cultural competency” (p.261) – but refugees also have to learn ‘social scripts’ of what it means to be an asylum seeker/ refugee. <i>Learning to live in asylum system:</i> All had to wait for asylum claim to be processed – locked out of education, work and welfare systems. Participants had to work out how to survive (e.g., work illegally, cash in hand = ‘circumstantial law breakers’) = identities that were very different from previous lives/ identities <i>Learning who and what you are not:</i> all participants had been professionals (one had just completed HE) before fleeing and they “arrived with expectations of reestablishing professional identities and securing employment in the same or similar professions” (p.263). However, their capital (Bourdieu)

	was not recognised as legitimate and had less/no 'exchange value' = leading to acute loss of status (UK figures suggest that over one third of refugees had professional qualifications in 2004). Receiving benefits and not being able to secure a job = source of shame. Learning to take low status job = "does not lead to positive outcomes; rather, it is concerned with having to unlearn and let go of much of who and what they were. A significant part of their experience involved learning to accept that their cultural capital was not recognized and had little, if any, exchange value. It also involved learning to live with loss of professional identity and the social status and respect that accompanied their premigration identity. For most it had involved periods of unemployment and dependence on welfare benefits; for some this loss of financial independence continued over a period of many years" (p.266). Core argument: Learning involves critical assessment of assumptions and taken-for-granted frames of reference and exploration of new options, which are not always positive – much is about unlearning and deconstructing what and who they thought they knew/were
Morrice, L. (2013). Refugees in Higher Education: Boundaries of Belonging and Recognition, Stigma, and Exclusion. <i>International Journal of Lifelong Education</i>, 32(5), 652–668. UK Annotation written by Dr Georgina Ramsay No keywords	Context: Four refugee students engaged in HE study in the UK, in a university-based course which was specifically designed and developed to support refugees with higher-level and professional qualifications to access either HE or employment commensurate with their existing qualifications. Focus on 'highly educated refugee professionals' who flee to the UK. Aim: What are the HE experiences of highly educated refugee professionals who flee to the UK, but who must then gain a qualification in the UK in order to re-establish a professional qualification. Conclusions: Use of Bourdieu to contextualise theoretical framework of article (habitus; doxa). The HE experience of HEB students is diverse and cannot be homogenised, yet also encompasses specificities from mainstream students that need to be accounted for in developing strategies to support them. Pre- and post-migratory experiences shape how these students encounter higher education. Avoid over-generalising and universalising the needs of refugee students. Experiences of: racism; need to send remittances to family; etc. led refugee students to feel marked by their HEB background; but becoming part of the University system, and made to feel a sense of belonging there, led to this marker of their identity being less salient. Core argument: Feeling a sense of belonging with the HE institution is key to having HEB students succeed and have better overall quality of life. This could be drawn on as a framework to justify why we are doing the project, and what we hope to achieve with it (i.e. strategies for equity and

	belonging). When treated carefully, HE can be a space where marginalisation and exclusion are mediated and transcended for refugee students.
Morrice, L. (2014). The learning migration nexus: towards a conceptual understanding. <i>European Journal for Research on the Education and Learning of Adults</i>, 5(2), 149–159. UK Annotated by Sally Baker Keywords: <i>migration; learning; identity; transformative learning</i>	Context: Migration, learning and development in UK. Aim: To “identify key learning perspectives which illuminate the nexus between learning and migration” (abstract); to offer a conceptual framework that captures the socioculturality and policy discourse dimensions. Authors asks: “how we can begin to understand the processes of learning and identity formation as migrants seek to adjust and establish themselves in a new context?” (p.149). Theoretical frame: Trends in migration (Castle & Miller); Biography (Jarvis); Transformative learning (Mezirow); Social and cultural capital, habitus (Bourdieu) Methodology: Essay Findings: <i>Review of migration</i> Author reminds the reader that “This diversity makes it impossible to talk of a single migrant experience or to make broad generalisations about the settlement outcomes for migrants” (p.150), but argues that there are several commonalities that are pertinent to the learning-migration nexus: • Migration involves movement – including across social spaces – thus “evok[ing] intense moments of learning across all domains of life: work, home, leisure, community and family” (p.151). • Migration creates cultural distance between origin and destination that impact on the “extent and depth of the learning evoked, , and also the degree to which the resources – linguistic and cultural - which the migrant brings can be utilised” (p.150–1). • Migrants need to rebuild/reshape (parts of) their lives, identities. • ...“the learning and identity practices which are enabled or denied are contingent on the specific social contexts in which the individual is moving, both the social spaces they have moved from and the social spaces in the country they have moved to. <i>Review of learning perspectives</i> Learning is dominantly viewed (liberal-humanism) as an individual concern, and that “the individual’s experience is the foundation and most important resource for learning” (p.151), with lifelong learning (including formal and informal learning) a key understanding. Recent additions to

our thinking about learning include embodied and emotional dimensions, resulting in more rounded, holistic conceptualisations, with embodiment and emotions “intrinsic to the construction and transformation of life experiences which then become integrated into the individual’s biography” (p.151), and a site of identity re/formulation.

Author argues that “Recognising the significance of learning and identity formation through daily social encounters and practices is important to understanding migration from a learning perspective” (p.152). Migration disrupts established (“inherited”) frames of meaning (p.152), necessitating learning (new ways, languages, codes, conventions, etc.)

Key tenets for a learning-migration conceptualisation

- Importance of biography and “totality of an individual’s life” (p.153)
- Sequence of experience – what came before influences now and what is to come
- Roles and pre-migration experiences are also important, in addition to their sociocultural backgrounds.
- Learning is positive; “learning brings about positive outcomes and benefits for the learner” (p.153)
- Shifts in capital and habitus (Bourdieu) = dislocation and discontinuity

“An understanding of these pre-migration identities and experiences helps us to understand migrants as whole beings with aspirations, expectations and dreams. It enables us to transcend the identities imposed by the immigration system for instrumental purposes: refugee, asylum seeker, undocumented, family reunion, student or labour migrant” (p.153).

Challenges:

Opportunities to study and work will largely “depend on whether there are processes in place to validate and recognise academic, vocational and professional qualifications and competencies which they bring with them” (p.155). Misrecognition of what migrants bring is prevalent across Europe, where migrants are reported with high levels of un/underemployed, and migrants are less likely to be offered places in educational courses that are commensurate with their level of qualification/ experience.

Core argument:

	“It is difficult to imagine any other life event in which learning becomes so wholly part of daily life experience, with few, if any, aspects of life left untouched by the need to learn. For migrants learning is an inevitable part of life” (p.152). “It could be argued that these policy initiatives are underpinned by an agenda of social and moral regulation; that policy is constructing migrants as morally problematic, in need of civic education in order to acquire the knowledge, attitudes and beliefs to become good or successful European citizens” (p.156–7). ...” learning for migrants may not always be positive, it can also involve learning that they cannot use their social and cultural capital to establish themselves and that previously held high status identities cannot be taken up” (p.158).
Morrice, L. (2017). British citizenship, gender and migration: the containment of cultural differences and the stratification of belonging. <i>British Journal of Sociology of Education</i>, 38(5), 597–607. UK Annotation written by Sally Baker Keywords: <i>Citizenship; citizenship test; gender; migrants; national identity; belonging</i>	Context: Tensions between cultural diversity and citizenship in the UK. Author argues that different categories and statuses of migration (work, refuge, family, study) “has given rise to a hierarchy of civic stratification with, on entry, each category being afforded different rights and levels of protection by the state” (p.2). Morrice argues that citizenship operates as additional mechanism of stratification Aim: To trace evolution of policy developments around citizenship test since inception in 2005; to argue “that citizenship testing enables the government to cherry pick migrants who conform to an idealised citizen subject, while containing cultural difference by excluding others, particularly women, who are tolerated but remain symbolic non-citizens” (p.597). Theoretical frame: ‘Politics of belonging’ (Yuval-Davis, 2011); Hammar (1990), typology of gateways to citizenship: 1) regulation of immigration/ border control; 2) regulation of permanent status residency; 3) naturalisation via citizenship. Citizenship testing = therefore a restriction to third gateway (creates ‘denizens’ – people who have a right to remain but are denied political belonging) Methodology: Essay Findings: British citizenship test: began in 2005. Initially = two options: 1) study citizenship within registered ESOL course and pass from one level to the next; 2) complete the computer ‘Life in the UK’ test (mapped at Entry 3/ B1 on CEFR). Test includes content covering British history, political system, civic system, demographic profile. Citizenship rules changed in 2013 and ESOL route was removed. Test cost 50GBP at time of writing, and comprises 24 MCQs which need to be answered in

45 minutes. Test booklet = now 3rd edition and is significantly different from earlier versions: final chapter is on being a 'good citizen'. Also, presentation of British history – changed to be more definitive and unitary narrative, whereas earlier versions of the handbook had been more nuanced. Similar shifts seen in positioning of the handbook, which says on p.7 of 2013/ 3rd edition that it: "... will help you to integrate into society and play a full role in your local community. It will also help ensure that you have a broad general knowledge of the culture, laws and history of the UK'" (on p.599).

Changes to citizenship reflect/ require different engagement with English language and texts = previous version required a conversation on an unfamiliar topic, now test takers have to engage with more text and more ambiguous questions, without any state-offered test preparation. There are also assumptions made about test takers' technological capabilities. Data in Table 1 shows marked increase in fail rates for non-English speaking/ non-compulsory education/ low literacy rate countries (see p.601), particularly for refugee-producing countries. Moreover, many of the arrivals from Bangladesh, Somalia and Afghanistan = women through partner migration, who would previously have relied on the ESOL route to support their preparation for the test. Changes to citizenship test have occurred at a time when ESOL funding was also reduced. Citizenship test is not the only step; applicants also have to have an interview to demonstrate they are 'of good character' and pay more money. The cost has increased from 200GBP to 986GBP (including cost of ceremony). Cost = found to be biggest impediment to migrants applying for citizenship.

Gender and migration: women = more likely to enter UK as partner/ more likely to be dependent of primary applicant: "migrants leave gender-segmented societies, and on entry to the United Kingdom stratification and inequality is further produced through different migrant statuses; these intersect with other social divisions to shape the citizenship experiences, opportunities and outcomes for women, including their opportunities to successfully apply for citizenship" (p.604). Life in UK handbook = "underscores the state's power to define the ideal citizen" (p.604); feminist scholars have argued that citizenship = "essentially male defined, privileging the male sphere and marginalizing women and other modes of citizenship" (p.604)

	Core argument: Citizenship application processes and strategies act as an invisible and silent filter of selection for who deserves to politically belong
Morrice, L. (2018). Abyssal lines and cartographies of exclusion in migration and education: towards a reimagining. <i>International Journal of Lifelong Education</i>, 38(1), 20–33. UK Annotation written by Rebecca Murray Keywords: <i>Education; migration; integration; postcolonial; Boaventura de Sousa Santos</i>	Context: Transnational migration is key to defining social, political and economic issues in the 21st century. In the EU context, immigration is the second most important issue after terrorism, and it is impossible to understand these challenges outside colonial legacies and attitudes towards 'race'. This paper explores these issues through the lens of education, particularly lifelong learning and the increasing engagement of education providers (schools - colleges - universities) with the politicisation of immigration control, integration and securitisation. The paper aims to investigate the invisibilisation of practices of knowledge production and pedagogy from the global South, in the context of Western Europe (global North) and strategies to reframe the relationship between education – migration nexus using a postcolonial analysis. Aim: The author applies a postcolonial analysis to the education-migration nexus to explore how the global North / South binary, central to Said's theory of Orientalism (west / the rest), maps onto Santos' concept of 'abyssal lines' constructed as a means of separating the Western world of regulation and emancipation, from the appropriation and violence across the rest of the world. This analysis focuses on the power of enduring colonial logics in shaping hierarchies of belonging and exclusion, used to shape the rights, entitlements and access to resources, afforded to forced migrants. Theoretical frame: Postcolonial binary logic - global South / North is the overarching binary, reflecting the problems imposed on the South by the North e.g. colonial legacies, global capitalism and climate change, which are often the 'root causes' or stimulus for forced displacement and migration. The author maps this overarching binary onto the host / migrant binary, determine belonging, and a framework in which to 'other' migrants. Immigration categories are shaped by inequalities and inherently discriminatory – these problematic categories overlap with different status and identity characteristics, such as gender and disability, which can serve to multiple experiences of marginalisation. Methodology: Essay. Findings: The theoretical framework was applied to the education - migration nexus, resulting in three key areas for discussion: (1) '<i>Education for Migrants</i>' – education is shaped by policies of assimilation as opposed to

	integration, as education providers reproduce colonial logics and hierarchies of belonging in policies that define access to and participation in their institutions. Highlighting the role of education providers in delivering anti-radicalisation agendas, which often target Muslim and minority ethnic communities. Placing these expectations on education providers serves to i) undermines traditional radical, progressive and liberal education practices; ii) distract from the challenging and inequalities stemming from systemic inequalities and; iii) stigmatise innovative initiatives designed to include migrant learners in education. (2) <i>'Western centric hegemonic concepts of learning'</i> one dimensional approach to learning and knowledge production that privileges the Western culture. Knowledge, experience, learning is characterised as inferior and in deficit when applied in the Western context. Therefore, ignoring the <i>incompleteness of all knowledges</i> and the value of translating knowledge between contexts. (3) <i>'Cartographies of exclusion'</i> explores the impact of language and labelling manifest in immigration categories, which Santos identifies as a means of extending and continuing colonial legacies. Immigrants are constructed as a threat ranging from a security concern to a drain on state resources. In conclusion, binaries create simplistic and static frameworks used to create legislation and policy, predicated upon a homogenous construction of the 'migrant' – a threat to the state, society and by extension education. Reframing this simplistic understanding of migrants, shifts the focus from migration to poverty, as the root cause of exclusion and segregation. Central to this reframing is public perceptions of migrants through enhancing understandings of the diversity of transnational migration and embracing the benefits of cultural, ethnic, and linguistic diversity. Recommendations include; understanding the role education providers play in invisibilising knowledge and experience gained outside the Western context; exploring and working with different pedagogies and forms of knowledge - adopting an asset driven approach to understanding the global South; develop and implement anti-racist education policies underpinned by an intersectional approach. Core argument: Postcolonial theory provides a lens through which to create a decolonial framework within which education providers can transform theoretical and pedagogical approaches to meet migrants' 'lifelong learning' needs.

Morrice, L., Tip, L., Collyer, M., & Brown, R. (2021). [‘You can’t have a good integration when you don’t have a good communication’: English-language learning among resettled refugees in England](#). *Journal of Refugee Studies*, 34(1), 681–699.

UK

Annotated by Sally Baker

Keywords: *settled refugees, ESOL, language learning, gender, integration*

Context: Resettlement, language and integration; “Despite government commitment to resettlement, there has been no research into the longer-term English-language outcomes or how effective government priorities and policies are in supporting language learning” (p.2). UK has two migration programs for refugees; longest-standing is Gateway Protection Program (GPP); new one is Syrian-specific following 2015 ‘crisis’. English language teaching run through ESOL program in UK, run by local authorities (councils) but sometimes outsourced. ESOL program has had funding reduced. ESOL program offers: “For the first year, ESOL classes are funded by central government and are free to all resettled refugees; thereafter, government policy generally seeks to secure welfare, language and other needs within mainstream social policy. At this point, refugees who require English language move into mainstream ESOL provision, which is generally two hours a week, twice a week” (p.2). Gender is key issue. Structural challenges: outsourcing, decreasing funding, allocating students to class on basis of level rather than capacity to learn, gendered barriers to participating, ignorance about how trauma and vulnerability impacts on language learning

Aim: To explore longer-term language outcomes of refugees in UK government’s humanitarian migration program: Gateway Protection Program (GPP); to respond to these RQs: “what are the key determinants of English-language learning; how do resettled refugees experience English-language learning; and how does government policy impact on language learning? (p.2–3)

Methodology: Mixed-methods and longitudinal; data collected between 2014–2016 in 4 areas of UK with refugees resettled between 2006–2010. Three sources of data: focus groups, questionnaires, interviews. In q’naires, participants asked to self-rate language proficiency in English, education prior to arrival, literacy prior to arrival, current employment status, health (see p.5–7)

Findings:

English language Experiences and Perceptions: overwhelming consensus that English language = important for resettlement and a desire to improve language proficiency. In early interviews, many refugees reported English as a barrier to integration: “it made communication with other people possible, it was linked to employment and it was a crucial part of being able to live independently” (p.7). Most participants did not consider the tuition hours they received via ESOL as adequate for their needs. ESOL classes considered useful for language development and social needs. Useful for co-national students to settle, and mixed-nationality classes for improved opportunities to practise

English and meet new people. Barriers to learning = “waiting lists for classes, the cost of classes and eligibility for free or subsidized provision, travel costs to college, the lack of childcare and lack of appropriate provision, particularly at higher levels and the very lowest levels” (p.8).

Longer a refugee in UK, the more proficient in English

Refugees originally from urban areas = more proficient than those from rural areas

No differences: those who had lived in camps, those in urban displacement, location in UK

Pre-arrival education = significant factor in English proficiency development (no prior education = worse in English; those who had been to university = significantly better English

“the higher the education before arrival, the better their English is currently” (p.8)

Prior literacy before arrival = better English proficiency

Experiences

For refugees with lower level, they experience shame (because of not having “secure and confident learner identities and were reluctant to ask questions or to admit when they did not understand”, p.9)

ESOL teaching and materials not well placed to support pre-literate refugees (heavy reliance on print-based materials.

Older refugees struggle more and have lower levels of proficiency (similar issues relating to shame and confidence); for younger arrivals who don’t go to school, it is difficult to find friends in ESOL classes (see example of Emanuel and playing football on p.10)

Gender: men more likely to assess proficiency more highly than women

Women more likely to have lower pre-arrival educational experiences and experience disruptions because of caring responsibilities

Poor health also determinant for lower English proficiency (particularly mental health).

For refugees who arrive with greater likelihood of developing higher proficiency, the system (ESOL and qualifications systems) act as a barrier to further education (see example of Abdi, p.13–14)

Core argument: ESOL system = policy that creates structural vulnerability

“Rather than ameliorating these disadvantages and risks, English-language-learning opportunities are structured in such a way as to further disadvantage these groups. At the same time, the

	language-learning efforts of those who arrive with higher levels of education are stymied by lack of sufficiently tailored provision and higher-level classes” (p.14). ESOL policies = ‘refugee-blind’
Mozetič, K. (2018). Being Highly Skilled and a Refugee: Self-Perceptions of Non-European Physicians in Sweden. <i>Refugee Survey Quarterly</i>, 37, 231–251. SWE Annotated by Sally Baker Keywords: <i>highly skilled refugee, identity, categories, physician, Sweden</i>	Context: People at junction between highly skilled migrant and refugee: “Within the field of migration studies, definitions of refugees and highly skilled migrants barely allow for tangency and almost completely disconnected fields of research have been fostered” (p.232); ‘mixed migration’ (“The concept aims to capture the complexities of migration dynamics, i.e. the blending of motivations that drive people into moving, as well as the mixing associated with other stages in the migration process” (p.234) Aim: To explore “the complex criss-crossings of their professional and refugee identities” (abstract); to “refine our understanding of who is a refugee and who is a highly skilled migrant” (p.233) Theoretical frame: Rogers Brubaker and Frederick Cooper’s distinction between “identification and categorization” and “self-understanding and social location”; Jenkins’ theory of social identity; translocational positionality (Anthias) Methodology: Semi-structured interviews with medical doctors [n=7] who were refugees: “The focus on physicians is grounded in the idea that refugee doctors represent an extreme case of the contradictory social positions in which highly skilled refugees find themselves” (p.239). Demographics: 4 Iraqi, 2 Syrian, 1 Malaysian; 3f, 4m; between 26–57 yo; had been in Sweden between 1–25 years; 4 were working as doctors and 3 were completing paperwork Findings: Themes across narrative data <i>Insecurity and a sense of disempowerment</i> (‘lives being in other people’s hands’; “Their emplacement in Sweden depended very much on regulations, external circumstances, and even luck”, p.240) but clearer once medical registration approved. Time also factor: “long periods of waiting and passivity” (p.241) <i>Being ‘foreign’:</i> two main understandings of positions = 1) legal terms (applying for asylum); 2) circumstances (journey to Sweden, unfamiliarity with language, dependence on welfare, experience of treatment from others). Not all participants called themselves ‘refugees’. Reasons for becoming doctors: social status (not necessarily high salary) and occupational security, helping people, family profession. Re-establishing as doctor = protracted process,

	involving demonstration of proficiency in Swedish language + TULE exam + residency: “Their decision was based not only on their dedication to medicine, but also on the realisation that they were unequipped to practice any other profession, except some low-skilled jobs in, e.g. the food service industry or transportation sector” (p.244). Licencing process = tedious and frustrating. All at points lost interest in pursuing medicine as a career because of the challenges of undertaking complementary training (repetition of what they already knew). Even when they were able to practice, they felt disadvantaged with perception of fewer job opportunities and challenges with finding employment (e.g., having to travel/ move). The participants felt they had to work harder than Swedish medical students/ doctors. Implications for identity: ‘provider’ v. ‘recipient’; use of term ‘foreigner’ rather than ‘refugee’: “The very formal category that is used in political and bureaucratic contexts placed the interviewees within a certain frame of regulations and thus imposed upon them a lifestyle that shaped them into refugees (e.g. waiting for the approval of their asylum application while living in a detention centre and relying on social benefits)” (p.249). Core argument: Migration = translocation but forced migration creates conditions for Anthias’ translocational positionality, with professional identity shifting depending on stage of process of seeking asylum – being a doctor = practising medicine (via accreditation pathway). Ultimately use/ understanding of labels needs to be more nuanced: “The article hence cautions against overgeneralisation and argues against the essentialisation of migrants’ identities. Whereas the terms “refugee” and “highly skilled migrant” might have analytical usefulness as legal or descriptive rubrics, it is important to bear in mind that these categories should not be employed as labels for a particular type of person. Instead, they should accommodate a diversity of individuals along with their multifaceted histories, self-perceptions, and contextualities. It is only in this way that we can move away from the often one-sided depictions of the different categories of migrants, and acknowledge the value that each individual possesses” (p.250–251)
Mthethwa-Sommers, S. K., O. (2015). Listening to Students from Refugee Backgrounds: Lessons for Education Professionals. <i>Penn GSE Perspectives on Urban Education</i>, 12(1).	Context: It examines the SRB (students from refugee backgrounds) in the USA. Aim: To investigate whether SRB experience bullying, if so, how they experience and how they cope with it, also their suggestions to prevent bullying in highschool. Method: 12 SRB who attended three high schools in an urban area in New York were interviewed

USA Annotated by Neriman Coskun (NOT REFEREED) Keywords: <i>victimization, bullying, resistance, refugee students, coping strategies, xenophobia</i>	through gender-based focus group discussions. Theory: The authors worked on the concepts bullying and victimisation without naming a certain theory or conceptual framework. Findings: The findings indicate the bullying occurs and they are race based, language and accent based, clothing and religion based, religious, and nationality of the students. The coping mechanism (in their various level of effectiveness) appears to be fighting back, not showing emotions when bullying occurs (dignity preservation), ignoring bullies, self-punishment (harming themselves physically), and reporting bullies to school authorities. The current school actions or policies appear to be not effective largely to prevent bullying.
Mudwari, N., Cuskelly, M., I Murphy, C., Beasy, B., & Aryal, N. (2021). Impact of COVID-19 on refugee-background students during school shut down in Australia: A call for action. <i>Teachers and Curriculum</i>, 21(1), 71–76. AUS Annotated by Anna Xavier Keywords: <i>COVID-19; refugee-background students; education loss; physical; mental and social wellbeing; Australia.</i>	Context: The sudden shift to remote learning in Australian schools due to the onset of COVID-19 restrictions in 2020 impacted nearly 50% of students in terms of their educational outcomes and wellbeing (Brown et al., 2020). Vulnerable students (including refugee-background students) face greater disruptions and challenges due to their social disadvantage and additional learning needs (Coastworth, 2020). Aim: To discuss the impact of school shutdown in Australia during the COVID-19 lockdown on refugee-background students, and urge schools to take action to address these impacts. Theoretical framework: Not specified. Methodology: Discussion. Findings: 1) Impact on education: Different forms of flexible learning arrangements during this period included online learning (synchronous sessions in real-time), distance learning (asynchronous sessions) & a blended learning model (Ng & Renshaw, 2020). Students from refugee-backgrounds experienced significant learning loss due to the following reasons: a) Loss of language support during learning-from-home period; b) Parents are unable to effectively facilitate students' learning due to limited language proficiency & digital literacy (Lamb et al., 2020); c) Inaccessibility of digital devices & the internet (Mupenzi et al., 2020); d) Difficulties establishing a conducive learning environment due to living in multigenerational homes with many distractions (Clark et al., 2020); e) Limited literacy & digital literacy among refugee-background students (Wood, 2009). 2) Impact on physical, mental & social wellbeing: a) Greater economic impact among refugee-background students' families due to loss of jobs & challenges in sustaining basic needs including food & rent payment; b) Impact on physical & mental wellbeing due to limited socialising

	opportunities – boredom & frustration; increased rates of domestic violence – especially among children & women (Clarke et al., 2021; Reese & Fisher, 2020; Sapkota et al., 2020), risk of weight gain due to a sedentary lifestyle (Centre for Disease Control, 2020) c) Limited access to information regarding COVID-19 – Due to language barriers & limited communication networks; Impact: increased fear among families of refugee-background students (You et al., 2020). Core argument: There is an ‘urgent need’ (p. 74) to support students from refugee-backgrounds in order to address their learning loss and impacted physical, social and mental wellbeing resulting from the school shutdown under the COVID-19 restrictions. More research is therefore required on the home learning experiences of refugee-background students during the COVID-19 lockdown period to establish greater evidence and assist schools in tailoring additional support for this student cohort.
Müller-Karabil, A., & Harsch, C. (2021). Refugee Students in German Higher Education: How Perceptions of Time and Language Impact on Academic Experiences. In J. Berg, M. Grüttner, & B. Streitweiser (Eds.). <i>Refugees in higher education: questioning the notion of integration</i>, (pp.55–75). Springer Nature. GER Annotation written by Sally Baker	Context: Germany; expanded higher education for refugee; preparatory language classes for entrance to higher education Aim: To examine the intersections between time and language learning within first-year refugee students in a German university; two RQS: RQ1: What impact does time have on students’ language learning, their academic experiences as well as their self-perception? RQ2: What impact does language have on students’ perception of time, their academic experiences as well as their self-perception? Methodology: Longitudinal, mixed-methods project that looked at refugees’ language learning experiences as part of preparatory study for HE; group of students followed over three academic semesters. Data collection tools included questionnaires for students; interviews for students and teachers. Students = majority male and from Middle East. Analysed deductively according to three categories (adapted from Liao et al., 2013) from Baker et al., 2019: compressed time, time as goal, wasted time. Authors added two more categories from their inductive analysis: language impacting time; time impacting language. Findings: Students described constant feeling of 1) insufficient language proficiency and 2) time pressure. <i>Impact of language on perceptions of time:</i> language proficiency impacts on time effort because of lower proficiency), meaning that coping with academic expectations required “great time

	investments” (p.63), especially with reading academic texts, and reading in exams. Many students talked about re-reading lecture content “since they feel not capable of processing content and language simultaneously” (p.64). Others reported difficulties with in-moment language processing because of the lecturer’s accent, speed of speech, or unfamiliar vocabulary. Consequently, many students reported avoiding note-taking because of the complexity of managing listening, comprehension and writing at once. <i>Impact on self-perception:</i> students compared themselves with other students and described feeling disadvantaged in comparison. Can impact also on students’ speed of reaction and un/willingness to contribute in discussions/ conversations. Can also impact on social connections and making friends. <i>Additional time pressure do to language:</i> students also report additional pressure to learn language/ use language because of a sense of wasting time: “A consistent feeling of compressed time, language struggles and low peer support can, for some students, lead to phases of decreasing motivation, high frustration and a fear of failure” (p.66). However, none of the students participated in extra language classes because of time pressure. <i>Coping strategies:</i> some students developed their own time-management strategies, shifted mindsets, coming to terms with taking longer with their studies Core argument: The ‘language-time scape’ needs to be better understood as impacting on all areas of students’ engagement with higher education. Recommendations: integrate language learning into mainstream curricula, more systematic counselling so students don’t get stuck ‘not understanding’ – that explain how to change courses, transparency around systems and processes.
Mupenzi, A. (2016). <i>Refugee background students in tertiary education: An insider’s view</i>. AARE Conference 2016, Melbourne, VIC. AUS Annotation written by Jenn Read	Context: Only a handful of refugee background students are able to navigate mainstream secondary education and senior high school in Australia. The consequences of displacement therefore continue to affect students beyond school and into vocational and university education. Aim: “This paper attempts to reveal factors that have enabled refugee background students to successfully pursue their educational goals amidst adversity” (p.2). Mupenzi uses his own first-hand encounters, as well as those of his research participants, to demonstrate refugee background students’ difficulties and the negative impacts their forced displacement is likely to cause as they navigate school systems. The notion of “educational resilience” by refugee students is also

Keywords: <i>Secondary education; refugee students; displacement; interrupted schooling; resilience; transitioning to higher education</i>	explored. Methodology: Using <i>Life History Narrative Methodology</i>, Mupenzi prepared guided interview questions pertaining to refugee background students' life history: prior to displacement; in transit countries; and after resettlement in Australia. The educational journeys, including periods of interrupted schooling, were also examined to discover emerging themes in all 3 participants' experiences. Findings: Two major themes from the participants' experiences emerged. 1. Family and other people's influence. Each participant explained the importance of close family members and mentors that encouraged them to stay in school and helped them source finances to continue schooling after primary education. Participants attributed their resilience during these times to adults who had supported them long term and gave them senses of confidence and security. The second theme that emerged from the data was the participants' previous schooling and learning environments. All participants expressed their education being disrupted due to reasons of forced transit, discrimination, and language barriers. They spoke of their education being unpredictable, but able to teach them not to take anything for granted. Mupenzi further describes the group as highly resourceful with adaptive characteristics that helped them eventually navigate the Australian education system. Core Argument: Refugee background students who are able to navigate educational pathways during and after resettlement are extremely resilient due to their abilities to continue their educational pursuits in the face of many adversities.
Mupenzi, A. (2018). Educational resilience and experiences of African students with a refugee background in Australian tertiary education. <i>Australasian Review of African Studies</i>, 39(2), 122–150. AUS Annotation written by Sally Baker HIGHER EDUCATION	Context: Challenges faced by students from refugee backgrounds in navigating pathways into higher education. Literature review scopes the challenges that refugees face (internationally) in gaining access to higher education (only 1% of the world's refugees have access to higher education). Article set against decades-long history of demonising Africans in Australia as 'unable to fit in', which is perpetuated in deficit perceptions of African students in education Aim: To argue for the concept of educational resilience in context of transitioning into tertiary education; to offer "the narratives of displaced African students, highlighting their educational trajectories and the factors influencing their educational resilience" so as to "open space for situated and embodied understandings of the broader resettlement experience for refugee

AFRICAN STUDENTS RESILIENCE	background students” (abstract). Discussion responds to this question: “What makes students with a refugee background educationally resilient in the face of adversity?” (p.139) Conceptual frame: Draws on work that has explored refugee resilience, particularly Hutchinson & Dorsett’s (2012) 2 major factors impacting on resilience: personal qualities, support, religion. Author argues that educational resilience is “multifaceted and linked to several support systems, such as institutional support, family support, individual support, faith and religion” (p.131) Theoretical frame: Postcolonial theory and critical race theory Methodology: Uses a life history narrative methodology. Offers case studies of himself and two other African students “who are focused, resilient and looking forward to challenging the assumptions that group them into a single category” (p.124), while juxtaposing those cases with autoethnographic experiences. Findings: Author offers three vignettes of each participants’ background, primary, secondary education experiences, and experiences of education in Australia. Author presents factors that impact on a person’s educational resilience: Family influence – persistence through not just having family members with them, but also memories of family (e.g. Francine remembering her father’s encouragement) Community influences – stigmatising impact of labels like ‘refugee’ can “drain refugee background students’ natural resilience, ensuring they are always on guard to defend themselves in the event they are discriminated against” (p.141), but also community members (of church, of a class) can also offer important sources of motivation and support Teachers’ influence – identified as “promoters of educational resilience” (p.141) – but counterstories needed to contest ignorance of refugee experiences to resist stereotyping and to diminish racialization Peer influence – significant (see community influence) but author notes that “refugee background students often lack both peers with university experience and adult role models, which may impact their educational resilience” (p.143) Influence of faith and religion – Common statement in participants’ talk = “By God’s grace I was able to...” – faith can create/ sustain hope (see Hutchinson & Dorsett, 2012). Students responded in different ways at different times to challenges (some rejuvenated, some collapsed), “leading to the argument that collapse and breakdown are also built-in phases in the

	development of resilience and necessary for renewal and ongoing growth” (p.145). Core argument: “students with a refugee background are strong, respond dynamically to situations and circumstances, have a high capacity for adaptability and cannot be reduced to their past(s)” (p.145).
Mupenzi, A., Mude, W., & Baker, S. (2020). Reflections on COVID-19 and impacts on equitable participation: the case of culturally and linguistically diverse migrant and/ or refugee (CALDM/R) students in Australian higher education. <i>Higher Education Research & Development</i>, 39(7), 1337–1341. AUS	Context: equity impacts of covid-19 on schools known, but higher education given less attention. Aims: to reflect upon the impacts of COVID-19 on equitable participation in higher education by focussing on Culturally and Linguistically Diverse Migrant and/or Refugee (CALDM/R) students; to unpack how implications of COVID-19 have magnified a series of pre-existing issues and inequalities relating to “cultural and linguistic diversity, financial disadvantage, mental health, unfamiliarity with educational systems and interrupted education”. Methodology: a literature review and series of brief reflections from three individuals who are based in different Australian universities and work to support the education of CALDM/R students (includes “refugee, refugee-like or asylum-seeking backgrounds”): one lecturer who works in migrant and refugee health, health access and health equity; one support worker for refugees and new communities; and one chair of a diverse collective that aims to support refugee students and their educational outcomes Discussion: access to infrastructure needed for remote learning is a key and urgent concern; the financial precarity of CALDM/R students adds to this issue; loss of employment and income due to COVID-19 = aggravated socioeconomic situation of CALDM/R students who often pay remittances for family; a clear research and advocacy agenda emerges here - we need to know about how CALDM/R students learn online; physical isolation = another key issue for CALDM/R students who rely on family and social networks and who prefer face-to-face learning; importance of universities reaching out rather than leaving it up to students; yet, universities do a poor job of recording data on equity students; people-rich resources important, particularly peer-to-peer social aspects of learning; <i>William</i>, a public health lecturer at Central Queensland University, reflects on his own experience as a student, noting the importance of the face-to-face support, experiences and social aspects of university life, and the challenge that refugee students must be facing; still, he remains optimistic as to “the unique opportunity” that COVID-19 provides to better society; <i>Alfred</i>, a support worker at Western Sydney University, relayed the feelings of the students he supported: they felt “overwhelmed, unsupported and were concerned whether they will finish their degrees”; he notes

	how students couldn't access the supports they received; <i>Sally</i>, chair of the Refugee Education Special Interest Group, refers to the impact on advocacy efforts, but notes the opportunities to challenge myths that work against refugee students (e.g. the 'cost' of scholarships), to counter dominant narratives, and to collaborate across institutions and areas in refugee education. Core argument: Considering the university system through the eyes of a CALDM/R student is an effective way to turn the impacts of COVID-19 into longer-term opportunities to truly embed equity into university policy, practice, and funding. However, this "requires a political and institutional will" that, given the financial situation of universities and the current, polarised political climate, will be challenging to realise. "Ongoing collective advocacy" is needed to support CALDM/R students.
Murray, K. E. (2010). Sudanese perspectives on resettlement in Australia. <i>Journal of Pacific Rim Psychology</i>, 4(1), 30–43. AUS Annotation written by Sally Baker Keywords: <i>refugee settlement, Sudanese, Australia, mixed methods</i>	Context: Resettlement of Sudanese refugees in Queensland – notes that Sudanese arrivals in Australia have been subject of body of research (see Tempany, 2009 for an overview). Discusses resettlement and integration with reference to Ager & Strang, and Putnam's notion of bonding and bridging capital Aim: Methodology: Mixed methods – participants recruited via community leaders. 3 interpreters used (2f, 1m). Participants = Sudanese adults (n=90; 56f, 34m), mean age = 34 years old, representation of 20 ethnic groups, average time in Australia = 3.45 years. Half were unemployed at the time of the data collection. Questionnaires were completed by 90 participants; the surveys included questions on basic demographic data and access, utilisation and satisfaction with a range of services provided in resettlement (see p.32) + everyday discrimination + post-traumatic stress disorder + Harvard Trauma Questionnaire + Hopkins Symptoms Checklist-25 + subject wellbeing + acculturation (Berry, 1994). Narrative interviews conducted with 10 participants with strong English language (and had slightly higher education levels than the other participants). See p.33 for overview of questions asked. Findings: <i>Quantitative analysis:</i> • Average 5.54 trauma incidents reported • 39% of participants reported torture • Participants who had lived in camps generally reported higher levels of trauma

- Christians reported higher levels of trauma than Muslims
- 25/90 participants reported significant psychological distress
- 20/90 participants reported PTSD (more so for younger participants)
- Participants generally rated themselves highly in subjective wellbeing measure, compared with other members of Sudanese community and lower in comparison with wider Australian community
- Subjective wellbeing correlated significantly with education and years spent in Australia (+ close friends, acculturation, multiculturalism + social ties)
- Average score on Life Satisfaction scale = 2.9 (2 = dissatisfied/ 3 = neutral), with employment and finances being the lowest scores.
- Integration (identification with Aus and Sudanese cultures) = primary mode of acculturation (54%), followed by separation (40%) (see p.35). Education and time spent in Australia = predictors of acculturation
- Average score for satisfaction with resettlement services = 3.7 (3 = neutral, 4 = somewhat satisfied)
- 2/3 of participants reported experiencing some kind of discrimination; 1/3 reported regular experience of discrimination (see p.36)

Qualitative analysis:

- Participants described varying planning/ motivations for being resettled in Australia
- Participants mostly described feeling welcomed on arrival
- Participants spoke well of aspects of resettlement program that provided initial orientation (e.g. how to use ATM, using buses etc.)
- Participants were not satisfied with generalised resettlement supports and a sense that not enough was being done
- 4/10 participants described being discriminated against, particularly with reference to work/ hiring practices
- One Nation identified as having negative impact on resettlement experience
- Discrimination also caused by negative stereotypes

	• Positive elements included gathering together of community, specific supporting organisations, Australian friends • Definitions of ‘good life’: all but one emphasised social ties/ connections with community; hopes for children/ future children Core argument: Discrimination and challenges with gaining employment = most significant barriers. Social ties perceived as imperative for wellbeing and settlement
Murray, R., & Gray. H. (2023). Forced migrants in higher education: ‘sanctuary scholarships’ in a hostile environment. <i>Journal of Ethnic and Migration Studies</i>, 49(3), 795–812. UK Annotation by Anna Xavier <i>Keywords: Higher education; asylum; bordering; solidarity; sanctuary scholarships</i>	Context: The exclusion of forced migrant students in the UK can be attributed to the legal framework governing access to HE, namely the regulations classifying students and determining tuition fees and eligibility for student finance. The HE tuition fee charged is determined by the student’s classification as ‘Home’ (or EEA) or ‘International’ – The Higher Education Act 2004 set home fees at £3000 per year & international fees started at approximately £9000 per year (Hillman 2018). Students from forced migration backgrounds, including asylum seekers, are often classed as international students, without the Tier Four visas, as their immigration status is based on their need for international protection, not study. Universities therefore responded by creating sanctuary scholarships, which provide tuition fee waivers and bursaries to enable students from forced migration backgrounds to access HE despite these financial challenges. The first sanctuary scholar enrolled in HE in 2008 and since then seventy-two UK HEIs have provided financial support of some kind for forced migrant students (Murray 2019). Aims: To explore how the ‘hostile environment’ is reflected in UK higher education (HE) & the operation of sanctuary scholarship– this paper focuses individuals with unsettled statuses – especially asylum seekers – as the ‘unsettledness’ and subjection to the strictest immigration control that contributes to the increase in current issues. Methodology: Overall methodological approach: Qualitative; Data collection method: Qualitative survey to critically analyse the operation of sanctuary scholarships targeting students with no access to public funding; One survey was developed, targeting three groups of participants, with three focus areas: Composition of sanctuary scholarships, successes & challenges in the provision of scholarships; Research participants: current or newly graduated sanctuary scholarship holders (n=22), HE institutions with a sanctuary scholarship scheme (27) & support agencies (5); Some participants did not choose to provide category (n=13); Total survey responses: 67; Data analysis: Thematic analysis;

Theoretical frame: Conceptual framework which focuses on investigating ‘the interplay between everyday bordering, solidarity & sanctuary scholarships initiatives’ at UK HE institutions.

Findings: 1) Higher education border & sanctuary scholarships - The empirical data highlights a border that seeks to maximise the marginalisation of forced migrants across higher education. University compliance teams, face two particular challenges when assessing whether a sanctuary scholar poses a risk to this relationship. First -how to monitor sanctuary scholars as international students outside of the Tier Four visa system? Universities find their position on the higher education border uneasy - there is a desire to facilitate access to higher education as evident in the recent increase in sanctuary scholarships, but this is overshadowed by conflicting priorities, which is mainly to avoid jeopardising their relationship with the Home Office; Forced migrants are often excluded from categories governing tuition fee regulations, student funding arrangements and widening participation guidance in the UK; A dominant theme which emerged from the findings highlights problems in embedding support for forced migrant students across HEIs – participants reported that the responsibility for initiatives often lays with individual staff members; Good practices mentioned Having a person with overall responsibility for the scheme within the institution - ‘Having a dedicated point of contact with the kind of specialist knowledge of how HE and the asylum system interact’ (HEI4); Twenty of the twenty-seven HEI participants mentioned dedicated pastoral support as part of their support for sanctuary scholars; However, the survey responses emphasise that this person should be working in an institutional context with well-informed and supportive cultures and practices; 2) Solidarity & sanctuary scholarships - an analysis of solidarity at the higher education border, arguing that it incorporates redistributive elements (but not enough), that it must also incorporate solidarity as ‘standing with’ sanctuary scholars, and that the state interferes in the university’s space to do so through the hostile environment; The first element of solidarity that emerges from the findings is *redistribution*: the university distributes financial resources for those who otherwise would not be able to participate in HE - most scholarships include a tuition fee waiver and other ‘in kind’ support; however, even with the provision of a scholarship by the university, forced migrant students face difficulties in meeting basic necessities; Additional support that forced migrant students would like to receive from HEIs: increased financial support (Student13), travel pass (Student16), laptop (Student12), specialist careers support (Student7; Student21), immigration support (Student8; Student11), English

	language and pre-entry courses (Student18). The majority of the responses related to accommodation (Student4; Student5, ‘to provide accommodation’; Student10; Student14; Student17; Student18, ‘more support with accommodation’; Student19; Student21, ‘main challenges are finding accommodation ...’); However, there is a risk that receiving financial support from universities could undermine students’ ‘destitute status’ providing financial independence; Solidarity as redistribution is also restricted due to the effects of the hostile environment, such as the increasing difficulty in accessing bank accounts for forced migrants. Discussion: Key issues: 1) ‘Pervasiveness of the hostile environment’ (p. 14) – the findings highlight the multiplying effects of overlapping restrictions imposed by the Immigration Acts 2014 & 2016, which could both impact students’ access to HE directly & indirectly; 2) The crucial but complicated position of the universities – there is a ‘fuzzy relationship’ between universities and the UK government; there is a conflict in solidarity for universities: they want to support forced migrant students, but are also required to support these students to the state to maximise profits in the context of growing neoliberalisation; universities have also contributed to the hostile environment, via a restrictive interpretation of the eligibility criteria and the types of support that could be provided, & the failure to acknowledge the crucial equality and social justice aspects of sanctuary scholarships or advertise sanctuary scholarships widely due to the fear of the impact on their institutions. Core argument: The hostile environment creates overlapping and intersecting restrictions on students from forced migration backgrounds, which is exacerbated by the complex relationship between HEIs and the state. This results in ‘a conflict of solidarity’ (p. 1) for universities, as they struggle to find the balance between supporting students and complying with the official rules of the Home Office. The authors argue that HE institutions should use their discretion to support sanctuary scholars & realign their solidarity with students & other institutions to better resist the ‘hostile environment’ (p. 15) in the UK.
Nabhan, S., & Hidayat, R. (2018). Investigating Literacy Practices in a University EFL Context from Multiliteracies and Multimodal Perspective: A Case Study. <i>Advances In Language And Literary Studies</i>, 9(6), 192.	Context: changing learner needs in the 21st century / growing presence of technology used by students in their everyday engagement with the real world / higher education teachers challenged to improve their knowledge of literacy and strategies to develop it for students/ multi literacy practices and using multimodal texts are becoming popular for reading and writing course for adult ELLs in university

INDONESIA Annotation written by Angela Yang Keywords: <i>Literacy, Multiliteracies, Multimodality, Writing, Reading, English Language Education, Higher Education Level</i>	Aim: to explore and analyse the literacy practices of ESL teaching and learning in higher ed from a multi-literacies and multimodal framework & to demonstrate that these approaches can serve as a valuable alternative to develop students' literacy practices Methodology: Mixed methods using both quantitative and qualitative research design (<i>encompassed questionnaires, teacher and student interviews, focus group discussion, classroom observation notes, learner portfolios and other relevant docs</i>) 2 university courses (reading and writing) - 37 questionnaires coded and analysed Findings: • Reading practices; 14.3% read printed books very frequently 57.1 % frequently 14.3% rarely read them • 60.5% frequently read from website • Multimedia was used by students to increase their reading comprehension (pictures/images/videos) • 75% used videos frequently • Writing: academic essays, lecture notes, blogs- 21.4% of students rarely used paper- almost 90% used digital devices frequently • Focus group discussions revealed that learning language using digital text was more efficient since it was accessible at any moment • Use both printed and online texts • Teachers lacked knowledge and understanding of the multiliteracies “pedagogy”, multimodal approach, digital divide - but still implement multimodal literacies in their classrooms Core argument: There is significant potential in using multiliteracy approaches in Higher education & the results of the research demonstrate that students already have digital literacy practices in their everyday life. The researchers believe that literacy needs to accommodate the shifting needs of EFL teaching to reflect a world that is authentic and close to the students.
Naidoo, L. (2009). Developing social inclusion through after-school homework tutoring: A study of African refugee students in greater western Sydney. <i>British Journal of Sociology of Education</i>, 30(3), 261–273.	Context: Examines the after-school homework club (Refugee Action Support; RAS) run jointly by University of Western Sydney (now WSU) and the Australian Literacy and Numeracy Foundation (ALNF), where secondary education Master of Teaching students act as tutors for African SfRB. Literature review scopes work that speaks to importance of education for students from refugee

AUS

Annotation written by Sally Baker

Keywords: *refugees; social capital; cultural capital; symbolic violence; education; tutoring*

backgrounds (e.g., Cassity & Gow, 2005), and benefits and drawbacks of participating in 'mainstream' classrooms. Two factors commonly found that impede integration: English language and 'otherness'. Stress = also caused by mainstream school culture and key differences from other educational experiences (e.g. in home country or camp). "Identity confusion, social isolation, academic underachievement, or high-risk behaviours may not only reflect individual psychopathology but also be manifestations of trauma to families, to communities, and to cultures" (p.263). Teachers = ill-equipped.

Aim: To "describe specific components of social and cultural capital among high school refugee students and to understand how these components are operating in the social space of the school" (p.264); to explore impact of participating in program on tutors.

Theoretical frame: Bourdieu – social capital, habitus and cultural reproduction – to explore role of schooling and after-school homework tutoring to facilitate social inclusion of African SfRB.

Methodology: 'Ethnographic investigation'; Bourdieu's social theory = analytic lens. 2 x focus groups of RAS tutors (n=30; random sample); semi-structured individual interview with coordinating teachers (who reflected on change/ nature of change for SfRBs)

Findings: African SfRB [in specific context described] = generally did not possess schooling habitus (due to fragmented educational experiences), leading to symbolic violence: "Thus, students for whom schooling

has not been part of their past experience or part of the set of knowledges and dispositions derived from the family and/or home life may find particular difficulties in acculturating to the articulated and hidden expectations of school life and academic study" (p.267). Other influences: students' family backgrounds (read in terms of social and cultural capital) and links to community/ strengths-based views, bi/multi-cultural identity/ies for liberation/ resistance of hegemonic discourses.

RAS homework club = permitted space for interaction with other students from similar cultural backgrounds = development of collective identity; this "mirrors what Portes and Rumbaut (2001) describe as segmented assimilation theory, by which immigrants become upwardly mobile through their ethnic solidarity and the strength of their communities" (p.270)

Core argument: RAS = opportunity for students to learn language of power and 'power literacy' (p.270); language = form of symbolic capital, which can be translated into social, cultural and economic capital

Naidoo, L. (2010). Engaging the refugee community of Greater Western Sydney. <i>Issues in Educational Research</i>, 20(1). AUS Annotated by Anna Xavier Keywords: <i>Refugee Action Support; refugee education; Australia; high school; community partnerships</i> (Anna's)	Context: 'The Refugee Action Support program prepares pre-service teachers to teach and work with marginalised students in greater Western Sydney, a region of social and educational disadvantage'. Refugee-background students often face 'a dilemma in meeting the language and literacy expectations within particular curriculum content and in relation to particular pedagogical strategies when entering mainstream schools'. This often poses tensions for teachers as they 'struggle to create conditions in which students can participate in mainstream classrooms' while meeting the academic, social and linguistic needs of these students. RAS is argued to be 'a catalyst for the rebuilding of a new social and educational world through literacy acculturation' (p. 47). Aim: To discuss the community engagement program, RAS, at UWS (abstract) Theoretical framework: Bourdieu's social & cultural capital (1986) Methodology: Essay. Discussion: 1) Aim of RAS: 'To provide targeted literacy and numeracy support to humanitarian refugee students who have transitioned, within the previous two years, from Intensive English Centres (IECs) to mainstream secondary schools' (p. 50); 2) Benefits of RAS: Impact on teachers – Become more compassionate & understanding after learning about students' backgrounds; Impact on students: Provides a 'safe space' (p. 51) & allows for greater interaction with tutors due to smaller class sizes; Anticipated outcome of RAS: Increased confidence levels & greater ease in adapting to school environments, due to improved language skills and 'increased adaptation to school habitus' (p. 54). Core argument: The Refugee Action Support program therefore represents 'a collective strategic action designed to transform those conditions in public schools which are alienating particular groups of learners' (p. 54). The innovative RAS program not only advocates teaching pedagogy that is 'affirming, empowering and transformative' but is also aims to 'facilitate further discussions for the support and development of skills that are critical for teaching refugee students'.
Naidoo, L. (2011). What works?: a program of best practice for supporting the literacy needs of refugee high school students. <i>Literacy Learning: The Middle Years</i>, 19(1), 29–38. AUS	Context: High school students of refugee backgrounds face challenges in transitioning to mainstream classes. It is apparent that schools are unable to meet the needs of literacy and learning support unless there is additional assistance. The south-western Sydney after-school program called Refugee Action Support (RAS) began in 2007 in collaboration with the University of Western Sydney (UWS), Australian Literacy and Numeracy Foundation (ALNF) and NSW Department of Education and Training (DET). This program gives targeted literacy support for

Annotation written by Bianca Takans	humanitarian refugees who have moved from an Intensive English Centre (IEC) into mainstream high schools. Methodology: The research focused on the structure, effect, and value of the RAS program in a south-western Sydney secondary school. The program was supported by pre-service teachers from UWS to help them become critically aware of the limitations of traditional classroom education practices and the need for an individualised program for these students. The program's principles centre around (1) providing specific assistance through a learning support teacher and UWS RAS tutor; (2) students to commit to attend support classes once a week over the school year to build strong academic foundation; (3) address social acculturation and learning needs with the aid of the community. Findings and core argument: The case study illustrated how literacy teaching and learning occurred in context, leading to success at the high school. Key success factors included (a) a structured setting for assistance with academic work, (b) well-planned whole school teaching and learning support program for students with a commitment of teaching teams (c) family and community involvement. RAS tutors used evidence-based techniques such as scaffolding and modelling to assist students in structuring and breaking down assessment questions and to incorporate student experiences and interests that relate to their everyday lives. Surveys conducted by RAS illustrated that speaking and listening skills were the first areas to improve, whereas reading and writing skills improved gradually over time.
Naidoo, L. (2012). Refugee action support: Crossing borders in preparing pre-service teachers for literacy teaching in secondary schools in Greater Western Sydney. <i>International Journal of Pedagogies and Learning</i>, 7(3), 266–274. AUS Annotated by Anna Xavier Keywords: <i>refugee; service learning; literacy; transition; engagement</i>	Context: Sfrb are a very specific group of low SES with distinct and urgent needs. Factors including 'limited English proficiency; lack of knowledge of Australian workplace education and training culture and systems; lack of appropriate services to support employment and education transitions and lack of qualifications all impact upon the study and employment opportunities for young people of refugee background (RCOA, 2010a). 'These 'significant barriers' to education and economic barriers do not decrease over time for many refugees' (RCOA, 2010c, p. 14) (p. 266). Aim: To discuss the RAS partnership program between school, university & community which is endorsed by UWS & to explore the benefits of RAS for schools, teachers, pre-service teachers & sfrb by analysing data collected from a case study of a participating school. Theoretical framework: Not specified in study.

	Methodology: Data collection methods: Semi-structured interviews & group interviews; Participants: Principal/Deputy Principal, RAS Coordinator, classroom teachers of RAS students, RAS tutors, sfrb who attended the RAS tutoring centres regularly. Findings: 1) School perceptions of RAS: Factors influencing success of RAS – needs of sfrb, teaching & learning structure of program – one-on-one interaction between tutor & student, family & community involvement, resources; Benefits of RAS: Provides the time, place and structure absent at home for students; Contributes towards both tutor and student learning – ‘crash course for pre-service teachers particularly in working with students in deep need’ (p. 271); 2) Refugee-background students’ perception of RAS: Benefits of RAS – develops ‘self-confidence & self-esteem’ (p. 271) by providing opportunities to enhance school performance; 3) UWS tutor perceptions of RAS: Success factor – ‘the welcoming climate of the after school tuition center’ (p. 272); Benefit of RAS for tutors – preparation for the ‘real world of teaching’ and provided opportunities to ‘learn about disadvantaged school students’ (p. 272). Core argument: Due to the complex needs of sfr in Australian secondary schools & the difficulties of transitioning to mainstream classrooms, schools are unequipped to provide the adequate support required by sfrb, unless external assistance is provided. School-university-community partnership programs like RAS can enable schools to ‘enhance the status of sfrb by creating a context within the school where they would have opportunities to demonstrate their skills and to share with their peers and teachers aspects of their culture, countries of origin, and personal experiences’ (p. 273).
Naidoo, L. (2013). Refugee Action Support: an interventionist pedagogy for supporting refugee students’ learning in Greater Western Sydney secondary schools. <i>International Journal of Inclusive Education</i>, 17(5), 449–461, AUS Annotated by Anna Xavier	Context: Upon arrival in Australia, many African refugee communities experience high stress levels, especially in adjusting to their new environment. The unfamiliarity of parents and students with the Australian educational system creates cultural, social and linguistic barriers for African refugee students. Aim: To identify the complex needs of sfrb, the role of community organisations in meeting these needs, implications for pre-service teacher education in universities and the benefits of interventionist programs like the Refugee Action Support (RAS) program. Theoretical framework: Not specified in study. Methodology: 1) Evaluation of pilot study for RAS: Data collection methods: Group interviews (Entry & exit interviews) & individual interviews; Participants: Pre-service teachers from UWS (Entry

Keywords: *refugees; African; engagement; literacy; pedagogy*

interviews: n=63; Exit interviews: n=32); Coordinating teachers (n=4); 2) Case study of 2 schools which implemented RAS: Data collection methods: Semi-structured interviews; Participants: Key stakeholders & a small number of refugee students.

Findings: 1) Preparing pre-service teachers to teach diverse students: Most commonly stated benefits of RAS by tutors – Personal & professional learning about cultural differences; Development of relevant pedagogies; Greater understanding of challenges faced by sfrb; 2) School-community-university partnerships: Role of universities as community partners - ‘Increase the collaborative capacity of key stakeholders through professional development’ (p. 453); Provide ‘expertise that aids in the formal evaluation of school-community partnerships’ (p. 453); Benefits of school-university-community partnerships – Opportunities for teaching staff to experiment with various service delivery models to address the needs of ESL students more effectively; Greater availability of resources which enables schools to provide more opportunities for multilingual students to express their skills & share aspects of their culture and personal experiences with their teachers and peers; 3) The RAS program as a school-university-community partnership model: Began in 2007 as a community engagement practicum for pre-service teachers in secondary education (Masters of Teaching); Aim of RAS: ‘to instil in pre-service teachers an appreciation for the community’s strengths, resources, perceived needs and expectations through service-oriented experiences’ (p. 455); Benefits of RAS for sfrb: Provides a ‘safe space’ where sfrb are together with peers from their country; Smaller class sizes allow for more attention and the development of a ‘special relationship with the tutor’ (p. 456); Benefits of RAS for teachers: Enables teachers to ‘gain an understanding of the contexts of the lives of the students and helps teachers develop flexibility in their teaching that accommodates and supports diverse student contexts’ (p. 457); Factors that contribute to the success of RAS: Whole school and community involvement; Issue with RAS: ‘Need for more tutors’ (p. 459); Key concern for tutors: Feelings of inadequacy (outside their area of expertise).

Core argument: ‘The RAS program is inclusive, engaging and very much a refugee-centred approach to learning using the combined knowledge of schools, non-government organisations and universities to create social change.’ RAS is an innovative program as it not only advocates teaching pedagogy that is ‘affirming, empowering and transformative’ but aims to facilitate further discussions for the support and development of skills that are critical for teaching sfrb (p. 460).

Naidoo, L. (2015). [Imagination and Aspiration: Flames of possibility for migrant background high school students and their parents](#). *Australian Journal of Teacher Education*, 40(3).

AUS

Annotated by Anna Xavier

Keywords: *Ethnic capital; aspirations; Australia; migrant students* (Anna's)

Context: 'The *Student Aspiration Trajectory Research* (STAR) project is a partnership between schools in the Blacktown Learning Community (BLC), New South Wales, Australia and the Centre for Educational Research, University of Western Sydney, New South Wales, Australia (Somerville, Gray, Reid, Naidoo, Gannon, & Brown, 2013). The project was funded by the *Higher Education Participation Program* (HEPP), a scheme initiated by the Australian Commonwealth in 2010 after the 2008 *Australian Review of Higher Education* by Bradley, Noonan, Nugent & Scales. The Bradley review called for an increase in the participation rates of under-represented groups and recommended an overall increase in enrolment by 2020. This was based on the fact that from 1989 to 2007, there was only 1% increase in tertiary participation of students from the lowest 25% of social-economic status (Bradley et al., 2008, p. 28)' (p. 104). There is also a significant gap in literature on the 'influence of the migration experience on aspirations and the interplay between and with perceived enablers and barriers to post school education' (p. 105).

Aim: To show the significance of imagination in the formation of aspiration and ethnic capital for young high school migrant-background students and their parents in the city of Blacktown, New South Wales, Australia.

Theoretical framework: Appadurai's (2004) theory on the capacity to aspire – highlights the 'capacity to aspire within a specific social and cultural context enforces norms and values that lead to high educational aspirations and imaginings of a positive educational future' (p.102).

Methodology: Methodological approach: Collaborative ethnography research approach – participants engage in 'digital-mediated communication as part of their everyday classroom talk' (p. 107); Data collection methods: Video ethnography & video reflexivity; Semi-structured focus groups; Research participants: Migrant students, parents (n=17), teachers (n=6-8); Research setting: Western Girls High, Blacktown, NSW.

Findings: 1) Students are 'agents of change', who actively negotiate their 'educational roles and gendered identities' (p. 109) in social contexts and schools; 2) Perceived importance of university for specific career goals; 3) Ability of participants to navigate the cultural map where aspirations are located and an ability to cultivate understanding of the links between specific wants & more inclusive scenarios (Appadurai, 2004, p. 83) – shows that despite being in a low SES school, students possess the capacity to aspire & access specific pathways for future goals; 4) Students appear to be 'immune' to social constraints, and display 'resilience', which appears to be a form of

	‘resistance & response to their marginalized experiences’ (p. 110); 5) Factors influencing aspirations: What is regarded as ‘beneficial about culture, including the lifestyle, values, morals, habits, and material life of any community’ (Appadurai, 2004, p. 83) (p. 110); 6) Role of family backgrounds and parents on aspirations: ‘transnational families attempt to enhance “social, cultural and symbolic capital” by educating their children’ (Yeoh, Huang and Lan, 2005, p. 312) (p. 110) – highlights importance of ‘familial norms and transmission of cultural capital in the reproduction of socio-economic advantages & disadvantages’ (Bourdieu, 1997) (p. 110); However, there is also a negative impact of family expectations: heavy burden for children, high levels of anxiety and depression. Implications: Implications for teachers: a) Avoid deficit views of students from low SES backgrounds; b) Understand the distinct and varied life experiences of students; c) View all students as ‘funds of knowledge’ (p. 112); d) Acknowledging their capability to bring educational change. Recommendation: Targeted language support; Acknowledge the capabilities, resourcefulness and resilience of low SES students; Teacher professional development programs should foster core skills required by all educators to successfully transition school students particularly in low SES schools. Core argument: ‘A supportive environment at home and at school is important for the development of aspirations and career skills for positive educational outcomes’ (p. 112).
Naidoo, L. (2015). Educating refugee-background students in Australian schools and universities. <i>Intercultural Education</i>, 26(3), 210–217. AUS Annotation written by Sally Baker Keywords: <i>refugee; education; interculturality; pedagogy; tertiary</i>	Context: Set in context of post-Bradley participation targets (in particular the 20% low SES target); reports on OLT-funded project. Naidoo argues that “lack of information about educational expectations, systemic ignorance regarding individuals’ cultures and various implications that stem from settlement practices” push SfRB to ‘the margins’ of the Australian education system (p.210). Draws on RCoA statistics to foreground the composite disadvantage the SfRB face, which is poorly reflected in the ‘low SES’ label. Lack of understanding from institutions may further perpetuate the under-representation of SfRB in HE Theoretical/ conceptual framework: Intercultural education (Portera, 2008); Bennett’s (2004) model of intercultural sensitivity: 3 ethnocentric (denial, defence, minimisation) where person’s own culture = interpretive lens for ‘reality’; 3 ethnorelative (acceptance, adaptation, integration) where change = facilitated through/ by intercultural understandings.

	Methodology: See Naidoo et al. (2015) for details of methodology; 3 unis = CSU, CAN, WSU. This paper reports on data collected from university SfRB (n=14) and secondary school SfRB (n=39). Individual, semi-structured interviews with students; focus group interviews with staff Findings: Three major themes: prior life experiences, language development, culture of learning environments. <i>Prior life experiences</i> ‘decisively shape’ participation in post-school education (e.g. settlement issues, past trauma) <i>Language development:</i> intersects with literacy and culture. Naidoo discusses IECs, but notes cuts to provision [where they are available]. Literacy development = structural and individual constraints <i>Culture of learning environments:</i> mainstream teachers often struggle to accommodate the needs of sfrb; professional development resources are limited – particularly with regard to literacy – and schools increasingly rely on community organisations for support. With regard to transition into HE, sfrb can find it “isolating and complicated”, due to financial constraints, lack of networks, inadequate information, lack of awareness from university sfrb about academic/ literacy support. Core argument: More must be done to increase awareness
Naidoo, L. (2021). Traversing the terrain of higher education: experiences of refugee youth on the inside. <i>International Journal of Inclusive Education</i>, 25(5), 182–195. AUS Annotation written by Jenn Read Keywords: <i>Education; refugee; tertiary; equity; transition; access</i>	Context: Many refugee background students do not attain the necessary skills required for access to, and participation in, tertiary education in spite of their high aspirations for a university qualification. Aim: “The aim of the project was to investigate the enablers and constraints faced by refugee background students transitioning from high school to university” (Retrieved from abstract). It also draws attention to universities’ intentional rights-based education visions and the challenging realities their refugee youth face on a daily basis. Methodology: This paper uses stories from four university students of refugee backgrounds to demonstrate the challenges they faced while pursuing higher education studies in Australia. Interviews with the students were tape recorded, transcribed and interpreted in order to identify themes. The stories were analysed using interpretive and thematic analysis. Findings: Although all participants’ journeys to Australia were unique, their experiences in the Australian higher education system were found to be quite similar through the revealed themes they named as impacting their educational pursuits. Specific challenges mentioned by the students included pressures in meeting their financial responsibilities while studying, lacking the level of

	English language skills needed for lectures and assignments, and social isolation. Students also made suggestions on resources and services that would have made their studies less challenging which included being able to consult peer mentors and English tutors familiar with refugees' challenges. Core Argument: Naidoo closes by stating that equity units within universities must communicate and work together to ensure their clear understanding of human rights education so that equity can exist for students with refugee backgrounds. She adds, "if universities are truly committed to recruiting and enrolling these students, then they have a responsibility according to rights-based education to support students both academically and socially" (p.12). The article closes with a suggestion for "a strong regulatory framework for universities, based on the principle of human rights and widening participation" as a solution that "will provide the foundation for the creation of new policies and programmes in support of refugee background students" (p.11).
Naidoo, L., Wilkinson, J., Langat, K., Adoniou, M., Cuneen, R., and Bolger, D. (2015). <i>Case Study Report: Supporting School-University Pathways for Refugee Students' Access and Participation in Tertiary Education</i>. University of Western Sydney: Penrith. AUS Annotation written by Dr Georgina Ramsay	Context: Three regions in Aus: Greater Western Sydney; Albury and Wagga Wagga; Canberra. Aim: Explore what barriers and challenges are faced by RBS who are transitioning from Australian secondary schools to university. Examine the disconnect between the intercultural vision that universities have for working with a diverse student cohort, and the teaching and learning practices within the curriculum which may not reflect the same vision. Conclusions: 1) refugees should not be treated as a homogenous group; 2) Yet there are specific barriers faced by refugees that prove barriers to successfully transitioning from secondary school to university; 3) These students have high aspirations for educational attainment and strong desire to succeed academically; 4) Yet, there is a lack of directed support for these students to transition from school to university. Differences in teaching pedagogy and support strategies are problematic. Mixed messages along with a lack of support and guidance are barriers to achievement. Seems to imply that the lack of support can set students up to fail. English proficiency can be problematic. Development of interpersonal relationships and social support networks is crucial to academic success for these students. Specific academic support mechanisms are identified; more time to complete tasks, in order to account for language and literacy barriers. Flexibility is key. Many staff still treat the learning styles of refugees from a deficit model. External factors such as finances, lack of accommodation are identified as major issues that impact on a student's ability to attend and focus on study. RBS require pastoral and financial care, to ensure they can concentrate on their

	studies. Students and staff recognised that mentoring was significant to success: but how far can this be drawn on as a responsibility of staff? Core argument: Identifies that there is an invisibility of RBS as a distinct cohort, meaning they have little targeted support programs. Suggests that in order to measure this as a longitudinal process means universities need to collect data on RBS retention, goal attainment, and degree completion. Outlines recommendations for how to achieve greater equity for refugee students, including: staff require recognising the specific cultural dimensions of RBS; these prior experiences should be viewed as assets, rather than problems; staff should embed cultural understandings and support into teaching and within their disciplines in order to maximise retention; require specific types of language support; support is best delivered face to face and tailored, rather than embedded in generic academic skills programs; the multilingual skills of RBS should be acknowledged and used; use of strengths based approaches; encourage academic lecturers to see academic literacy and language learning as core business, not peripheral; move beyond discourse of ‘vulnerability’ to consider refugee backgrounds as assets and resources, RBS are skilled and capable; offer targeted supports, including scholarships, financial assistance, assistance to find part-time employment, and access to safe and secure accommodation; provision of systematic academic and mentoring programs specifically targeting RBS; awareness raising and sharing of successful strategies between staff who work with RBS; on enrolment at university, students to be given the option to identify as refugee background in order to be offered the option of targeted support; institutions should develop equity and access policies and practices that provide a supportive and caring environment for RBS
Naidoo, L., & Adoniou, M. (2019). “I Speak 19 Languages”: Accessing the Linguistic and Cultural Resources of Students from Refugee Backgrounds. <i>The European Journal of Applied Linguistics and TEFL</i>, 8(1), 111–130. AUS Annotation written by Sally Baker	Context: Australian secondary school; pathways from high school to university and the challenges created by language proficiency, particularly perceived by teachers: “teachers tended to conflate “English” with “language,” and in doing so positioned students as “non English” speakers, thereby failing to recognise the linguistic capital students bring from knowing other home languages” (p.111), resulting in deficit views. Authors draw on Cummins’ work on Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP) and note that “language proficiency is not a monolithic entity. It is multi-faceted and highly contextually bound and achieving language proficiency for success in the education system of the settlement country requires nuanced and sustained language support” (p.115). Authors make the point that language

Keywords: <i>refugee, capability, language, proficiency</i>	teaching and learning is stymied by Australia’s monolingual education system and a “historical lack of political commitment to the establishment of Australia as a multilingual nation” (p.115). Authors note how Intensive English Centre provision is not available in regional sites. None of the school sites in this research offered bi/plurilingual teaching. Aim: To explore deficit models of student language proficiency Theoretical frame: Fraser (1996) — social justice/ participatory parity (representation, distribution, recognition); Sen (2009) — capability Methodology: Qualitative, multisite case study (see Naidoo et al., 2015): interviews and focus groups with students (n=14 uni; n=36 school), school teachers and university teachers across 3 educational regions Findings: All students discussed challenges caused by English language learning + learning new content + new ways of learning. <i>‘Mainstream’ teachers</i> were sensitive to issues but unaware of complexities relating to language challenges/ the impacts of forced migration on learners. Tendency amongst teachers to talk about refugee students as homogenous group and general expectation that IEC/ EALD teachers would address/ resolve the issues: “This notion that language proficiency is a monolithic entity that may be achieved quickly through intensive interventions resulted in unrealistic expectations of what can be achieved in an IEC, but also reflects a misconception of the complexity of language learning for academic success” (p.119). EAL/D teachers showed more awareness of the linguistic challenges. <i>Students:</i> described their frustration, particularly with inadequate support for their studies and against the expectation that they could perform at same level as L1 peers. Students also lamented the brevity of IEC support (and lack of ongoing EALD support) and “longed for recognition of their intellectual capabilities, which they felt their teachers couldn’t see because they were blinded by the students’ level of English language proficiency” (p.120). Accessing the mainstream curriculum through disciplinary language while learning English was also noted as challenging. Mainstream teachers noted the challenges of learning metalanguage, and one teacher noted how she incorrectly assumed students would know familiar lexical items (e.g., ‘fence’) – see p.121. Authors write about translanguaging, noting how students found it useful to bring their L1 to their studies (through interpreter in classroom or translanguaging strategies).

	Pedagogical implications: moving students into zone of proximal development (ZPD) would be improved by drawing on the linguistic strengths/ repertoires that students bring with them. More exposure to EALD teaching strategies would be beneficial, but this is rare in pre-service teacher training Recommendations for teachers: “Identify the curriculum content and outcomes you wish to teach. Then, identify the activities you will be using to teach that content, and the assessment tasks. 2. Unpack the language demands of your teaching activities and assessment tasks. What kind of language will the learners in your class need to be able to understand and produce in order to successfully complete your learning tasks? 3. Consider the ways in which the curriculum content may be culturally biased in ways in which may hamper an EALD learner from understanding the learning. 4. Scaffold the EALD learners across the language gap by: a. providing additional support options so they can access the learning in the task, whilst simultaneously building their language skills. These support choices include accessing their other languages to explain English language structures. b. reducing the linguistic complexity of the task, or the assessment item, whilst still allowing the learner to show their conceptual understanding. 5. Scaffold the EALD learners across the cultural gap by: a. incorporating the EALD learners’ own cultural knowledge and experiences into the lesson. b. explicitly explaining cultural references that may be new to EALD learners” (p.126)
Nardon, L., Zhang, H., Szkudlarek, B., & Gulanowski, D. (2021). Identity work in refugee workforce integration: The role of newcomer support organizations. <i>Human Relations</i>, 74(12), 1994–2020. AUS Annotation written by John van Kooy	Context: Research has highlighted discrepancies in refugees’ expectations of support and the offerings of support organisations, which face difficulties as (usually) small organisations with limited capacity and lofty goals (resettlement). Aim: Examines role of newcomer supporting organisations (NSOs) in supporting recently arrived high-skilled refugees to seek employment. Effects of professional employment support on refugees’ personal identities is discussed. Theoretical frame: Refugees face multilevel barriers to work integration and professional advancement (“Canvas Ceiling”). Transition to a new context involves threats to individuals’ preferred identity narratives. Refugees respond by undertaking ‘identity work’ to form, repair,

Keywords: <i>professional employment support, professional identity, sensegiving, sensemaking, work role transition</i>	maintain, strengthen or revise identities. NSOs use employment counselling activities as practices of ‘sensegiving’ – to help refugees make sense of the context and construct meaning. The structural positions and roles of NSO job counsellors bestow them with symbolic power. Methodology: Qualitative, semi-structured interviews with 25 individuals representing 10 NSOs, and 11 refugees in Canada. Grounded theory analysis techniques with several rounds of iterative coding. Findings: NSOs dependence on short-term funds and limited power to address structural barriers resulted in a focus on matching skills with limited job opportunities. Counsellors focused on managing expectations and fostering hope for the future. Refugees were confronted with threats to their professional identity as they realised the limited value ascribed to their skills and previous experience. Some resisted NSO’s expectation management by crafting a new identity or viewing their situation as temporary. Core argument: NSOs further solidify structures of inequality that prevent refugees from integrating at levels commensurate with their skills and shift the burden of integration to refugees’ resilience and motivation. Despite the sector’s commitment to seeking the best outcomes for refugees, dependence on government support and policies leads to a push for short-term results that are detrimental to refugees’ long-term adjustment.
Naylor, R., Terry, L., Rizzo, A., Nguyen, N., & Misfud, N. (2021). Structural Inequality in Refugee Participation in Higher Education. <i>Journal of Refugee Studies</i>, 34(2), 2142–2158. AUS Annotation written by Sarah Willette	Context: Examines structural inequalities faced by refugee-background students in accessing higher education in Australia through the use of enrolment and participation data. Australia has no formal equity category for refugee-background students, often subsuming them within the broader equity categories of low-SES (low socioeconomic status) and NESB (non-English-speaking background). No recognition as a unique equity group = less research policy scrutiny as other equity groups and a policy gap for ensuring effective transition and support for refugee-background learners (p.2). Aim: To analyse the access and participation of students from refugee backgrounds in Australia’s higher education sector through the lens of structural inequality. Theoretical framework: Structural inequality: examining structural conditions in which groups of people experience unequal opportunities in terms of roles, rights, and decision-making abilities (p.3). Informed by Naylor and Misfud (2019) which identifies 3 types of structural inequality: <i>vertical</i> (lessened opportunities to access higher education generally), <i>horizontal</i> (reduced opportunities to

access competitive higher education institutions/programmes), and *internal* (reduced ability for students to obtain full value of their degrees once within higher education programme).

Methodology: Refugee-background student enrolment and participation data is compared with data from wider educational cohort and key equity groups (low-SES and NESB). Data was obtained from Higher Education Information Management System (HEIMS) database, and datasets spanned enrolment data between 2011 and 2014. Descriptive statistical analysis performed on datasets. Participation ratios in particular used to analyse data. Participation ratios = proportion of individuals from a particular group enrolled in higher education in a given year divided by the proportion of individuals enrolled in higher education generally.

Findings:

- Students from refugee-backgrounds = small proportion of the total higher-education cohort in terms of headcount and student load
- 82% of refugee-background students came from 20 countries, although 140 countries were represented in dataset
- Participation within higher education skewed toward male refugee-background students
- Students from refugee backgrounds likely to be older than their peers (p.7)
- Less refugee-background students enrolled in postgraduate programmes in comparison to wider cohort (17% of total refugee background student enrolment in comparison to 27.4% student enrolment in wider cohort)
- Main areas of study for refugee background learners: society & culture, incl. law (21%), health (20%), commerce/management (17%). 31% of students were enrolled in STEM fields in comparison to 20% of the wider cohort.
- Students from refugee backgrounds underrepresented at elite universities
- 17 universities provided refugee-specific support programmes: these resources had a small but statistically significant impact on the numbers of refugee students enrolled at institution (p. 9-10)

Conclusions: Considerable variation of experiences between communities as it relates to access/participation in higher education presents challenges of designing refugee-specific provisioning. Vertical inequalities = access higher education at lower rates to wider cohort (but do not face greater vertical inequalities to other equity groups), with women in particular facing greater

	vertical inequalities. Horizontal inequalities = students less likely to access elite universities and postgraduate studies than the wider cohort. The experiences of refugee background students have unique features in comparison to low socio-economic background and non-English speaking background equity groups which should be recognized by policy and provisioning. Core argument: “We argue that, although low-SES and NESB (with whom refugee background students are often placed) also face vertical and horizontal inequalities to participating in higher education, this analysis indicates that students from refugee-backgrounds face different barriers, as evidenced by patterns in field of study, age, gender and type of institution, and should therefore be reported, analysed, and supported independently” (p. 3-4).
Ndhlovu, F. (2011). Post-refugee African Australians' perceptions about being and becoming Australian: language, discourse and participation. <i>African Identities</i>, 9(4), 435–453. AUS Annotation written by Sally Baker Keywords: <i>Australian citizenship; African Australians; citizenship test; refugees; cultural normalisation; literacy-for-citizenship; immigration policies</i>	Context: Citizenship and African arrivals in Australia (after the introduction of the Australian Citizenship Test in 2007). Author argues imposition of test (including literacy component) is resonant of White Australia policy Aim: To offer “insight into how Australian immigration policies are now deliberately designed to normalise and assimilate new migrants into narrow Anglo Saxon cultural and linguistic norms, thereby inadvertently excluding people from culturally and linguistically diverse backgrounds who need Australian citizenship the most” (abstract) Theoretical frame: Draws on Balibar’s theory of cultural racism, noting the dichotomy of ‘auto-referential racism’ (positioning of superior v. subordinate cultures) and ‘hetero-referential/ hetero-phobic’ racism (framing of cultural norms/ values as inferior or substandard) Methodology: Interviews with 15 African Australians who had citizenship in Melbourne Findings: <i>Benefits of citizenship</i> generally included mention of “(i) getting an Australian passport, (ii) access to social benefits granted to Australian citizens, such as Centrelink family assistance payments, (iii) access to quality education, and (iv) the prospects of getting Australian consular assistance when travelling overseas” (p.439). Some participants were also critical of the process, noting that the test does not make you a better citizen, and thus was “considered to be an unnecessary bureaucratic and ritualistic bother” (p.441). <i>Language/ literacy:</i> One participant viewed the test as a punishment for people who had not developed their language/literacy. All participants questioned why English was the only language,

	noting that while they could communicate orally, the formal literacy requirements of the test were challenging. Author argues that the underpinning ideology = “implicitly views migrants as people who come to Australia with wrong languages or, worse still, as linguistically blank” (p.442). Participants who passed first time had post-secondary education. For those who were studying in the AMEP (then called AMES), they had attempted the test at least twice before passing. Author notes that AMES is ‘grossly inadequate’ for adult learning (ref to Shohamy, 2009). One participant viewed the citizenship test as an incentive for migrants to learn English (also reference to Rogers, 2007 and the unfairness of the literacy-for-citizenship requirement). Purpose of the test: the participants were asked for their perceptions of why the test has been implemented, which included a return to White Australia policy, and a notion that new citizens need to demonstrate that they have worked hard to get citizenship Core argument: “...although the formal Australian citizenship test is not as explicitly racist as the White Australia policy was, it is still an unfair policy that causes unnecessary pain, anxiety and suffering among non-English speaking background citizenship applicants (especially women) with very limited English language literacy skills” (p.450). Author poses three questions emerging from his study: (1) How essential is knowledge of ‘traditional’ literacy in a specific language in a multilingual and culturally diverse context? (2) Is it fair for people to be denied citizenship on the basis of lack of English language literacy? (3) Are the prospective citizens’ proficiency in other multiple forms of literacy not worth considering in framing categories for membership? (p.445)
Neumann, K., Gifford, S., Lems, A., & Scherr, S. (2014). Refugee Settlement in Australia: Policy, Scholarship and the Production of Knowledge, 1952–2013. <i>Journal of Intercultural Studies</i>, 35(1), 1–17. AUS Annotation by Sally Baker	Context: Politics of knowledge of scholarship on refugee policy. Introduction scopes Australia’s settlement history (750k+ since 1947 at the time of publication). Authors note significant increase in numbers of scholarly publication on refugee settlement. Author argues, “Whereas the old racism was biological, the new form of racism mediated by new literacy-for-citizenship testing is founded on cultural normalisation and a commitment to integration into western models of democracy” (p.437) Aim: To “identify trends in the scholarly literature on Australian refugee settlement and relate them to broader changes of the discourse on refugees” (p.2) Methodology: Review

Keywords: *Refugee Studies; Refugee Settlement; Refugee Policy; Knowledge Production; Australia*

Discussion: Themes in 1950s and 1960s appear to have been driven by political/public concerns around migration (particularly with regard to assimilation). In 1970s, focus driven more by policy and the arrival of two large groups from non-communist countries (Asian Ugandans and Chileans), which coincided with end of White Australia policy. Arrival of Vietnamese in 1976 onwards prompted new policy initiatives, which in turn spurred shift in academic focus to refugees specifically (as opposed to previous broad category of migrants), establishing new field of refugee studies. Academic focus was generally on specific ethnic/age/gendered groups and settlement experiences (mostly Vietnamese). In the 1980s, scholarship largely focused on reviewing/evaluating refugee programs and services, tailoring of services to community (or not), how/why programs failed or succeeded. In 1980s, focus also shifted away from dominant gaze on housing and employment to education and welfare (see Galbally report, 1981 on adult migrant education program). In 1990s, refugee intake shifted to Yugoslavians and African refugees. Australian government began making a distinction between humanitarian and general migrants, and started to make a distinction between onshore and offshore applications. Scholarship trends shifted to 1) dividing refugees/ settlement needs into specific categories; 2) comparing Australia's policies to other countries, and of xenophobic/ racist/ insecurity as constitutive of Australian society. Researchers also began focusing on integration as form of 'good settlement', and scholars increasingly positioning themselves as advocates. Late 1990s saw political challenges to multiculturalism (One Nation/ Liberal-National coalition). Scholarship trends also included greater focus on trauma (as trauma documentation became considered a part of good settlement). In 2000s, the Tampa incident marked the beginning of the securitisation of Australia's approach to 'unauthorised' arrivals (see p.10), and the division between 'deserving' and 'undeserving' refugees gained prominence in public discourse. Focus of scholarship shifted from what refugees lack, to what refugees bring to their settlement experiences.

Core argument: Authors identify the 'blind spots' of refugee scholarship in Australia (see p.11-14). They argue, "that this ethnospecific focus has constrained academic inquiry and impeded broader analyses of other determinants of settlement, such as class or gender, that shape the social horizons of all migrants" (p.13). While much of the scholarship has been policy-focused (due in part to how research is funded), relatively little of it has shifted policy.

Newman, A., Bimrose, J., Nielsen, I., & Zacher, H. (2018). Vocational Behavior of Refugees: How do Refugees Seek Employment, Overcome Work-related Challenges, and Navigate Their Careers? <i>Journal of Vocational Behavior</i>, 105, 1–5. AUS/ GER/ UK Annotation written by Dr Megan Rose Keywords: <i>Refugees, Migration, Asylum, Integration</i>	Context: Vocational behaviour of refugees internationally. Aim: To summarise the 12 articles included in the journal special issue and outline implications for future research. Methodology: Summary organised by methodologies. Findings: • A job-search model that caters for refugees would be an optimal way to navigate the downward mobility they experience alongside structural and personal barriers. • Vocational counselling that operates beyond traditional models provides opportunities to make positive career interventions in refugee's lives. • The labour market is perceived by some refugees to be unfamiliar and hostile, which some seek to counter by accruing social capital. • Refugees have unrealistically high expectations of their opportunities in the new country of settlement, which can result in dissatisfaction, poor mental health and thoughts about returning home. • Longitudinal work is recommended to determine the refugee experience, resilience and career adaptability over time. Core Argument: Resettlement of refugees exacerbates their past traumas and requires urgent humanitarian attention.
New, R., Guilfoyle, A., & Harman, B. (2015). Children's School Readiness: The experiences of African refugee women in a supported playgroup. <i>Australasian Journal of Early Childhood</i>, 40(1), 55–62. AUS Annotation written by Dr Rachel Burke 'SCHOOL READINESS'; PLAYGROUP; WOMEN; PARENTING; COMMUNITY	Context: The authors provide an overview of the Australian government's focus on 'school readiness', defined as "children's preparedness for starting school" and "their overall transition into formal education" (p.56). Despite the Australian government's particular emphasis on supporting 'at-risk populations' with school readiness, the authors identify a lack of research regarding refugee background families and children's preparedness for formal education in Australia. The study is located in a Perth playgroup for parents and their children aged up to five years. Aim: The authors explore the experiences of eight refugee-background mothers from Burundi in relation to their children's school readiness and transitions, and the benefits of participation in a playgroup aimed at supporting both children and parents.

Methodology: The authors describe their overall methodology as “interpretive phenomenology, which explores how a person makes sense of their individual and social worlds, and the meanings a person ascribes to particular experiences (Smith & Osborn, 2008)” (p.56). A focus group and interviews were conducted with eight refugee-background mothers who had been in Australia between 18 months and seven years, spoke minimal English, and had at least one child attending primary school. Two staff members and a teacher were also interviewed, with 11 participants overall. Data analysis was informed by Smith, Flowers and Larkin’s (2008) steps of interpretive phenomenological analysis, “and progressed from being descriptive about experiences, to more interpretive about the meaning of these (Smith et al., 2008)” (p.57).

Findings: Some participants had previous knowledge of the concept of school readiness, expressing the view that important aspects included: children’s proficiency in speaking English, interest in going to school, confidence, and ability to follow instructions and share. These mothers explained that their participation in the playgroup allowed them to gain new insights into school readiness. For some participants who had little previous knowledge of schooling in Australia, increased understandings of school readiness led to conflict between wanting to be more involved in their children’s preparation for school and feeling a lack of capacity and resources to do so. Participants described the playgroup as a valued community, a culturally and linguistically inclusive space where they could develop their English language proficiency, and a vital means of support. The playgroup was also identified as the only source of assistance for mothers navigating their children’s transition to school in Australia, which was described as involving a range of issues including:

- concerns that the children would adopt Australian norms that may be considered offensive in the family’s culture of origin.
- fears that mothers would be negatively perceived if children’s school preparation contradicted aspects of their culture of origin.
- and anxiety and mistrust when separated from their children and engaging with school authorities.

The study indicates that minimal supports for mothers navigating their children’s transition to school exacerbate anxieties caused by their separation from extended family and community, which are heightened by past and present traumas particular to experiences of war, repressive

	government, seeking asylum, and resettlement. Concerns regarding children's transitions to school were compounded by significant language barriers and contrasting cultural norms, which impacted the mothers' engagement with other parents and teachers. The mothers identified the language barriers they encountered at school as "letting their children down, making it harder for them to adjust to their new environment" (p.59). Many of the mothers conveyed a strong sense of disconnectedness between themselves and the other parents and teachers at school. In recounting the lack of clarity around various aspects of schooling in Australia, including practical requirements regarding stationery, arranging transport, and providing lunches, the women advocated for a bilingual cultural worker to be employed to assist teachers to understand different cultural backgrounds, and support mothers to learn more about the Australian school system. In contrast to their feelings of disconnection from the school, the playgroup was identified as an essential means of support for mothers, with the connections forged with other parents and staff helping to ease feelings of isolation and anxiety regarding their children's transition to school. Core argument: The authors argue "Much of the meaning surrounding school readiness was related to whether the mothers felt supported or not, and playgroup was found to be a highly valued, 'saving' space for the refugee women" (p.60). The playgroup was identified as important in providing a sense of community, which contrasted with the disconnection the mothers encountered when engaging with their children's school. The authors argue that this study highlights the importance of considering factors such as refugee experiences and cultural and linguistic background when exploring issues of school readiness, and the need to better support mothers before, during, and after their children's transitions to school.
Núñez, A.M. (2009). Creating Pathways to College for Migrant Students: Assessing a Migrant Outreach Program. <i>Journal of Education for Students Placed at Risk (JESPAR)</i>, 14(3), 226–237. USA Annotation written by Sally Baker MIGRANT STUDENTS	Context: USA – access to college for 'migrant students' – transitory families rather than 'refugees' (mostly Latinos, moving around for seasonal agricultural work). Migrants = least likely to pursue college education. Migrant students = hindered by limited English, poverty, school mobility as well as "unsupportive, if not hostile, policies and climates that limit access to bilingual education support and public selective research universities" (p.227) – e.g., no bilingual education and 'non-affirmative action' = in context of anti-immigration discourses and policies. Discusses 'undocumented students' Aim: To examine college access of migrant students over time (tracked and compared against equivalent group of students who did not participate in MSLI). To answer RQs:

HIGHER EDUCATION	1. What are MSLI graduates' pathways toward the California public higher education system? 2. What is the impact of program participation on MSLI graduates' pathways toward the California public higher education system, including enrolment in four-year public institutions? Methodology: Quantitative. Longitudinal study of 'college-going behaviours' of migrant students who participated in 'Migrant Student Leadership Institute' (MSLI) at UCLA = 5 week residency summer program. Students who participate = nominated by schools throughout California on "basis of academic and leadership potential" (p.227). Draws on data related to SAT scores, admission rates, enrolment rates Findings: Participating in MSLI = increased likelihood of applying to college (64% of participants compared to 37% of non-participants); most of participants applied to UCLA (56%) or Berkley (37%). MSLI = more likely to apply to high status colleges. 26% accepted to UCLA, 42% accepted to Berkley. At less selective colleges, MSLI students = more likely to be accepted. Offers comparison of enrolment rates in 3 tiers of public university system (selective, less selective, community college) Conclusions: "MSLI program participation positively influences migrant students' application to and enrolment rates in the most selective tier of 4-year public higher education in California—the UC system" (p.233) – more MSLI students likely to apply than non-participant migrant students.
Nunn C. (2010). Spaces to Speak: Challenging Representations of Sudanese-Australians. <i>Journal of Intercultural Studies</i>, 31(2), 183-198. AUS Annotation written by Dr Megan Rose INTEGRATION SUDANESE AUSTRALIANS	Context: Public perceptions of Sudanese-Australians in Melbourne. Aim: To consider how the media and political responses to violence and settlement challenges experienced by refugees position Sudanese people a strangers to Australian society, and to contrast this with an audio-visual project with Sudanese-Australian women. Methodology: Critical analysis of media depictions and political discourse; development of an audio-visual project consisting of 1.5 hour interviews (n=6). Findings: Scarcity of representations of Sudanese people in the media contributes to the Othering and co-opting of their persons as subjects of moral panics. When refugees were given the opportunity to respond to moral panics, they were coded as the Other speaking to the dominant non-refugee audience (Nunn 2010: 189). Participants in the audio-visual project constructed complex and conflicting presentations of the self. Violence permeated their discussions in ways which demonstrated both frustration and

	ambivalence, in that they were rejected and accepted violence in their area. Participants responses to the media coverage indicated feelings of anger or sadness in terms of the dissonance between media representations and their own perceptions of self. Core Argument: The media has played a crucial role in shaping representations of Sudanese-Australians, which has a detrimental impact to the individual's perception of self and responses in policy.
Nunn, C., McMichael, C., Gifford, S., & Correa-Velez, I. (2014). ‘I came to this country for a better life’: factors mediating employment trajectories among young people who migrated to Australia as refugees during adolescence. <i>Journal of Youth Studies</i>, 17(9), 1205–1220. AUS Annotation written by Sally Baker Keywords: <i>employment; youth; refugee; settlement; transition</i>	Context: Young people from refugee backgrounds who resettle in Australia as adolescents and access to employment, who generally have higher than average levels of unemployment as they are likely to experience the challenges that many young people face (“complex, non-linear transitions from school to work, an increased emphasis on tertiary education, and insecure work and/or underemployment”) alongside the complex challenges that adult refugees face (“low literacy, limited social networks, and insufficient access to support and information” – both quotes from p.1206) Aim: To examine the factors that mediate young refugees’ decisions, experiences and outcomes with regard to employment; to explore “how young people who migrated as refugees during adolescence understand and narrate their employment trajectories” (p.1206) Methodology: In-depth interviews with young refugees (who had lived in Australia for 8-10 years at that time; n=51: 25f, 26m), as part of a follow-up study to the Good Starts Study (which ran from 2004-2008). Interviews were conducted in 2012-13 in Melbourne. Employment was a deductively applied category (from Ager & Strang, 2004). Of the 51 participants, 23 were working, 14 were undertaking further education, 11 were in full-time university study; 7 had caring responsibilities but were also seeking work or studying; remaining 7 were not in education or employment (NEETs) but were actively job-seeking Findings: Analysis shows there is no ‘one’/ typical employment trajectory, but authors identify series of factor that impact on young refugees’ employment decisions and outcomes. <i>Aspirations:</i> people from refugee backgrounds often have high employment aspirations; participants in this study described aspirations ranging from wanting a better life to specific careers (ranging from getting a job to a particular profession which requires university study). Participants’ aspirations were tied to their motivations. Authors offer varying accounts of what participants perceived as ‘better life’ (p.1208-9).

	<i>Responsibilities:</i> participants' aspirations were set in contrast/ alignment with responsibilities, often to family (including sending money to family overseas and supporting cost of living in Australia), with immediate needs taking priority over longer-term aspirations. This led to examples such as taking multiple jobs or doing jobs they didn't want to do. Unplanned parenthood significantly complicates matters, especially for mothers. <i>Family:</i> impacts on experiences of employment in lots of different ways, depending on whether family are together or apart, class and educational background of family members, adults' understandings of systems and opportunity structures. In particular, authors argue that "the provision of practical and psychosocial support, pressure by adult family members to succeed, and a desire to honour the sacrifices of family members" was particularly important (p.1211). Family support was also reported as a highly significant enabler and facilitator for employment/ educational success, but this differed across the cohort. Family expectations about education and employment often caused tension/ confusion. <i>Networks:</i> personal networks are known to be important but for young people who arrived as adolescents, there was a more varied set of experiences. Most had developed personal networks through school experiences, which is a point of difference with adult refugees; however, "like adult refugee migrants, young people have more frequently gained employment, advice or assistance through less mobile close ties within their ethnic communities" (p.1213-4), mostly resulting in under-employment. <i>Education:</i> issues for people with interrupted educational backgrounds: these people tend to struggle more with their education in the host country, leading to challenges for professional futures, with limited literacy in particular causing particular issues. Discussion of alternative pathways into higher education on p.1216. Core argument: In order to better support young refugees to find employment, more needs to be known about the factors that impact on their employability and experiences of seeking employment/ work (e.g., aspirations, motivations, education, networks) but these need to be understood according to the individual contexts of each person (with regard to family background/ family supports, level of literacy etc.).
Nunn, C., Gifford, S., McMichael, C., & Correa-Velez, I. (2017). Navigating Precarious Terrains:	Context: Youth resettlement; navigating settlement contexts; the 'Good Starts' program in Melbourne. Resettlement = often considered the last point ('durable solution') on the refugee

Reconceptualizing Refugee-Youth Settlement. *Refuge: Canada's Journal on Refugees*, 33(2), 45–55.

AUS

Annotation written by Sally Baker

journey, but settlement presents a series of further challenges as opportunities are opened and new terrains need to be navigated. Settlement = process of integration, where “The parameters of settlement—both duration and objectives— are defined through government policy and associated service provision” (p.46). Settlement processes and policies generally overlook “features that extend beyond short-term objectives—such as people’s aspirations; factors that transcend the national sphere—such as transnational engagements; and issues that exist beyond direct service provision and policy—such as social connections, discrimination, and exclusion” (p.47). Despite the UNHCR articulating a view of settlement/integration as a two-way process, settlement is often taken up by policy agents as a “uni-directional journey through a static terrain” (p.47).

Aim: To “demonstrate the interplay of diverse structural and agentive factors, and short- and long-term objectives and aspirations, in mediating the social possibilities of refugee background youth in settlement contexts” (p.46)

Theoretical frame: Vigh’s concept of social navigation within contexts of precariousness: “social navigation is highly relevant for considering refugee settlement; a context that is fluid and shaped by dynamic socio-political forces that in turn affect settlers’ possibilities” (p.46).

“Social navigation offers a powerful alternative to conventional linear conceptualizations of refugee settlement, highlighting temporal dimensions, via the dual focus on the “immediate” (the realities of the present and proximate needs) and the “imagined” (aspirations and visions of the future). It draws attention to the Australian settlement environment as not necessarily stable, safe, or supportive; indeed, we argue that settlement is often precarious and fraught with risk. Social navigation allows us to understand settlement as a process by which people develop (or fail to develop) the skills and knowledge to successfully navigate their new host environment in their project of attaining viable futures. The concept of social navigation is a powerful way of understanding how refugee young people move through settlement—a terrain that is also in motion—as agents in making their lives and their futures, providing a powerful metaphor for describing the lived experiences of settlement in Australia” (p.47).

Methodology: In-depth case study of settlement journey of one young refugee-background male (Matet) in Melbourne (described on p.49).

Findings:

	‘Moving through a moving environment’: assumption in policy is that refugees move along a linear spectrum from arrival/settlement to integration, and that the settlement terrain is stable (socially and politically). “This instability can have profound effects on the trajectory of settlers, disrupting notions of a linear path to becoming “settled” in a stable environment” (p.48). Settlement also happens across multiple temporal plains – short-term, medium-term, longer-term – each with different priorities and pressures, which can create tensions, “particularly when time and resources are diverted from preparing for the future in order to address urgent needs” (p.48). Describes Good Starts as a form of social navigation Core argument: Settlement “is becoming increasingly complex and precarious...less accessible and less permanent” (p.52). Rather than a formulaic process, “settlement is more accurately described as a process of navigating challenges and opportunities in an effort to move toward viable futures” (p.47).
Nwosu, O.C., and Barnes, S.L. (2014). Where ‘Difference is the Norm’: Exploring Refugee Student Ethnic Identity Development, Acculturation, and Agency at Shaw Academy. <i>Journal of Refugee Studies</i>, 27(3), 434–455. USA Annotation written by Dr Georgina Ramsay	Context: Charter school in US, refugee young students Aim: Examine the academic adjustment experiences of refugee students, whose experience in a charter school could provide alternative education approach necessary to address cultural heterogeneity Findings: - Based on literature overview, school/educational settings need to be treated as a key site through which personal therapeutic resources and inclusion systems to combat cultural uprooting are made available, which is often undermined in situations in which schools becomes sites of further alienation - Theoretical focus on ‘acculturation’: the American ‘melting-pot’ mentality, which involves migrants discarding aspects of their own culture to integrate with the dominant - Multiculturalism: viewing difference as the norm. Acceptance/representation of diversity makes diversity the norm at Shaw: meaning acculturation is grounded in acceptance of diversity. People don’t feel ‘different’ based on cultural background. Shaw as a ‘multicultural space.’

	- Multicultural space: teacher diversity, curriculum diversity – it is made to feel like diversity ‘just happens,’ but there are strategic efforts made to achieve this goal as part of the socialisation process in the school Implications: - Inclusion at a cultural level requires strategic efforts to make diversity/multiculturalism a ‘normal’ state - Education as a change agent in the broader lives of refugees: a basis from which to gain confidence and autonomy to become leaders
Obijiofor, L., Colic-Peisker, V., & Hebbani, A. (2018). Methodological and Ethical Challenges in Partnering for Refugee Research: Evidence from Two Australian Studies, <i>Journal of Immigrant & Refugee Studies</i>, 16(3), 217–234. AUS Keywords: <i>Refugees; cross-cultural research; research ethics; bilingual assistants; methodological challenges; research partnership; Australia</i>	Context: Methodological and ethical challenges of researching with ‘industry partners’/ bilingual assistants as ‘cultural insiders’ in context of refugee resettlement in Australia Literature review: explores issues of language, vulnerability and power dynamics, informed consent, the use of interpreters, issues of confidentiality, protection of participants Methodology: Draws on experiences from 2x ARC-funded mixed-methods projects on employment and refugee resettlement in WA (Study 1; ARC DP = no industry partner) and QLD (Study 2; ARC L = industry partner) Discussion: Focuses on two points that are underexplored in the literature: 1) the use of bilingual assistants (BAs), and 2) the pros and cons of working with industry partners. In Study 1, the BAs were recruited by academic team; in study 2, the BAs were recruited by industry partner. In Study 1, the BAs worked in settlement-related fields and had good networks. They were also recruited for their English proficiency, meaning they were able to collect qualitative data (written responses to questions) as well as supporting the participants to complete a survey. In Study 2, survey data were collected in group sessions hosted by the industry partner. BAs were involved in the survey design and then contributed to the translation process into the community languages, and they worked with community leaders to test the legibility of the survey items. The hosting of the group sessions at the IP venues was not always convenient and the research team felt they had to look for other participants from other sites. Other concessions had to be made to suit the IP’s desires. Semi-structured interviews were also conducted, but due to developing English proficiency, these were not often individual interviews (CI, project research assistant, BA and participant), which arguably impacted on the depth of responses. The authors found that

	interpreting in the interview slowed things down considerably, and impedes the capturing of the interviewee's narrative verbatim. This resulted in a "reduction of the depth and openness of the respondent's narrative" (p.226). Authors discuss the complexities of dealing with IP and various gatekeepers (p.227) Authors discuss the challenges relating to the timing of the grant process/ IP funding cycles, and the expectations of the IP (p.228), resulting in "a time-consuming process of realigning our academic research priorities with the changed priorities and changed collaborative style of the IP and caused difficulties in re-identifying common ground and tweaking the original research idea, thus delaying the project's progress" (p.228) Core argument: Researchers "have to be flexible in their research methods and ethical procedures in order to respond to specific and often highly complex circumstances. This is not made any easier by prescriptive and risk-averse university ethical guidelines, especially in conducting "high risk" research with cross-cultural and "vulnerable" populations" (p.231).
Oliver, M. (2012). Standing up, reaching out and letting go: Experiences of resilience and school engagement for African high schoolers from refugee backgrounds. <i>ARAS</i>, 33(1), 151 – 164. AUS Annotated by Anna Xavier Keywords: <i>Refugee students; African; resilience; engagement; high school</i> (Anna's)	Context: 'The increase in arrivals from African refugee-source countries has contributed significantly to the raised profile of immigration from Africa in Australian social and political discourse' (p. 151). In 2010/11 visa recipients under 18 years old represented 42.6 % of the offshore resettlement population, and 67.0% were under 30 years old. Hence, 'educational opportunities and successful engagement with the Australian school system are crucial to the resettlement process and future success' (p. 151) of refugee-background young people. Aim: To situate the experiences of resettled African high school students within the broader context of the engagement between Africa and Australia. Theoretical framework: Key theoretical concepts: 1)Resilience – 'informed by a framework utilised in developmental psychology to understand the processes by which individuals and groups develop their own resources to manage stress and adapt positively to challenging circumstances' (p. 154); 2)Engagement – the various ways students get involved in their schools and their schoolwork, and the extent of emotional and behavioural investment in schooling; also refers to the extent of students' participation in school activities, and perceive themselves as 'being able to meet the academic and behavioural expectations set by the schools' (p. 154). Methodology: Overall methodological approach: Qualitative approach; Data collection methods: Semi-structured interviews & focus groups; Research participants: Young refugees resettled from

	African nations (n=20; females (n=12); males (n=8); age: 13 – 19 years old; 60% Sudanese); Sampling strategy: Purposive sampling. Findings: 1)Being African students in Australian schools: key issue – students’ develop a ‘sense of African social identity’ (p. 156), due to ‘perceived stereotyping’ and discrimination experienced from their teachers and peers; Other issues: Low expectations of refugee-background students’ academic abilities and behaviours – teachers were perceived to be less motivating and more likely to ‘give African students low marks and punishments’ (p. 157); Impact of perceived discrimination: Reduced motivation for participation in school; Impact of social identity as an African student: Influenced friendships developed – sense of similar cultures and values is prioritised for emotional support; However, some students did not perceived a sense of being ‘ostracised’ and believed that although refugee-background students faced more challenges in participation and engagement, ‘the benefits were worth the effort’ (p. 158); 2) Coping with challenges of school: Challenges of integration into schools – ‘unrealistic academic expectations, family conflict, language barriers and discrimination’ (p. 158); strategies to cope: varied opinions within focus groups – ‘sense of self-sufficiency’, utilising support networks available; 3)Optimism & focusing on the future: Challenges of schooling were described with ‘emphasised optimism, growth and adaptation’; Key motivating factors for students: a vision of their possible future, fostering a positive attitude towards their resettlement process, and viewing challenges in schooling as a worthwhile process of transition into schools. Core argument: ‘The engagement of resettled African students within the school system is a complex story of frustration, achievement and optimism for the future’ (p. 162). It is therefore crucial to understand the experience of schooling for African refugee-background students not just in terms of challenges and barriers, but also to consider the ‘proactive and adaptive ways in which students manage these challenges and create a meaningful schooling experience’ (p. 161). The coping strategies and resilience reflected by these students should therefore be acknowledged and supported by educators and should not be an isolated effort by the students.
Ollerhead, S. (2012). Checkmate or stalemate? Teacher and learner positioning in the adult ESL literacy classroom. <i>TESOL In Context</i>, (11), 1-13.	Context: Research case study within Australia’s Language, Literacy and Numeracy program (LLNP) / concepts of learner investment and imagined communities / focuses on Adult ESL literacy learners in Australia with low levels of literacy in their first or home language

AUS Annotation written by Angela Yang	Aim: To address the research gap - prior research and literature rarely investigate the impact of teacher positioning of learners on the literacy development and identities of their learners // investigate how teachers positioned themselves and the learners in their practice —> how do learners position themselves in response Methodology: Mixed/collective case study method by analysing data from classroom observations, interviews with teacher and students, audio-visual sources, documents, reports, semi-structured interviews <i>4 adult ESL literacy classrooms - at 2 large institutes - Students from variety of backgrounds (Vietnamese, Arabic, Congolese, Mandarin etc.)</i> Findings: <i>example of 1 teacher and 1 learner</i> Teacher Jaan (European-Australian, late 50s, monolingual) Student Ahmed (Afghani refugee, late 50s, low literacy background) 1) <u>Jaan's positioning of herself in her practice</u> => a teacher role incorporating important social responsibility - supportive, empowering and inclusive 2) <u>Ahmed's positioning of himself</u> => marginalised, vulnerable, difficult to find employment, imagined community of social integration 3) <u>Jaan's positioning of Ahmed</u> => a learner who is productive and active with a wealth of experience and knowledge to contribute to the classroom (recognised his background of being a fruit trader during a class excursion to a fresh produce market) 4) <u>Ahmed's response to Jaan's positioning of him</u> => empowerment / confident participation / growing engagement in classroom activities/ self-efficacy Core argument: (p.4) “teachers’ positioning of their learners as intelligent, and being responsive to their learner’s specific needs, are crucial factors for learners to be able to view themselves positively and participate meaningfully in classroom activities” & it is also essential to include learners’ perceptions and voices in the body of research as it may reveal subtle and often ignored power relations
Olliff, L., & Couch, J. (2005). Pathways and pitfalls: The journey of refugee young people in and around the education system in Greater Dandenong, Victoria. <i>Youth Studies Australia</i>, 24(3), 42–46.	Context: Foregrounds importance of English language in settlement: “English represents the key to a possible future containing education, employment and a reasonable standard of living” (p.42) – ‘crucial’ importance of ESL programs. Set in context of Dandenong (31% of youth refugee settlement in Victoria) and ESL New Arrival Program (NAP). Authors argue = lack of any substantive and current

AUS Annotation written by Sally Baker	research on how English language acquisition and ESL learning environments impact on the settlement trajectory of refugee young people, particularly with regards to newly arrived and emerging communities in Australia” (p.43). Scopes challenges faced by sfrb, especially prior educational experiences. Aim: To examine transition pathways from NAP (school-out; non-school-out). Methods: Literature review and interviews with 19 service providers + 8 sfrb (young people) aged between 12-25 and in Australia for less than 2 years. Discussion: Makes point that sfrb are not homogeneous but there are common features of refugee experience (escaping persecution, stress, violation of human rights, prolonged periods in countries with underdeveloped infrastructure = psych consequences) Experiences of young refugees = “frequently negative” (p.44) – have to cope with mainstream curriculum/ exams very quickly. 6-12 months of English is not sufficient. <u>Recommendations from data:</u> • New framework for integrating new arrivals with different language phases (e.g., English in TAFE/ English in VET in schools) • Greater flexibility to allow sfrb in/out program • Strategic framework for ESL in school • Minimum 12 months • Responsive to needs of students • Engage in dialogue about how NAP meets English proficiency requirements • Targeted program to inform sfrb and parents of Australian education system More longitudinal research needed (to evaluate NAP and its impact on settlement trajectories)
Olliff, L. (2010). <i>Finding the Right Time and Place: Exploring post-compulsory education and training pathways for young people from refugee backgrounds in NSW</i>. Refugee Council of Australia: Sydney, NSW. AUS Annotation written by Sally Baker	Context: Examines sfrb pathways in context of significant proportion of young people (21% = 16-25 on arrival between 2004-2008). Works from assumption that transition is difficult for sfrb – due to disrupted schooling and other factors such as: “more significant pressure to achieve educationally, less previous experience of education, higher level of family responsibilities, delayed or suspended personal development as a result of their refugee experience, and limited access to needed services due to the inflexibility of many youth and education systems based on chronological age” (p.3). Context = good models exist but are not known between educational sectors/ community organisations. Furthermore, “The failure to meet the learning needs of students from refugee

backgrounds at high school, and the lack of alternative post-compulsory education and training pathways, can have a devastating impact on young people and lead to their disengagement from education, employment and other services, and ultimately to social exclusion” (p.8)

Aim:

- To explore the issues, challenges and barriers faced by newly arrived refugee entrants who arrive in their teenage years with a background of disrupted education.
- To research ‘models of excellence’ for how different programs and education providers are providing pathways into education and training that meet the needs of this group of young people.
- To identify and draw together evidence of ‘best practice’ education and training models across NSW (and interstate) as a resource for future use; and
- To make recommendations for positive changes to policy and funding for post-compulsory education pathways that meet the needs of young people from refugee backgrounds in NSW (p.3).

Methodology: Literature review (sfrb + post-compulsory education and training) – guided interview schedule “and provided a qualitative meta-analysis of issues” (p.3). Also: semi-structured interviews via phone with 30 key stakeholders (including teachers, academics, program coordinators, project workers, community representatives and policy-makers) – focused on NSW. Case studies of good practice

Findings:

Literature review highlights these issues with education:

- Disrupted education = mention of IECs and AMEP (p.15)
- Difficulties navigating different education systems (see Figure 7)
- Juggling settlement, education and family responsibilities (see issues raised on p.17)
- Torture, trauma, developmental delays and family responsibility (see issues raised on p.17-8; e.g., sitting in class)
- Literacy and students from oral-based cultures (students who are literate in their first language= find learning English easier)
- Assessing and addressing learning difficulties
- Aspirations, expectations and reality = unrealistic expectations on p.19

- Australian systems, educational level and age (lack of age appropriate provision)
- EAL provision
- Pastoral support
- Transition from IECs to mainstream education (see Cassity & Gow, 2005 = discussed on p.22)
- Homework support (p.4-5)

Discusses regional settlement on p.21

What works: examples of the themes below on p.28-9 + national case studies offered below

Flexibility in systems – in and out/ recognition of need to work

Understandings of sfrb experience: from teachers [requires training]

Pastoral care: providing psychosocial support and counselling

Partnerships: between community and education organisations and in-between

Strengths-based approaches: recognition and providing ECAs such as sport and arts for building trust

Supported transitions: making time to build trust

Literacy support: needs to be age and education level appropriate

Family-centred approaches: make provision for childcare and work closely with young people and their families

Community involvement: draw on multilingual/cultural workers and brokers as much as possible

Youth-specific: bring young people together

Bridging strategies: recognising that AMEP and IECs do not fully support students if they have limited language and literacies – courses need clear bridges into other education/ training that also focus on language and literacy

Mentoring: drawing on people with recognisable histories and experiences

Re-engagement: culturally sensitive programs that prevent attrition or welcome people back in [see also ‘flexibility’]

Stable funding: “A secure, ongoing funding base enabling reflective and responsive practice; Enables programs to implement flexibility and invest in long-term outcomes for young people” (all p.6).

Figure 1: HEB entrants 16-24 in NSW (2004-2008)

	Figure 2: HEB entrants by country = mostly Iraq, then Sudan, then Afghanistan and Sierra Leone Figure 3: HEB/ main language spoken (over 50% = Arabic and Assyrian) Figure 4: English proficiency. Most = ‘poor’ (1676), then ‘nil’ (1471) Figure 5 = where HEB entrants settled in NSW (Newcastle = 10th LGA out of top ten) Figure 7 = variations between Australian and overseas students Recommendations: Better on-arrival English programs = more flex + funding of IECs Accountability + funding for youth-specific AMEP More funding/ bridging programs for young sfrb = ESL – mainstream Need better ways of measurements for data collection/ tracking students Need to expand professional development opportunities for teachers Expand RAS to all NSW universities that offer teacher ed. More pastoral care needed + out of school hours learning + more therapeutic/ mentoring programs Better flexibility and cross-sector collaboration needed (particularly in terms of age appropriate transitions and returns)
Olliff, L., Block, K., Baker, S., Edwards, C., & Tran, J. (2023). The Australian Research on Refugee Integration Database (ARRID): A platform and conceptual framework to map, connect and share knowledge. <i>Journal of International Migration and Integration</i>, 24, 403–423. AUS Annotated by Carla Bassil Keywords: <i>Integration framework; Refugee integration; Australian research; Research databases</i>	Context: Lack of accessible resources consolidating learnings of integration research or offering comparisons across different humanitarian population groups (including asylum seekers, former refugees and other temporary or permanent migrants). Aims: 1) develop an open-source data base, the Australian Research on Refugee Integration Database (ARRID) to map and share knowledge about refugee integration in the Australian context; 2) explore options for framing, promoting and constraining knowledge production in the field of refugee resettlement and integration. Methods: Online searches using ProQuest, Informit, EBSCO, SCOPUS and Web of Science databases were used (applying consistent keyword protocols) to locate research papers that fit the domains of refugee integration outlined in the UK Home Office Indicators of Integration Framework. Subcategories were also used to allow for identification of different contexts, policy fields, and trends. The following exclusion criteria were applied: literature published pre-1998 and research involving contexts outside Australia. A supplementary web-based search for reports published by community organisations (grey literature) was conducted by identifying fourteen peak body and larger settlement agencies with research capacity and manually searching and extracting

bibliographic details available from websites. Over 2000 documents were mapped. Each item was listed with full bibliographic details and abstract. Items are tagged with thematic categories and sub-categories developed for ARRID.

Findings: The ARRID sub-categories with the greatest number of publications were those related to social connections, particularly ‘social links’. Social links arise when a person can receive benefits from social institutions while also making meaningful contributions to decision-making and the delivery of policies and programs designed by those same institutions. The second major area of research identified was health and social care, including: mental health and wellbeing, primary healthcare, and sexual and reproductive health. Mediating factors with notable entries in ARRID include: experiences of children, females, and refugees from Africa. Research clusters were identified in a number of areas including: 1) research on primary and secondary education overlapping with research on the integration experiences of young people and/or links to generalist institutions; 2) mental health and wellbeing co-occurring with ‘social connections’ sub-categories (namely, social linkages and social bridges); 3) research on asylum seekers overlapping with the domains of ‘rights and responsibilities’ or ‘discourse’ – this contrasts with other visa categories, such as woman at risk, where the greatest sub-category co-occurrence was found with mental health and wellbeing. Overall little research makes a connection between mental health and wellbeing and the foundations of ‘rights and responsibilities’ or ‘discourse’.

The categories with the least research output listed in ARRID include: faith groups, non-binary refugees; people who are stateless or who are granted onshore permanent protection visas; older refugees; refugees with a disability and refugees from the Americas region. In terms of thematic silences, the absence of literature on political participation was a notable finding. ARRID shows, in the Australian context, more is known about participation at a service delivery level rather than how refugees exert influence on Australian institutions and communities through processes of empowerment, including through formal political processes (including voting, membership of political parties, lobbying, etc.).

Conclusions: ARRID consolidates Australia’s wealth of research and expertise that draws on a wide range of perspectives, time periods, populations and disciplinary lenses that relate to the field of integration. It confirms conceptual fluidity, demonstrating how the terms ‘integration’, ‘settlement’ and ‘wellbeing’ are often used interchangeably in the literature. It also addresses a

	common shortfall of integration literature by intentionally including research on asylum seekers and temporary visa holders to encourage new ways of conceptualising integration challenges. ARRID identifies research themes, locates amplifications, confirms research clusters, and identifies how knowledge has been produced. It also assists with highlighting research gaps and the constraints on the ways in which knowledge is produced and disseminated.
O'Mara, B., & Harris, A. (2016). Intercultural crossings in a digital age: ICT pathways with migrant and refugee-background youth. <i>Race Ethnicity and Education</i>, 19(3), 639–658. AUS	Context: Since 2006, Australian education systems have acknowledged connections between creativity and cross culturalism, necessitating school-arts-community-research partnerships, such as Culture Shack (CS) in Melbourne, Australia. CS runs multimedia courses, building learners' educational, creative, and digital literacies. The article seeks to deepen and broaden discussions of how multimodal and digital technologies link to development and representation of transnational identities. Aims: This study aimed to investigate issues of social and cultural exclusion using intercultural experiences with the internet and new medias. It explores the potential of interdisciplinary, digital workshops, such as CS, to facilitate processes of identity construction in SRASB. Methodology: Operating from a critical, participatory action research position, CS's media stream was run as a two-week workshop for 24 SRASB, primarily Sudanese, Samoan and Vietnamese participants aged 14-25. Qualitative data was collective for a comparative analysis with a similar VicHealth study. Findings: O'Mara and Harris observed technologies used in workshop-oriented tasks (animation, film-making, self-portraits), and everyday tasks (scheduling, travel, social media). There was a strong correlation between age, level of formal education, and English proficiency and the engagement with various types of technology. Older, female, and SLIFE participants were disadvantaged in digital information access because of poor computer literacy, limited print literacy and numeracy, and less time to develop digital practices. Progressing with only modern technologies resulted in not only lack of access in receiving digital information, but also engaging with them productively, removing the 'interactivity' of forming identities. Core argument: O'Mara and Harris' arguments are threefold. Firstly, approaches to digital medias should be flexible and multimodal, considering socio-cultural contexts of learners, their preferences, needs, and motivations. Secondly, addressing issues of language, gender and cultural context will assist with mitigating emotional, technological and social exclusion. Finally,

	engagement with digital resources should consider transnational identities because they are inextricable from online and media content creation, making space for dynamic, subjective and contextualised CALD identities in culturally dominant spaces. Online spaces are impacted by social, political and cultural influences, so learning critical engagement with digital media is crucial.
Onsando, G., & Billett, S. (2009). African Students from Refugee Backgrounds in Australian TAFE institutions: A Case for Transformative Learning Goals and Processes. <i>International Journal of Training Research</i>. 7, 80–94. AUS Annotation written by Dr Georgina Ramsay	Context: African students enrolled in TAFE institutions in Australia Aim: How do RBS experience learning at TAFE, what earlier and current experiences shape their engagement with TAFE. Conclusions: African refugees experience racial discrimination and social exclusion as they resettle in Australia, which can be exacerbated in TAFE institutions that may not recognise or accommodate for these students’ socio-cultural background and the specificities of their refugee life experiences. Argues for transformative learning in TAFE institutions, that recognises the value of RBS as a resource; and which does not assume basic premises of being as a basis of learning that is homogenous for all. Implication is that the unfamiliar socio-cultural environments of TAFE will impact on how refugees experience learning: there is a dissonance that needs to be addressed through pedagogy. Core argument: RBS have specific needs, which require support from TAFE institutions (and other HE?)
Onsando, G. (2014). Refugee immigrants: Addressing social exclusion by promoting agency in the Australian VET sector. <i>2013 Postgraduate Research Papers: A Compendium</i>, 76–96. AUS Annotation written by Dr Georgina Ramsay	Context: Australia Aim: How can efforts to exercise agency for resettled refugees be capacitated through educational contexts? Method: Interviews with eight participants: 5 males, 3 females, Middle East, Africa, South East Asia Findings: - Improved access to, and meaningful engagement within, Australian vocational education and training can be a means through which refugees can exercise agency and participate meaningfully to Australian society. - ‘Likely to be laden with trauma,’ – the trauma model again. Obstacle to be overcome. Primary emphasis on trauma in this article. - Education as a socialising tool with wider Australian society, but refugees experience significant barriers to study: sociocultural dissonances, exclusion, distress due to personal

	histories, academic and financial challenges. Can also experience racial discrimination in higher education, and can be confronted with unfamiliar pedagogical practices that ignore their cultural backgrounds (socio-cultural learning model?) - Since such challenges are specific to refugee students, they require specific support approaches and supportive learning environments → on the side of them being a recognised equity group? Specific support structures? - Talks about the role of education in supporting refugees to have ‘productive lives’.... - Talks about the bloody stages of refugee experience (Keller 1975), that’s pretty gross - Deficiency model? – ‘Such intense levels of war, violence, and torture were confronting experiences that rendered participants powerless to defend themselves and were likely to affect their subsequent resettlement, and engagement with the VET sector in Australia.’ (81) - Real tension here between deficiency/resilience model: ‘The difficult, distressful and traumatic refugee life experiences described by participants were likely to adversely affect their wellbeing, even after their subsequent resettlement and engagement with the VET sector in Australia. However, surviving such experiences unmistakably involved some form of resilience and first-order personal agency. This means that first-order personal agency was still imperilled in these volatile refugee environments....’ (84) - Recognises sociocultural exclusion as a barrier to engaging with activities in TAFE classes. Blames lack of cultural competence, and a difficulty in modifying teaching approaches to acknowledge and accommodate refugees’ sociocultural and religious background. Implications: - Need to transform the VET/TAFE sector into a transformational institution that enables refugees to have meaningful educational experiences, but requires appropriate support models - Recommends: ‘The proposed cultural competence practices at TAFE institutes are likely to be meaningful if teachers applied ‘multicultural’ teaching approaches of integrating diverse sociocultural activities when engaging with refugee immigrants. The Australian VET sector could encourage teachers at TAFE to familiarise themselves with diverse sociocultural practices to enable them to understand refugees’ sociocultural backgrounds and to provide them appropriate and valuable learning experiences. Such sociocultural environments and

	interactions at TAFE could inculcate empowering personal agencies to both teachers and refugees.’ (90)
Onsando & Stephen Billett (2017) Refugee immigrants’ experiences of racism and racial discrimination at Australian TAFE institutes: a transformative psychosocial approach. <i>Journal of Vocational Education & Training</i>, 69(3), 333–350. AUS Annotation written by Sally Baker Keywords: <i>Refugee immigrant; racism; TAFE institute; transformative psychosocial approach; antiracism framework</i>	Context: Experiences of racism/ racial discrimination in Australian Tertiary and Further Education (TAFE) colleges in Queensland, and impact on educational participation. Authors offer a review of Australia’s history of racism, starting with the colonial violence inflicted on First Nations Australians. Aim: To interrogate “refugee immigrant students’ capacities to exercise personal agency within the social structural affordances offered at the TAFE institutes” (p.338); to propose “that effective anti-racism strategies need to be enacted in the Australian vocational education and training (VET) system to buttress refugee immigrant students against experiences of racism and racial discrimination at TAFE institutes” (p.334). Theoretical frame: Mezirow’s transformative psychosocial approach and Freire’s conscientisation Methodology: Article draws from two studies on refugees in Australia, both focused on refugees in a different TAFE institution, where racism was a common theme; semi-structured interviews with refugee students (n=7; Sudan, Liberia; Burundi; Iraq); context analysis Findings: Participants described experiencing racism in the AMEP (‘Alor’) and Cert IV in Juvenile Justice (‘Adil’ and ‘Ladu’) – examples included a perception of being excluded or devalued in group work or “because other students ‘run away from dark people’ during classroom activities” (p.341). Other examples included not having ‘cultural activities’ recognised, and perceptions that teachers were ‘tough’ or intolerant of some religions. Authors note how Queensland TAFE have instituted an anti-racism strategy. <i>Psychosocial effects of racism on students</i> • Self-depreciation • Reification Core argument: “The experiences of racism and racial discrimination, as described by participants of both TAFE institute A and TAFE institute B amounted to alienating and distressing affordances that possibly constrained their capacities to exercise personal agency” (p.343).
O’Rourke, D. (2011). Closing Pathways: Refugee-Background Students and Tertiary Education . <i>Kotuitui:</i>	Context: Refugee community in NZ accessing HE

<i>New Zealand Journal of Social Sciences Online</i>, 6 (1–2), 26–36. NZ Annotation written by Dr Georgina Ramsay	Aim: How do new policies effect the range of existing barriers that refugees pursuing degrees in HE face? How will these policies exacerbate the closing of pathways for this particular group to access HE? Conclusions: 1) A range of policies introduced in NZ have restricted pathways for refugees to access HE: including termination of refugee study grants, reduced funding for specialist education and refugee services across the HE system; caps and reductions in places for university and enabling programs. The authors argue that whilst other disadvantaged groups like Maori, disability, LSES are safeguarded from such restrictions through built in safeguards that are scaffolded to support these students to access university, refugee students are not identified as an equity group; 2) Refugees identify that they feel like they do not belong at university (which will be exacerbated with reduced pathway). Refugees may spend a lot of time trying to fit in on campus, which will take away from their studies. Broadly, a lack of belonging reduces investment in the HE process and may cause failure and attrition. Core argument: Posits an argument that refugees should be considered an equity group, given the specific forms of disadvantage they may face. If not, these groups may be disadvantaged in a HE system that is turning toward restricting access, generally (through fees, funding, caps on places, higher entry conditions, etc.). Significantly, this paper outlines strategies to create equity for refugee-background students, and views that ‘refugee-background students are a resource’ (55). Equity policies need to take into consideration the systemic disadvantage that can structure the refugee experience in HE.
Pásztor, A. (2016). Divergent pathways: the road to higher education for second-generation Turks in Austria. <i>Race Ethnicity and Education</i>, 19(4), 880–900. AUSTRIA Annotation written by Sally Baker Keywords: <i>Austria; ethnic minority students; higher education choice; second generation Turks; tracking</i>	Context: Immigrant educational pathways in Austria. Ethnic minorities = 12.5% of population (‘historic immigrants’ = Hungarians/Slovaks/Czechs), other European <u>migrants</u> [Sally’s emphasis] and Turkish/Yugoslavians. Turks are biggest minority group (3% of total population) and 46% are reported as living in poverty/ at risk of poverty and have one of lowest educational achievement rates in OECD. Now 2nd-gen Turks are entering workforce in large numbers and low participation rate in high school/HE Theory: Ball, Reay & David (2002) – ethnic minority chooser = ‘contingent’ (generally 1st-gen/ no tradition of HE/ parents educated in home country = finance, location, ethnic mix are key concerns and often reliant on ‘cold’ knowledge) or ‘embedded’ (choice to go to HE = part of ‘personal

	narrative’/ parents are often HE-educated/ uni = part of ‘normal biography’ = choice based on extensive research and mix of hot & cold knowledge) Methodology: Focused on 2nd-generation Turks born and educated in Austria (solicited through informal networks/snowball recruiting) aged 25-29 years old/ equal mix m/f studying range of subjects. Questions aimed at exploring educational trajectories/ family background/ aspirations, attitudes and experiences. Findings: Students from Turkish families = overrepresented in ‘special schools’ (p.6). Key issue = lack of German language. Only 9% of pre-school children are Turkish. It appears this translates as a possible cause of low achievement later in school and because they have to focus on learning language (implicitly), they are unable to get the grades to access academic track at end of primary (split into general/academic school streams at age 10). 85% of Turkish children attend general stream (compared w/ 66% German-speaking children) and 1/3 do not proceed with any further education/ only 6.5% go on to university from this stream. Contrasts two students = one a contingent chooser/ one an embedded chooser. Interprets differences in experiences to institutional habitus (resources/support available at each school). Differences in imagined futures (embedded chooser = planned career choices long in advance; contingent chooser = catching up) Conclusions: Stratified education system disadvantages NESB students: late school start and lack of language when they start school are key issues for Turkish children in Austrian education system. Offers additional category to Ball, Reay & David’s categories: the opportune chooser (generally comes from a disadvantaged family background where parents have little education and children exposed mostly/only to working class stories). For opportune choosers, HE is rarely/never an imagined future. Core argument: Aspirations/ categories of choosers
O’Toole Thommessen, S., & Todd, B. K. (2018). How do refugee children experience their new situation in England and Denmark? Implications for educational policy and practice. <i>Children and Youth Services Review</i>, 85, 228–238. UK/ DEN	Context: There is an urgent need for countries offering refugees asylum to facilitate integration for refugee children arriving in their new school environments. Aim: The aim of this study was to gain an understanding of the needs and first hand experiences of refugee children as they adjusted to life in their asylum-countries, England or Denmark. Findings from this type of study hopes to increase refugee childrens’ development and chances of well-being and future opportunities (p.229). It is also hoped that findings from the study can inspire future research in this area and thereby inform intervention strategies for refugee children and educators

Annotation written by Jenn Read

Keywords: *Refugees, children, education, intervention, policy-making*

working with them.

Methodology: The authors utilise Bronfenbrenner's Ecological Systems Theory (1977) as a framework "to examine numerous contexts that influence refugee children's development, well-being, and integration" (p.228). Seven refugee adults were chosen as participants to share their childhood personal experiences. These participants arrived as refugees in either Denmark or England when they were children. Individual interviews took place at a local refugee community organisation and included open ended questions that prompted interviewees to share their recollections about adjustment processes, challenges, and needs. Using an IPA (Interpretative Phenomenological Approach), researchers analysed the data collected from experiences that occurred in both England and Denmark to identify similarities and differences from the two different contexts.

Findings: The findings were explained in two sections: themes from each context (England and Denmark's individual findings) and a summary of the findings from the two countries as a collective whole. Findings from participants in England included experiences involving language- related challenges extending to further difficulties (ex role changes within the family to cater for non English-speaking family members' needs); choosing to succeed; and gaining strength through social support and encouragement (from specified teachers and mentors). Findings from the Denmark participants included: language- related challenges extending to further difficulties; integrating two separate worlds into one (identity); gaining strength through social support and encouragement (teachers, peers, friends from native background). When looking at both region's findings and their similarities and differences through an Ecological lens, the authors feel that prevention and intervention strategies could be tailored to various levels such as: working with families or within schools (microsystem); working with teachers or parents could influence children indirectly (at an exosystem level); eliminating tolerance of racism discrimination, and negative discourse surrounding refugees (at the macrosystem level). Interventions such as these enable refugee students to have positive involvement within their new country and at schools (p.236).

Core Argument: The findings from this study highlight the importance of providing appropriate training for teachers working with refugee children. Furthermore, school environments can help students integrate through their facilitation of prevention and intervention strategies that involve collaboration and referral systems to be in place.

Perales, F., Kubler, M., Xiang, N., & Tomaszewski, W. (2021). [Understanding access to higher education amongst humanitarian migrants in Australia](#). National Centre for Student Equity in Higher Education.

AUS

Annotation written by Anna Xavier

Keywords (by AX): *Higher education; Widening participation; Access; Humanitarian migrants; Australia*

Context: To A significant way for humanitarian migrants to integrate successfully into mainstream Australian society is by participating in the local education system, especially HE. However, humanitarian migrants face significant & unique barriers to participation & success in HE compared to other migrant groups. There is limited empirical study on the relationship between the humanitarian-migrant status & their participation in Australian HE.

Aim: To conduct an empirical investigation and identify the relationship between the humanitarian-migrant status and circumstances and higher education participation and attainment in Australia.

Methodology: Australia. Novel & systematic analyses of recent survey & administrative data sources; Initial analysis – 2016 Australian Census & migrants Integrated Dataset (ACMID) supplemented with the 2016 Census of Population & Housing (the census); Subsequent analyses – Longitudinal survey data from Building a New Life in Australia (BNLA). Both analyses investigate potential differences between men & women, hence recognising that education participation and success are often gendered processes.

Findings:

1) Comparative analyses of ACMID/Census data

- a) Humanitarian migrants had a higher tendency to enroll in higher education at later ages (23+ years) than other migrants and the Australian-born population and were less likely to participate in higher education during normal ages of 18–21
- b) Humanitarian migrants were clearly disadvantaged in regard to gaining higher education qualifications: they were approximately half as likely as Australian-born individuals to have a university degree, a third as likely as family migrants and a fifth as likely as skilled migrants
- c) Humanitarian-migrant women had a higher tendency of participating in higher education than humanitarian-migrant men, particularly in the younger age groups. However, humanitarian-migrant men caught up through mature age higher education participation.

2) In-depth analyses of the humanitarian migrant group using BNLA data

- a) By the end of the 5th year, 15.4% of humanitarian migrants were enrolled in a course (other than English) and 26.1% had gained a qualification, showing an upwards trend in migrants upskilling over a period of five years
- b) Limited engagement with HE amongst humanitarian migrants in Australia – only 14.2% pursued a HE option; only 7.6% of completion involved a HE course

	c) Two socio-demographic factors constantly predicted higher engagement of Australia's humanitarian migrants with the Australian education system – English language proficiency & pre-arrival educational levels d) Significant differences were observed between the probability of studying a course, attaining a course & planning for further study based on the humanitarian migrants' country of origin – humanitarian migrants from Iraq showed poorer outcomes than humanitarian migrants from other countries. Implications: 1) Humanitarian migrants should be given adequate policy attention as they experience unique barriers to participate & be successful in the Australian education system 2) Certain subpopulations of humanitarian migrants may require additional & targeted support (eg: migrants from Iraq, who have low English proficiency & enter Australia with no/low credentials) 3) Humanitarian migrants should be separated from the Non-English Speaking Background category & should be considered to be categorized as a separate & standalone equity group Key recommendations: 1) Tailored programs which aim to eliminate core barriers to HE participation among humanitarian migrants should be implemented. 2) Additional resources should be invested to monitor the participation of humanitarian migrants in HE and their outcomes via reliable data collection. 3) More attention should be given to 'trialing & evaluating existing programs & interventions' which aim to improve HE participation & success among humanitarian migrants & to investigate the post-graduation experiences of humanitarian migrants – including labour market integration. Core argument: Humanitarian migrants face unique challenges & barriers in accessing the Australian HE system, and should be recognised in policy, as well as be recognised as a standalone equity group, to ensure that targeted resources & interventions are provided. It is also crucial to recognise that certain subpopulations of humanitarian migrants may be more disadvantaged than others due to limited English language proficiency & pre-arrival educational credentials.
Perales, F., Xiang, N., Hartley, L. et al. (2022) Understanding access to higher education amongst humanitarian migrants: an analysis of Australian	Context: Access to higher education (HE) is important for humanitarian migrants, particularly considering the multiple barriers they face during settlement in the global north. Although a growing body of qualitative research has identified barriers to HE for humanitarian migrants in Australia, a

[longitudinal survey data](#). *Higher Education*, 84, 373–397.

AUS

Annotation written by Emily Miller

Keywords: *Australia, Education, Equity, Humanitarian migrants, Refugees, University*

limited amount of quantitative research has unpacked the factors that impact access and participation in HE. Several barriers have been highlighted including health status, financial challenges, barrier to access of information regarding educational pathways, gender, family responsibilities, interrupted previous education and trauma. Although these qualitative studies comprise a strong body of evidence, there is a notable lack of quantitative research regarding within-group factors that impact HE access. Furthermore, most of the available qualitative studies focus on humanitarian migrants already in HE rather than also those who are yet to enrol or who have been unable to access HE.

Aim: To identify the factors that correlate with disparities in access to education and HE for humanitarian migrants in Australia. Further, the study was conducted to provide evidence for design of programs and policies that equalise access and address the distinct needs of different groups of humanitarian migrants.

Methodology: This study analysed data from the Building a New Life in Australia (BNLA) longitudinal quantitative data set in order to understand the explanatory factors that affect individuals' access to HE in Australia. The study focused on two approaches, namely, analysis of the 5-year longitudinal data set by gender, and use of random-effect logistic regression to examine socio-demographic factors and predict humanitarian migrants' participation in education and in HE.

Findings: Humanitarian migrants were less likely to be engaged in education and HE in the first year of settlement, but the likelihood increased after the first year and by the end of the fifth year 2.6% were enrolled in HE. This represented 14.2% of all students, showing that most humanitarian migrants who did choose to enrol in study were engaged in other types of courses. There was a marked difference in women and men accessing education over time, with women more likely to be studying after the first few years of settlement, particularly single women. Women were also more likely to be both studying and working compared to men overall, with working men less likely to be in study concurrently and women more likely. The biggest predictors of enrolment in HE was individuals' level of education upon arrival in Australia as well as their English proficiency. Place of origin was also an important factor.

Conclusions: To improve access to HE policy around access to English language classes – specifically the AMEP classes - can be extended and improved. Policies aimed at improving educational engagement of 'low-skilled' humanitarian migrants may require support for HE

	aspirations, financial support, and support to improve literacy and numeracy. Targeted support for particular humanitarian cohorts is also identified as critical, as the results showed important differences for people with different experiential backgrounds such as through their refugee journey. Core argument: Development of policy to improve humanitarian migrants' engagement with HE must be responsive to the needs of different groups.
Perry, K. (2008). From Storytelling to Writing: Transforming Literacy Practices among Sudanese Refugees. <i>Journal of Literacy Research</i>, 40, 317–358. USA Annotation written by Sally Baker ADULT LEARNING LITERACY/IES STORYTELLING = for education/ for settlement IDENTITIES CONNECTION	Context: Storytelling with South Sudanese orphaned youth ('the lost boys') in Kentucky, US. Aim: To present analysis of how storytelling = transformed from traditional practice to "telling stories whose purpose, audience, and medium differed in important ways from those of the traditional storytelling they had encountered or enacted before" (p.338). RQs: • What were the roles of storytelling in the lives of the Lost Boys in Africa?2 What were the roles of storytelling in their current lives in Michigan? • How have the Lost Boys transformed traditional storytelling as a result of their experiences as refugees? • How does storytelling, and its transformation, relate to issues of identity and community for this group of refugees? (p.320) Theoretical frame: Literacy and storytelling as social practices. Offers conceptualisation of storytelling and narrative (sociolinguistic/ practices) and relationships between stories, identities and community. Storytelling =culturally-mediated (e.g., Heath, 1983) Methodology: Ethnographic research with 3 young men (data = texts, talk, observations, field notes); part of larger study of ascribed meanings to literacy and literacy practices by South Sudanese youth (and use of different languages, domains, non-school literacies) Conclusions: Literacy = perceived as power (contextualised by particular domains and events) and shaped by community issues and diaspora. Transformed storytelling = illustrative of how young S.Sudanese orphans 'forged a way through a changing world' (p.350) = using stories to educate others about S.Sudan, to connect with their Sudanese communities; "to construct their identities and to relate to and navigate the world" (p.350). Participants needed to draw on/ use print literacies – shifting oral storytelling to written storytelling (for formal schooling purposes)

Perry, K. (2009). [Genres, Contexts, and Literacy Practices: Literacy Brokering Among Sudanese Refugee Families](#). *Reading Research Quarterly*, 44(3), 256–276.

US

Annotation written by Sally Baker

LITERACY BROKERING
REFUGEE FAMILIES
GENRE

Context: Discusses/describes the language, literacy and cultural brokering among Sudanese families in Michigan. Scopes literature on brokering/ literacy mediation (mostly US/ South African); recognises role of institution (p.257)

Aim: “to examine brokering in the context of overall literacy practices among Sudanese refugee families in order to (a) develop a deeper understanding of the phenomenon of brokering and (b) explore what literacy brokering might reveal about literacy practices in general” (p.257). RQs:

- What is the nature of literacy brokering among these Sudanese refugee families? For which texts do participants seek brokering and in which contexts?
- What, exactly, is being brokered in these interactions?
- What is the role of young children in brokering among these families?
- What does this focus on literacy brokering reveal about the nature of literacy practices? (p.258)

Theoretical frame: Language = inextricable from culture; ‘culture is realised through language’ (Halliday, 1980); literacy as social practice

Methodology: Ethnographic longitudinal study; see Perry (2008) – participants = 3 South Sudanese families (with 4 focal children in early/ primary education). Reflexive section on researcher role/ positioning = p.264

Conclusions: Types of brokering evident in data:

Lexico–syntactic and graphophonic brokering: meanings, spellings, pronunciation

Culture brokering: cultural content knowledge specific to USA/ beliefs, values and practices (e.g., ‘is this meeting important?’)

Genre brokering: purpose/ use/ specific features/ function and use of features

257 instances of brokering in data: 53 = LS/GPh brokering; 39 = cultural; 124 = genre

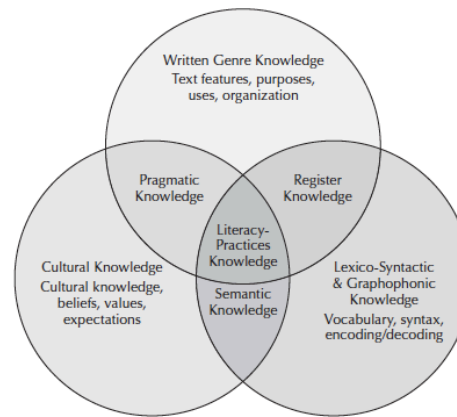
Participants sought brokering from many sources (e.g., social workers, clergy, sponsoring American families, volunteer tutors, co-workers, neighbors, and other Sudanese refugees who had lived longer in the United States, p.267)

Parents’ educational backgrounds = didn’t make much difference in terms of amount of/ type of brokering sought

Navigating digital genres and school texts = provided ‘frequent context’ for brokering (e.g., parents had difficult working out purpose of different school texts)

Core arguments: “Literacy brokering events were complex processes that involved many types of overlapping knowledge about literacy” (p.270) – gives example of sweepstakes junk mail and misunderstandings. Figure = p.271

Figure 1. Aspects of Knowledge Adults Needed to Engage in Literacy Practices



Also suggests interesting patterns in children’s role as brokers (see p.274)

Perry, K. (2011). [Ethics, Vulnerability, and Speakers of Other Languages: How University IRBs \(Do Not\) Speak to Research Involving Refugee Participants](#). *Qualitative Inquiry*, 17(10), 899–912.

US

Annotation written by Sally Baker

Keywords: *ethics, refugees, LBOTE, vulnerable populations, IRBs*

Context: From own experience as researcher with refugee populations, questions the ethical application procedures of home university (Kentucky) and expanded out to explore Institutional Review Boards (IRBs) of 32 universities. Very little written on the participation of refugees in research, and particularly of the ethics of doing so (p.900). Depending on the context, there can be serious issues with regards to who funds the research and which communities are researched (see Pittaway & Bartolomei, 2013). Therefore, trusting researchers is “a major issue for many refugees in dealing with any authority figures, whether they are agency workers, translators, local community representatives, or researchers” (p.900). Foregrounds possibilities for advocacy with research (p.901).

Aim: Explore how IRBs position/define ‘vulnerable populations’ and what guidelines are offered for researching people who have LBOTE

Findings: There is wide variation in the (a) positioning/ structures of IRBs, which often privilege a positivist, medical approach to human ethics, as seen through the language used (or not used in some cases); medical/experimental models appear to be the norm (p.904). Information was sometimes available on IRB websites; sometimes it needed to be extracted from downloaded forms (outlined in Table 2, p.903). Only 11/32 (34%) of universities identified LBOTE people as vulnerable research participants, and when it was included in lists, it was usually listed last. Many IRBs offered a checklist of potential research populations, but these are problematic because “[they] imply that vulnerability is somehow inherent in a particular type of person and that it is absent from categories of people who are not listed” (p.906). No university identified refugees as a vulnerable population = possibly because they would be captured within another vulnerable group. Possibly misrepresentation of LBOTE/refugee participants as incapable. Perry makes the point that with translation/translators, LBOTE participants can meaningfully engage and make an informed decision. Perry also problematizes standard need for written consent. Guidance relating to LBOTEs often occurred in guidance on international research, which “marks domestic research with ELLs as outside the norm” (p.907). IRBs also tend to assume an ‘all or nothing’ dichotomy with regards to English proficiency – thus misrecognising that language proficiency is a continuum (cites Cummins 1986 notion of BICS/CALP). IRBs often focus on consent and not enough attention is given to data collection or participant checks

Implications:

- 1) need to re-evaluate how vulnerable populations are defined – “not a characteristic inherent... but is rather an interaction between the participant’s characteristics and the nature of the study” (p.909)
- 2) checklists are not appropriate: “If all human participants are potentially vulnerable, a more appropriate assessment of vulnerability would be a qualitative description of all of the potential research participants targeted by the study, the ways in which those participants may be vulnerable, and what the researcher(s) will do to address and mitigate those potential vulnerabilities” (p.909)
- 3) alert IRBs to problematic language usage

	4) recognise that language proficiency is not a dichotomy, rather it is a continuum by developing more nuanced language of description for linguistically diverse populations (ensuring that LBOTEs are not positioned as incapable or excluded because of their language background). 5) understand/ push for understanding that research with LBOTEs is not exclusively international 6) develop training modules that educate researchers and IRBs about differences in research contexts/ populations. Core argument: “Existing ethical guidelines may be inappropriate for the research designs qualitative researchers use and the communities they study, in part because they are based on positivistic, biomedical research paradigms” (p.909).
Perry, K., & Mallozzi, C. (2011). ‘Are You Able To Learn?’: Power and Access to Higher Education for African Refugees in the USA. <i>Power and Education</i>, 3(3), 249-262. USA Annotation written by Sally Baker HIGHER EDUCATION ACCESS POWER REFUGEES NARRATIVES GATEKEEPING RESETTLEMENT AGENCIES	Context: US higher education and participation of refugee students in context of increasing humanitarian intake (at the time of writing). Authors foreground the heterogeneity of the refugees in America, including diversity in people from the same country. Authors argue that educational opportunities are pursued with permanent residency as a driving factor. Refugee policy promotes quick employment (within 180 days) which thus represents a barrier for refugees wanting to access further education (see also Koyama, 2013; 2015) Aim: To undertake a discourse analysis to examine instantiations of power and identity in the narratives of two Congolese students. Specifically, the authors respond to these research questions: “1. What do Congolese refugees’ narratives reveal about issues of access to adult and higher education in the USA? 2. How does an individual’s worldview (i.e., mutually shaped identity, experiences, practices, and perspectives) interact with issues of access to education? 3. How do the refugees’ worldviews interact with their host community at a variety of contextual levels (local, higher education, regional, national, global)? How might their worldviews shape opportunities for success in formal and informal educational contexts?” (p.250) Conceptual framework: Language and discourse/ narrative analysis (Gee, 2011); post-structural views of power Methodology: Narrative data drawn from larger ethnographic study of educational opportunities for refugees in US city (see p.51 for specific details). Two students = focus of this paper (Dikomo — widowed single mother— and Katoto — young single man)

Findings: Authors present close linguistic analysis of the narratives of the two students. *Dikomo* focused on how she advocated to the Refugee service to gain access to education (although they questioned her capacity to undertake further education) and after gaining some proficiency and confidence with English language. Table 1 (p.254) offers analysis of how *Dikomo*’s language signifies identity and politics in her world. *Dikomo*’s identification of herself as a single mother suggests that education is a necessity for her (to model to her children, to help her children avoid a pathway to poverty). *Dikomo* expressed shock that the refugee service would question her desire to engage in further education (“Wow!”), perhaps because it challenged her self-identification as a knowledgeable educated person. The questioning also stands in contrast to the meritocratic discourses distributed in the orientation classes that she attended: “The resettlement agency’s resistance to helping her with higher education negated *Dikomo*’s knowledge, which shows a chink-in-the-armor of a meritocracy-based worldview, because not all hard work gets rewarded, just the right kind of hard work – perhaps done by the right kind of person. Without *Dikomo*’s advocacy for herself, the agency’s reluctance to help with education would have created a barrier to *Dikomo*’s economic security” (p.255).

Katoto - fled to Kenya as a young boy and received some education/ gained some English language in a refugee camp but he left before he received his high school diploma. When he arrived in the US, he took ESL classes and then enrolled in a community college so he could gain access to university. He was frustrated that his prior qualifications were not recognized by the college and taking the college courses was using up his financial aid money (without counting towards his degree). He worked full-time as a caretaker while studying. Analysis of *Katoto*’s narrative suggests that he was critical of the work the refugee agency was doing – it was ticking off basic needs and encouraging him to get a job but not helping with access to higher education. *Katoto*’s narrative suggests he was seeking to resist the low expectations the state and refugee agency had of him, and he recasts his trouble with recognition (that he didn’t have his diploma) as “like a battle” (see p.258). Table 2 (p.258) offers analysis of how *Katomo*’s language signifies identity and politics in his world

Core argument: The two narratives signalled how migration intersects with issues of access and power, and how refugees’ educational ambitions are invisible to people in power, “or – even worse – that those in power may question, doubt, or ignore such experiences and aspirations” (p.259).

	Narratives indicate the contrasting messages that refugees receive (especially in orientation classes, which promote a meritocratic view of ‘work hard and you will get the good life’ but which conceals the lack of engagement from the state in supporting access to higher education)/ pushing refugees into quick work through a discourse of self-sufficiency narrowly conceived in terms of employment. These narratives suggest that there are significant challenges related to gatekeeping, particularly in terms of the organisations tasked with facilitating resettlement for newly arrived refugees. Authors question how far refugees can get with self-advocacy in this context.
Perry, K., & Hart, S. (2012). “I’m Just Kind of Winging It”: Preparing and Supporting Educators of Adult Refugee Learners. <i>Journal of Adolescent and Adult Literacy</i>, 56(2), 110–122. US Annotation written by Sally Baker TEACHERS’ PERCEPTIONS PREPAREDNESS TO TEACH ADULT REFUGEES ADULT EDUCATION ADULT BASIC LITERACY ENGLISH AS SECOND LANGUAGE	Context: Teaching adults basic literacy (ABL) and English as a Second Language (ESL); teachers “may not be well equipped to deal with the specific needs of adult refugees” (p.110). Authors make the point about the underfunding of adult ABL and ESL education, often run with volunteers who often do not have access to professional development Aims: To explore local ABL and ESL educators (in Kentucky, USA) and perceptions of own preparedness to teach adult refugee learners. Research questions: “(a) From their point of view, how prepared are local educators to teach refugees? (b) What supports are needed to help these educators better meet refugees’ educational needs?” (p.111). Theoretical frame: Preparation conceptualised as: “experiences that provide the knowledge necessary to teach adult ELs, such as formal training and/or certification programs, informal training opportunities, prior teaching experiences, in-service professional development, or independent study” (p.110). Authors draw on Brandt’s notion of ‘literacy sponsorship’, where ESL teachers are conceived as both sponsored/ sponsors (“that is, not only do they act as agents of sponsoring institutions, such as refugee resettlement agencies or community literacy organizations, they also individually sponsor the refugee learners they teach” (p.111). Methodology: Part of larger qualitative study focused on adult education for refugee students. The data presented in this article relates to three local organisations: “Literacy Action* (LA), Meadowbrook Community College* (MCC), and RR. We also included data from Grassroots Literacy*, one church-based ESL program, and an ESL teacher at a public high school who taught adult refugees who still qualified for public high school” (see p.112). Each ESL program described was free to refugees. Only MCC paid their teachers and were the only ones who had to meet qualification requirements and participate in professional development. All other teachers were

volunteers. Participants = adult educators (n=10). Data collection = survey data, interviews, observations (see p.112-113).

Findings:

As a result of not mandating basic qualifications, it is likely that adult refugees are taught by unqualified instructors: “These circumstances illustrate the ways in which literacy for refugees is being sponsored, particularly the ways in which it is being regulated, suppressed, and withheld (Brandt, 2001), even if unintentionally” (p.115). This also leaves tutors to feel unprepared. Data reveals that educator-participants had varying experience/ preparation for teaching adult refugees. Analysis of data gave categorization of preparation as (a) teaching certification, (b) other types of training, and (c) prior teaching experiences (see p.115). Training/ qualifications = varied: “Forty percent (40%) of participants had some sort of formal teaching certification. Half of the participants (50%) had received some program-related training. The majority of participants (70%) had some kind of teaching experience prior to teaching refugees; these experiences ranged from public school teaching to substituting as a paraprofessional to teaching experience with adults. Only one participant described herself as having no preparation whatsoever” (p.119). Of 10 participants, 4 = ESL trained, 2 had K-12 teaching qualifications, 6 had done program-led training with the local organization, 7 = had prior teaching experience. Authors argue that unevenness of qualifications means that ““being prepared” may mean different things in different contexts” (p.115). One participant described herself as “just winging it” (p.116), and others described it being harder than they expected. Participants described engaging in apprenticeship opportunities to develop the craft of teaching, or engaging in self-education (e.g., searching the Internet, reading books on teaching literacy), or consulted with friends/ colleagues.

What adult educators need: teachers not only described feeling unprepared to teach, they were also unable to articulate what they needed/ what was missing. What they could describe were categorized into three areas: (1) teaching tools and techniques (what to teach and how to teach it), (2) people resources (mentors/ reference person), and (3) other supports.

Core argument: Sponsorship = useful model because it helps to understand how underpreparedness to teach refugee learners can be an inhibitor: “As sponsors, educators have enormous power to shape the course of learning for their students, yet their own preparation can

	reveal a great deal about how society views particular learners and how conditions might be altered to be more equitable and empowering for both educators and the refugees they teach” (p.111). • Ideally all people engaged in adult refugee education should be qualified and fully trained. • Training should be ongoing and targeted in volunteer-led programs while teaching • Social networking should be utilized to share experience/ become a hive mind/ connect educators
Perry, K. (2013). Becoming Qualified to Teach Low-literate Refugees: A Case Study of One Volunteer Instructor. <i>Community Literacy Journal</i>, 7(2), 21–38. US Annotation written by Sally Baker VOLUNTEER TEACHING QUALIFIED V. CREDENTIALLED PROFESSIONAL DEVELOPMENT LOW-LEVEL/PRE-LITERATE ADULT REFUGEE LEARNERS	Context: Volunteer ESL/ literacy teaching to refugees in the USA, at a time of increasing resettlement, and often in ‘non-traditional gateway’ cities, such as Lexington, Kentucky, Lansing, Michigan, and Omaha, Nebraska (see p.21). Author notes the importance of adult education (English for Speakers of Other Languages —ESL, and Adult Basic Literacy —ABL) for new arrivals in terms of employment and self-sufficiency. However, author notes that ESL and ABL teachers are often underprepared/ trained to meet the needs of adult refugee students, particularly because many programs are staffed by adult volunteers: “This lack of training and expertise among adult literacy and adult ESL instructors is problematic, as these educators are expected, but unprepared, to work with students whose learning needs may be significant” (p.22). Recent efforts to address training, certification and credentialing focused predominantly on paid teachers – author cites Chisman report (2011): many adult educators “are experienced but not expert” because of a lack of training opportunities (p.iii). Author also notes lack of scholarly attention to volunteer teachers. Author also discusses what ‘qualified’ means (does it just mean you can pass a standardised test?). Author cites the work of Ziegler, McCallum, and Bell (2009) with volunteer teachers, who reported that volunteers “had about the same level of knowledge as paid educators, but unlike paid instructors, volunteers spent most of their professional development in independent study, as opposed to in conferences, workshops, or college courses” (on p.24). Aims: To develop an understanding of “what it means to be a qualified instructor, and also how community-based volunteer instructors may become more qualified” (abstract). To respond to two RQs “What does it mean to be qualified to teach pre- or low-literate English language learners? How might uncredentialed or non-certified instructors become qualified?” (p.22) Methodology: Case study of ‘Carolyn’ — an experienced but uncredentialed instructor of a low-literate ESL class for adult African refugees in Kentucky. Details on research context given on p.24–

	26. Data collection via open-ended survey and semi-structured interview + 2 x teaching observations Findings: Although Carolyn was not ‘certified’ to teach, she was ‘qualified’ to do so. Carolyn = trained as school librarian and had worked as adult ESL teacher for 10 years post-retirement Carolyn indicated she didn’t necessarily feel prepared to teach her class (of pre-literate African students) because she didn’t see herself as a literacy teacher, and she indexed a sense of isolation (having to figure out for herself the best approach). Author argues that Carolyn was qualified to teach (as opposed to being certified) because of three factors “(1) Carolyn’s cross-cultural awareness and sensitivity, (2) the fact that she was a reflective practitioner, and (3) her philosophy of teaching and learning” (p.28) <i>Cross-cultural awareness:</i> developed through years of working in international schools and in Middle Eastern countries, and this “translated into a sensitivity toward her students and an understanding of the many challenges facing them” (p.28). <i>Reflective Practitioner:</i> she demonstrated that she reflected a lot on her teaching experiences, and she reflected both on her sense of unease but also her successes with students. <i>Philosophy of teaching and learning:</i> from her experiences, she had developed a philosophy for working with adult refugee students (repetition, focus on phonics and sight words, jumping in and trying things, using visual aids and realia and created many materials herself). Core argument: Implications: “being qualified may involve a mixture of experiences and professional habits that can be cultivated over time” (p.33). Author makes these recommendations for community learning centres: • Offer ongoing professional development to volunteer teachers • Develop professional connections • Encourage self-education
Perry, K.H., & Mallozzi, A. (2017). ‘We Have Education, I Can Say That’: Worldview and Access to Education for Adult Refugees. <i>International Journal of Applied Linguistics</i>, 27(2), 491–513.	Context: Experiences of refugees resettled in the US accessing and thinking about HE Aim: Explore how worldview impacts on the ways in which refugees think about experience HE Method: Qualitative, discourse analysis Conclusions:

USA Annotation written by Sally Baker	- Refugees face significant obstacles in pursuing educational goals, including: lower English proficiency, US resettlement policy which pushes refugees into employment which excludes education beyond job training or English-language classes, cultural contexts, beliefs, and education about HE. - Refugees had motivation to participate in HE, but this did not always translate into actual participation. Structural barriers exist, including work conflicts, limited course offerings, lack of transport and childcare, prohibitive costs. Also, cultural barriers, related to community beliefs, values, and practices - Culture was a salient theme in shaping educational decision making. - Four primary issues were salient: 1) the nature of starting over as a refugee, 2) age and education, 3) the role of parents and modelling of education, 4) individual agency in educational decisions. These can differ: for example, one participant saw sacrificing education as a way to provide for children, while the other saw modelling through education as a way to benefit her children. - Adult's decisions about whether, how, and when to access educational opportunities are shaped by many factors, including their histories, current situations, and perceived possibilities. So worldview has a practical role in shaping educational aspirations and experiences. - All 12 refugees expressed a desire to participate in education, but only two were successful in doing so. Need to recognise structural barriers.
Peters, M., & Besley, T. (2015). The Refugee Crisis and The Right to Political Asylum. <i>Educational Philosophy and Theory</i>, 47(13–14), 1367–1374. NZ Annotation written by Sally Baker Editorial	Context: Editorial for SI, prompted by ‘European immigration crisis’ from mid-2000s to 2015. In 2014, EU member states received 626,000 applications for asylum (peak since 1992), largely because of Syrian crisis. Notes how recent political shifts have placed migration centrally in news cycles, fuelled by newsworthy decisions by EU countries (Germany = open borders; Hungary =closed borders) = ‘mobility regimes’ (Faist, 2013) Discussion: Scopes history of right to seek asylum (right to sanctuary), first inscribed in French constitution of 1793 and then in UN 1951 Convention Relating to Status of Refugees and 1967 Protocol. As tool for maintaining human rights, Convention/ Protocol = underwritten by 3 fundamental principles: non-discrimination, non-penalisation and non-refoulement (non-expulsion).

	Notion of cosmopolitanism (shared morality/ cosmopolitan law) = antithesis to divisive border politics. Authors note tension between liberalist ideas about free movement (which underpin globalisation) and policing/ closing down of opportunities to claim asylum (state responsibility for which). Authors note how education plays out in such contexts, with ‘lost generations’ of refugee/ asylum seeker children missing out on school.
Peterson, G. (2010). "Education Changes the World": The World University Service of Canada's Student Refugee Program. <i>Refuge: Canada's Journal on Refugees</i>, 27(2), 111–121. CAMPS Annotation written by Sally Baker	Context: Canada Aim: Trace the origins and development of the Student Refugee Program of the World University Service of Canada (WUSC) and its significance as a “transformational” force in the lives of individuals and communities Conclusions: - The WUSC student refugee program is a unique effort involving students, faculty and staff at universities and colleges across Canada who work together to mobilise material and human resources in order to enable student refugees to resettle and complete their post-secondary studies in Canada - Paper is based loosely on the personal experiences and reflections of someone who has worked with the WUSC Student Refugee Program - Potential students apply for the program when they are in a refugee camp in their final year of secondary school, or if they have existing secondary school or university experience. Each year 60 people are selected, usually from Kenya. Students undertake a year-long program of intensive ESL training and academic preparation in the camp, and must sit for TOEFL and have an immigration screening process. There are 55 universities and colleges in Canada participating. Local WUSC committees undertake a legal commitment to provide for a student’s full living expenses as well as his or her personal and emotional support for at least 12 months following their arrival. Local WUSC committees on campus raise funds for the Student Refugee Program, including an annual student level ranging from fifty cents to several dollars per student, but also includes waivers, faculty association contributions, donations, and fund-raising campaigns.

	- This mode of resettlement makes a link between civic engagement and resettlement “success.” Private sponsorship predicts successful integration more than government sponsorship. - Gender gap is an issue that reflects structural problems of unequal opportunity for education: number of strategies in place to try and manage this in a way that is not a quickfix, or which would set students up to fail - Another issue is the idea of brain drain, taking some of the best and brightest refugees for education and resettlement overseas. - Overall, the education and resettlement program provides a transformational personal experience that connects refugees to the civic and citizenship model of Canada
Phan, T. A. (2018). When One Door Closes, Another Opens: Community Colleges as Gateways to Higher Education for Refugee Students. <i>Community College Journal of Research and Practice</i>, 42(7-8), 564–568. US Annotated written by Sally Baker	Context: Under-participation of refugees in higher education: “Access to education is not only a human right; it is a shared moral imperative and duty among citizens, education systems, and governments, calling forth a collective effort to mitigate the loss of intellectual capital, cultural curators, and future leaders worldwide” (p.1). Community colleges in US have broad-access policy and open admissions requirements Aims: To advocate for community colleges in US to help expand refugee access to higher education Methodology: Essay Core argument: Community colleges = “critical gateways to higher education for immigrant students, including refugees” (p.3) because of low(er) costs, open admissions and proximity to local areas. Recommendations: 1) Use tech to help educational access to displaced peoples in protracted displacement contexts (e.g., camps) 2) Leverage service learning: “Given the community college tradition of openness and inclusion, host and refugee students may be presented with more opportunities to benefit from peer learning that can lead to the creation of critical bridges for crosscultural engagement, support, and a sense of inclusivity and belonging between host and refugee students” (p.566) 3) Promote learning communities/ enhance relationships between students and staff through small class sizes

Phillimore, J. (2021). [Refugee-integration-opportunity structures: shifting the focus from refugees to context](#). *Journal of Refugee Studies*, 34(2), 1946–1966.

UK

Annotated by Sally Baker

Keywords: *refugees, integration, context, opportunity structures*

Context: ‘Whilst it is increasingly acknowledged that integration is ‘a dynamic, two-way process of mutual accommodation by all immigrants and residents’, the focus in integration theory, policy and practice has been placed upon refugees or migrants themselves. The role of receiving societies in supporting and providing the context for integration has not been systematically interrogated.’ (p. 1)

Aim: To shift thinking about refugee integration by asking how refugee-receiving countries influence refugee integration and by proposing a multi-dimensional integration model that will ‘allow a more nuanced understanding of integration processes and how they occur at different levels’. (p. 1)

Theoretical / conceptual framework:

Phillimore combines Ager and Strang’s (2008) conceptual refugee integration framework with the notion of opportunity structures, to outline five domains of opportunity structure that have implications for integration in refugee-receiving countries. Phillimore defines opportunity structures as ‘sets of resources, arrangements and pathways that can facilitate or block integration through mechanisms such as inclusion, racism and xenophobia, policy and practice’ (p. 7), drawing on the work of Kitschelt (1986), Koopmans et al. (2005) and Murie and Musterd (2004).

Methodology:

This article draws on existing literature to further develop theoretical and conceptual ideas of opportunity structures as they relate to refugee integration.

Findings:

- Phillimore offers a new conceptual framework for refugee integration that focusses on opportunity structures within refugee-receiving countries and argues that this can help develop a better understanding of multi-dimensional and interacting-integration processes with a view to developing new theory about the role of receiving societies.
- Phillimore proposes five sets of host society opportunity structures that can be used to measure interacting integration processes: locality, discourse, relations, structure, and initiatives and support.
- With regard to these five opportunity structures, Phillimore argues that:
 - *Locality* – ‘More attention needs to be paid to the ways in which local area conditions and resources shape integration outcomes and how outcomes differ between refugees who are dispersed and those who are not.’ (p. 9)

- *Discourse* – ‘media and political discourses are likely to play a key role in refugee integration because they shape the kinds of reception and the emotional orientation of receiving communities.’ (p. 9)
- *Relations* – ‘The nature of host/refugee relationships and extent to which communities are welcoming or hostile are a further opportunity structure. Investigation is needed about how local and national relations with host communities differ across locales and shape refugee integration.’ (pp. 10-11)
- *Structure* – ‘A range of structural factors associated with immigration and integration policy can be argued to be opportunity structures. The nature of structural factors and the ways in which they shape integration outcomes bear further investigation but should include asylum-determination processes and practices’ (p. 12) as well as family reunification and naturalization processes.
- *Initiatives and Support* - The impact of integration initiatives and support (including migrant and refugee community organisations (MRCOs) and state initiatives) or absence of such programmes can also be considered as opportunity structures. (p. 12)
- ‘A new approach to understanding the relationship between refugee integration and opportunity structures is needed to move beyond the state of the art to shed light on the role of receiving countries’ with seven principles and a series of methodological considerations for future research on opportunity structures and refugee integration outlined on pp. 14-15.

Conclusions:

- ‘There are multiple influences on refugees’ ability to integrate that are beyond the control of individual or even groups of refugees.’ (p. 15)
- ‘The nature of integration opportunities depends on multiple factors, including the types of immigration and integration policy and practice, resettlement countries’ orientation and attitudes towards refugees and migrants, and the state of local and national economies and civil society.’ (p. 15)

Research is needed to examine the influences of opportunity structures on refugees’ integration outcomes. Such research should be both comparative and multi-method. Highlighting and researching opportunity structures will allow the development of policy and practice that can have positive effects on the relationship between opportunity structures and integration. (p. 15)

Phillimore, J., & Goodson, L. (2008). Making a place in the global city: The relevance of indicators of integration. <i>Journal of Refugee Studies</i>, 21(3), 305–325. UK Annotation written by Dr Megan Rose Keywords: <i>refugee, integration, indicators, city</i>	Context: Resettlement of refugees in Birmingham from the 1990s onwards. Aim: To explore the effectiveness of “indicators of integration” (as set out by Ager and Strang (2004)) in evaluating the progress of resettled migrant communities. To consider the ways these indicators might be shaped so as to assist policy makers in promoting integration. Methodology: Analysis of four studies into the experiences of refugees in Birmingham. These studies all involved in-depth interviews (n=20, 21, 32, 20), three included surveys (n=600, 500, 670) and two also incorporated focus groups. The responses were analysed against the indications or integration to measure progress, identify additional data needed, and any other matters relating to the indication. Findings: • Employment plays a key role in integration, as it not only provides income, but opportunities to form social roles in the community, cultural understandings and language, social networks and a sense of security. • Housing was identified as a top requirement for settlement, followed by employment, then education. • The unemployment rate of refugees was 10 times the national average, and those with an income were below the national average. • The qualitative interviews reported high degrees of transience with refugees living in temporary accommodation or experiencing homelessness. • In the sample surveyed, only 9% had acquired qualifications, which interviews identified to possibly be caused by lack of resources and places in vocational institutions. Core Argument: Functional indicators play a role in providing a tool by which to compare the situation of refugees with the general population. Rather than solely rely on these indications, qualitative work enables us to understand the complexities of resettlement and how these indicators interact with one another.
Picton, F., & Banfield, G. (2018). A story of belonging: schooling and the struggle of students of refugee experience to belong. <i>Discourse: Studies in the Cultural Politics of Education</i>, 41(6), 841–853.	Context: There is a growing number of refugee-background students attending Western mainstream schools (Block, Cross, Riggs & Gibbs, 2014), and the diversity of this cohort of students often creates complexities for students (Rutter, 2006). Authors highlight the importance of developing a sense of belonging in schools, especially for refugee-background students.

AUS Annotated by Anna Xavier Keywords: <i>Refugees; belonging; education; social justice; equity; culture; structure; practice</i>	Aim: To identify the ‘possible facilitators and impediments to belonging’ (abstract) for refugee-background students. Theoretical framework: Not specified in study. Methodology: Ethnographic research of the ‘lived school experiences’ of refugee-background students (p.1); Participants: Refugee-background students (n=5) from disparate countries, resettled in Australia; Research setting: Mainstream primary school in Adelaide, Australia. Findings: 1) Issues faced by students in mainstream classrooms: Learning content in a ‘whole separate language’ (p. 5) – English; Understanding school rules in the Australian context; 2) Strategies to cope: Chatting with friends in the classroom to clarify something; establishing neighbourhood connections; participating in technological activities which provided opportunities to interact in a less formal way; 3) Students’ perceptions on developing a sense of belonging: ‘Command of language’ and the ‘opportunity to talk’ are important in developing ‘social connectivity’ and ‘emotional belonging’ (p. 5). Discussion: Issue with mainstream schooling: The ‘structures, cultures and routine practices’ which are often taken for granted could potentially side-line familiar aspects of a young person’s life (language, worldviews and cultural practices) (p. 7); Impact: Resulting loss of identity & expectations to conform to ‘normative practices’ of mainstream schools could lead to aggravated cultural tensions for students Block et al., 2014; Earnest, Housen, & Gillieatt, 2007; Rutter, 2006); Implications: Need to be sensitive towards the ‘complexity, to politics, to social struggles’ of young people with refugee experience and requires the promotion of ‘an enhanced sense of agency and respect’ for sfrb, who are often perceived as ‘the other’ in mainstream schools (Apple, 2011, p. 231). Core argument: The pre- and post-migration experiences of sfrb may create challenges that hinder their capacity to establish pathways to belonging at school. A ‘socially just education’ and the development of ‘sound English skills’ are therefore crucial to create a ‘welcoming environment’ and facilitate the ‘full and genuine inclusion’ of sfrb and their families (p. 11).
Piętka-Nykaza, E. (2015). ‘I Want to Do Anything which Is Decent and Relates to My Profession’: Refugee Doctors’ and Teachers’ Strategies of Re-Entering Their	Context: Refugees in UK who were doctors and teachers in home countries; integration in context of diminishing funding for resettlement in UK. Refugees defined as “creative agents, whose individual choices

[Professions in the UK](#). *Journal of Refugee Studies*, 28(4), 523–543.

UK

Annotation written by Sally Baker

Keywords: *Refugee integration, refugee agency, refugee doctor, refugee teacher*

and motives influence the ongoing events constructing the process of their integration into professions” (p.524). Doctors and teachers selected as two most common prior professions among refugees. Challenges with employment include time in displacement without work rights, mental health, professional structures of jobs like doctors and teachers: qualification recognition, English language proficiency certification

Aim: To “investigate the process of refugee integration into professions, from the perspective of refugees” (p.524); to investigate “refugee doctors’ and teachers’ responses to encountered barriers to re-entering their professions after arrival in the UK” (p.527)

Conceptual frame: Integration as two-way process (Ager & Strang); critical realism/ analytical dualism (Archer): “based on the premise that, although social structures and agency are interrelated, a clear distinction between them is required in order to investigate their interrelations” (p.525) + reflexivity. Notion of agency = counter to dominant notion of refugees as passive victims/ recipient of support

Methodology: In-depth interviews with refugee doctors and teachers (n=39) in London and Glasgow, who had previously participated in an online survey. Aim of interview = “to understand and capture refugee teachers’ and doctors’ experiences on their professional lives, actions and practices in negotiating access to the teaching and medical profession in a new country” (p.528)

Findings: Author notes four strategies adopted by participants to the barriers they encountered: acceptance, compromise, ambivalence, withdrawal

Acceptance: “behavioural patterns and the attitudes signalling conformity with institutional requirements of the medical and teaching professions in the UK” (p.531). 9/18 doctors and 7/21 teachers recognised that their qualifications did not match the UK accreditation standards, meaning they would need to do additional study. Author argues this reflects assimilationist ideas: “This attitude suggests the one-sided nature of the process of integration into professions, where access to professions is offered as a reward in exchange for acceptance of the need to adapt to professional attributes designated by professional structures in the UK” (p.531). Such conformist ideas = not instant and also accompanied by frustration, and took time (sometimes several years) because of the need “to accumulate the necessary knowledge about the entry requirements and organization of their professions in the UK” (p.532). For participants who did engage in

	requalification, there were benefits, such as boosting professional competence, and confidence/self-esteem. <i>Compromise</i>: “attitudes and behaviours focusing on maintaining balance between refugees’ professional aspirations and their perceptions of the realism of re-entering their professions after arrival in the UK” (p.533). 6/18 doctors + 8/21 teachers considered how realistic = return to profession. More common in older refugees (40s/50s), with adaptation perceived as more difficult [than younger cohort]. For example, case of ‘Sara’, who decided to not pursue medicine and instead became phlebotomist. In recognising the time and energy needed for requalification and determining it ‘unrealistic’, Sara “decided to compromise by lowering her aspirations and searched for a job in lower-grade occupations in the medical profession” (p.534). Some participants also discussed personal and financial limitations that took priority over reaccreditation. Again, these decisions created frustration. <i>Ambivalence</i>: “attitudes indicating an inability to make decisions about future career paths following migration to the UK” (p.536). This attitude appeared to correlate with time spent in UK (less than 4 years), and for refugees who did not see themselves settling permanently in UK (see example of ‘Tahur’, who felt trapped between two countries. Other ambivalence markers related to not being able to make a decision about career paths (partly because of indecision and partly because of unfamiliarity/ lack of knowledge about pathways). Ambivalence strategy = keeping options open. <i>Withdrawal</i>: “This strategy was contemplated when other strategies were exhausted or found to be lacking” (p.538). Often connected to protracted asylum determination process. Core argument: “Experiences of forced exile, restrictions attached to the legal status of asylum seeker, labels attached to refugee status and lack of accreditations of pre-migration qualifications and work experience have an impact on resources and choices available to refugees to re-enter their professions” (p.527)
Pinson, H., & Arnot, M. (2007). Sociology of Education and the Wasteland of Refugee Education Research. <i>British Journal of Sociology of Education</i> 28(3), 399–407.	Context: Review article, UK focus particularly Aim: Overview of current state of the small body of empirical and theoretical work on the refugee education research. Are refugee students, in the Bauman sense, invisible: a ‘wasteland’? Findings:

UK Annotation written by Dr Georgina Ramsay	- Perhaps asylum/refugees perceived as an adult problem, in terms of immigration control, rather than educational policy - Little attempt to relate refugee experiences of schooling to contemporary politics of multiculturalism, 'race,' and diversity - Field is dominated by practitioner discourses that attempt to describe what constitutes good educational practice - Focus on the need to consider the education of refugee pupils in a broader political frame, but less research on this focus - Some research emphasizes ecological approach, in order to counter the tendency to homogenise refugee students - Approaches to study of refugee pupils are often dominated by psychological approaches, especially around trauma: but need to not universal the needs of refugee pupils and their migratory experiences. Implications: - What lies behind the dominant trauma discourses is often poor support services. - Education and refugee experience need to much deep exploration, particularly in terms of migration / citizenship - Dig into competing logics: universal rights of children (and humanitarianism), with limited access to education and exclusionary policies of immigration control, that are based on logics of national membership
Pittaway, E., Muli, C., & Shteir, S. (2009). "I have a voice-Hear me!" Findings of an Australian study examining the resettlement and integration experience of refugees and migrants from the Horn of Africa in Australia. <i>Refuge: Canada's Journal on Refugees</i>, 26(2), 133-146. AUS Annotation written by Sally Baker	Context: Uses Ager & Strang (2008) integration criteria to analyse findings of project with refugees from Horn of Africa in Australia (humanitarian program intake from 2003-2005). Project initiated by Horn of Africa Relief and Development Agency (HARDA). Resettlement = "an opportunity to regain and rebuild shattered lives" (p.134). Authors refer to divisive rhetoric and political decisions to reduce intake from Africa because of 'resettlement issues'. Offers overview of then Integrated Humanitarian Settlement Strategy (IHSS) Aim: To offer an overview of the findings from the project; to "demonstrates the linkages between the many aspects of settlement which are often examined independently" (p.134)

Conceptual frame: Authors note that integration = contested concept. Understandings of integration as connected to developing knowledge of host country language, practices and history results in mandated programs, for which “The consequences of non-compliance with the terms and conditions of integration are serious and directly linked to economic, social sanctions” (p.136). Authors draw on Ager & Strang’s (2008) conceptual framework for integration; authors note that while the framework is useful, “it must be acknowledged [the domains in Ager & Strang’s framework] do not encapsulate the full complexity of the experience of new arrivals. Nor do they identify all of the imperatives which contribute to or hinder successful settlement and integration. In particular they do not explicitly acknowledge the impact of pre-arrival experience as a refugee on the ability to settle or the role of expectations brought by newly arrived refugees” (p.136-7).

Methodology: Qualitative project that explored resettlement and integration experiences of refugees and migrants from the HoA in Australia. Research design = community consultation (narrative research techniques) and semi-structured interviews (covering more sensitive issues/ issues in more depth than covered in community consultations) with men (n=37) and women (n=46) aged 18-50 years (most 25-40 years old). 46 of participants = from Sudan, and rest from Ethiopia, Eritrea, and Somalia, with two from Kenya and one from Uganda. Participants identified by community leaders. Most participants = un/underemployed; participants represented variety of family configurations and time in Australia since arrival. Comment on p.135 about honouring voice. Language use mentioned on p.137

Findings: There was significant consensus amongst participants except with regard to rights of women and children.

Pre-arrival factors: Protracted displacement = form of liminality – “It is therefore important to acknowledge the impact that pre-arrival experiences of hardship, loss, trauma and torture may have on resettlement and integration” (p.137). Once refugees were granted visa, they aspired to security and safety, but this was not achieved for many of the participants (expectations = not being met)

Markers and Means of Integration: 1) **employment** = many participants had found that the skills and experience they brought with them to Australia were not recognized or “easily transferable to a modern,

developed work environment such as Australia's which is vastly different to where they have come from" (p.138), and many faced discrimination. Non-recognition of qualifications adds to challenges. 2) **housing** = accommodation is crucial for developing a sense of safety and stability after years of living in camps/ protracted displacement; however, housing crises (cost, availability) means that many refugees are more likely to be retraumatised by a sense of instability. Moreover, the family structures (bigger family size than average Australian) make it difficult to find adequately sized housing. 3) **access to education**: authors mention tension between high expectations of family and children's failures at school. Participants noted lack of teacher training (to be aware of refugee students' needs) and a lack of preparedness to work with refugee families, lack of information, insufficient supports for learning, distress at children's isolation and exclusion. Participants also expressed appreciation. 4) **health**: access to health services = generally good, but less access to mental health counselling (and many participants disclosed feelings of isolation, stress, depression and loneliness). Generalist services = not always useful for refugee-specific issues.

Processes of Integration

1) **social bonds with family/ members of community**: challenges associated with maintaining links with family and community back home while also adapting to resettlement processes and norms. Authors note that although many diaspora networks have been established, "there is a continual struggle by members to respond to the demands of the new society and at the same time fulfil their individual goals needs" (p.139). Also, high expectations are placed on networks and organisations. Other issues within the family noted relate to shifts in family dynamics and cultural mismatch between Australia and traditional concepts (role of family members; what counts as 'family'). Authors note an increase in domestic violence as result of these shifts, and intergenerational disconnects as children acquire language proficiency quicker than parents and roles are reversed (p.140). Confusion = evident in terms of child protection and children's rights. Family reunification was a significant topic and supporting family overseas.

2) **social bridges between communities**: "The lack of familiarity with the way of life in Australia, and a lack acceptance from the Australian community had resulted in a strong sense of isolation and loneliness" (p.140). Participants discussed difficulties of integrating with Australian community/ies. Religious institutions and sport were seen as useful for creating social bridges, but racism was seen as a strong dividing and silencing force.

	3) social links to host state: Some participants had good experiences, some had bad [appears to be dependent on individual case worker]. Fear of police and other authorities = major barrier to developing social links with Australian institutions. <i>Facilitators of integration</i> 1) Language: described as “major hurdle to resettlement” (p.142) 2) Cultural knowledge: many participants talked of difficulties and misunderstandings, especially for younger refugees 3) Safety: described as “not just the security from physical harm, but the security to learn and get an education, the security to rent homes, the security to live a better life than before” (p.142). Significant gendered aspect mentioned here. 4) Rights, citizenship, sense of belonging: research suggests it takes time to develop (despite being foundational in Ager & Strang’s framework). Some people wanted to eschew label/ identity of being a refugee. Participants = strongly aware that citizenship = two-way street. • Overall, biggest challenge = “Problems in learning English, finding secure and appropriate housing, and finding employment which paid an adequate wage and afforded a level of dignity” (p.143). • Refugees with professional qualifications that were recognized and English language proficiency = settled most successfully/ indicated higher levels of satisfaction with life in Australia. • The longer time spent in Australia, the higher the level of integration (measured against Ager & Strang’s model) but at cost of lowered expectations • 50% expressed deep dissatisfaction with perceived lack of acceptance from Australian community • 81/83 participants spoke of the anxiety caused by challenges of family reunification Core argument: “Refugees come to Australia with capacity and capabilities. With effective service provision, their natural resilience can be nurtured and can grow” (p.144). Ager & Strang (2008) model = effective tool for analysing refugee policy and practice.
Pittaway, E., & Bartolomei, L. (2013). Doing Ethical Research: ‘Whose Problem is it Anyway?’. In Block, K., Riggs, E., & Haslam, N. (Eds). <i>Values and</i>	Context: Discusses PAR in context of advocacy – the strength of which “depends on the rigour and validity of the research outcomes” (p.151); however, “The advocacy positions developed can at times reflect more of the belief systems and bias of the researchers than of those they are

<i>Vulnerabilities: the ethics of research with refugees and asylum seekers</i>, (pp.151–170). Australian Academic Press: Toowong, QLD. AUS Annotation written by Sally Baker Keywords: <i>Participatory Action Research, ethics, methodology, power, empowerment not exploitation</i>	representing” (p.152). An evolving methodology of PAR was developing to respond to the concerns of refugee groups who expressed anxieties about being exploited/ deep mistrust of researchers who have little to no understanding of sociocultural context. The model discussed is a ‘specific rights-based’ framework, “designed to undertake advocacy-focused research that examines the issues in an ethical context, and is grounded in a human rights framework and a community-based participatory approach” (p.152). The model is a ‘work in progress’. PAR model: Reciprocal research/ community consultation • Create meaningful confidentiality agreement – outlining what researchers can bring to the project, what they can and cannot do and what they will gain • Provide human rights training for refugees • Use story circles and using stories as evidence • Co-create storyboards; “The storyboard process acknowledges that refugees have agency, experiences, knowledge and wisdoms, which can inform the analysis of their problems and generate meaningful solutions” (p.161) • Create possibilities for advocacy to address the issues identified and follow up actions • Communication with relevant service providers and other stakeholders (with research team) PAR helps to establish trust with researcher(s). “It is this balance of power which is crucial to the success of action research and is also one of the most difficult aspects to achieve... [Researchers have] Power of knowledge, of resources and the power of being the person or people officially charged with or acknowledged as agents of change” (p.165). Needs more balanced epistemology that challenges the ‘expert’ role/knowledge of the researcher, community-consultation based on emancipatory pedagogy (Freire, 1970) Strengths: This methodology “actively involves participants in a sophisticated situational analysis” and “reflects a belief in the existing capacity and skills of participants to identify and analyse issues of concern, to develop appropriate and achievable responses, to identify existing service provision and strengths, to identify service gaps and failures” (p.166).
Possamai, A., Dunn, K., Hopkins, P., Worthington, L., & Amin, F. (2016). Muslims students’ cultural and religious experiences in city, suburban and regional university campuses in NSW, Australia. <i>Journal of</i>	Context: Explores experiences of Muslim students in Australian universities (in context of ethnic/religious diversity). In increasingly multicultural/ religiously diversity, universities have to adapt to change societal trends – research suggests that universities need to do more to better

<i>Higher Education Policy and Management</i>, 38(6), 637–648. AUS Annotation written by Sally Baker Keywords: <i>Muslims; religious discrimination; students; university campus</i>	understand interfaith/-cultural situation and universities need to address the importance of religion. Muslim students have “strong religiosity” (p.3) – see Possamai et al., 2016. Aim: Methodology: Questionnaire (online survey) with Muslim students across NSW (n=323) Findings: Most students are studying Education, Health, Management & Commerce, Engineering, Society & Culture 81% = local; 19% = international Australia = most common country of birth, followed by Pakistan and Bangladesh (many with parents born in Turkey or Lebanon) Domestic students= 55% suburban, 53% city campus; 83% regional campus = international 66% of respondents = prayers x 5 times a day; 87% at least once a week (assumption = cohort = ‘highly religious, p.6) In higher education setting, 23% of domestic students = pray 5 times a day/ 19% of international students = pray 5 times day (17% females, 28% males) Domestic students = more likely to use prayer facilities on campus 37% of all participants = become more religious since enrolment (more so in regional campuses); thus “it can be concluded that Australia’s higher education institutions are not places where students lose faith” (p.8). Conclusions: City campuses tend to be more secular than regional/suburban campuses; higher education = post-secular = “referring to the public emergence and affirmation of religion rather than an assumption that faith should remain a private and publicly hidden commitment” (p.10
Priyadharshini, E., & Watson, J. (2012). Between Aspiration and Achievement: structure and agency in young migrant lives. <i>Power and Education</i>, 4(2), 1501–161. UK Annotation written by Sally Baker	Context: Aspirations for further/higher education of young migrants (EU-UK) in East Anglia. Review of aspirations literature; assumption = migrants carry fresh hopes and dreams when they move for social mobility and a ‘better life’ (p.153) Aim: To argue that higher education policy creates structural barriers rather than structures of support for young migrants wanting to access higher education in the UK; research project= sparked by interest in “the knotion of whether and how these young people learn to arrive and stay” and set out to explore migrant children’s sense of education identity in relation to FE and HE, to explore barriers and facilitators to considering FE and HE as potential destination. Context = change of government in 2010 and subsequent policy changes relating to HE (including fee increases)

Methodology: Outreach project (with migrant children considered a hidden subset of low SES students = target of university's outreach activities) = called 'Broadening educational horizons for school students from central and eastern European backgrounds in Norfolk'. Project in two secondary schools, working with 40 children in Year 9&10 (age 13-15). All students = from other European countries (predominantly Eastern Europe but also Portugal). Two phases: phase 1 = focus group discussions with students and interviews with two teachers; phase 2 = university campus visit, based on data collected from phase 1 interviews. Methods in phase 1= open discussion, projection methods to visualize futures, response to visual stimuli (photos of HE and FE institutions), favourite/least favourite parts of school, scrapbooks and short survey. Post-phase 2 (campus visit), students and teachers asked to complete evaluation survey.

Findings: Overall = mismatch between young people's aspirations and agency. Most students saw their futures in UK, despite strong links to home countries but 4 substantial obstacles to aspirations and potential futures:

- 1) sense of low social status: most students = reticent to disclose parents' occupations; teachers view on this = most parents worked in local food processing factory and this was embarrassing for the children because their parents had higher status jobs in home countries
- 2) poor psycho-social and community support = according to teachers, the parents had to travel long distances to go to work, meaning that their children were left alone for long periods of time/ didn't spend much time with parents (and often = single mother families). Issues also with parents supporting children's education because of their own low(er) levels of English proficiency: "The teachers emphasized that the educational implications of such arrangements were substantial, as children had less support than they would otherwise receive towards academic work or towards the complex, if exciting, process of adjusting to a new educational system in a new place and society" (p.155), leading to disillusionment with school for some children.
- 3) schools' inaccurate assessment of students' academic potential because of unhelpful testing tools like IQ tests
- 4) financial issues: teachers reported that contrary to media outcry about migrants relying on state support, many families = not aware of financial hardship support available to them (e.g., free school meals)

	Structural constraints caused by policy reduce possibilities for migrant children (stated policy intention to reduce numbers of EU citizens entering UK; reduced work rights for new EU member states like Bulgaria = all serve to fuel negative media discourses and stories). Also, movement away from New Labour policy of ‘community cohesion’ (which used schools as tools for this end) replaced by Tory-Lib Dem coalition push for ‘Big Society’ (more liberalist idea of removing state supports and reaching out to community members to fill gaps) and reduced funding (such as EMA, closure of AimHigher, cutting funding for Connexions + increase in tuition fees)/ imperative for community cohesion work in schools. Structural/ policy-related constraints = financial; without EMA, families/ students unlikely to be able to afford post-compulsory education. Tuition fees = also prohibitive. Phase 2 sought to respond to lack of knowledge about student loans/ bursaries. ‘Cold’ knowledge (Ball & Vincent, 1998) “– and in particular their awareness or view of financial pressures – continued to shape their cultural capacity by making them resistant to ‘official’ information, in this case about help with student finances, that could structurally support their drive to succeed” (p.159). Core argument: Central/Eastern European students = ‘hidden disadvantaged group’. While they certainly held aspirations for further study, capacity to realise them = structurally constrained: “Young migrant students remain uncomfortably suspended in the gulf between desires and outcomes, with government policy failing to capitalise on the vibrancy of their agency to achieve” (p.159).
Psoinos, M. (2007). Exploring highly educated refugees’ potential as knowledge workers in contemporary Britain. <i>Equal Opportunities International</i>, 26(8), 834–852. UK Annotation written by Sally Baker Keywords: <i>Knowledge management, Skilled workers, Disadvantaged group, United Kingdom</i>	Context: Forced migration + participation in knowledge economy of settlement country Aim: To “explore whether highly educated refugees have the potential to become active members of the UK knowledge economy and to identify what sociopolitical factors are currently excluding/marginalising them” (abstract) Methodology: Semi-structured interviews with highly educated refugees (n=15; 8m, 7f from Africa, Asia, Europe, Middle East; lived in UK for average 6y; 8 = unemployed) about how they perceived their post-migration experiences, and especially their employment experiences in the UK (abstract) Findings: Three themes: “employment-related problems that the participants experience in the UK, social resources they use for coping with these problems as well as the explanations they give for the employment-related problems they are currently facing” (p.841)

	<i>Employment-related problems</i> (e.g., unemployment and underemployment): related to issues with securing accommodation, financial barriers (difficult to afford commuting costs etc.); loss of previous professional identity + ‘respectable social role’. Underemployment = exacerbated challenges (limited security, limited earning potential). <i>Social resources</i> (mainly social networks): participants described turning to refugee groups for advice and help (and not to own ethnic community in case of female clinical psychologist on p.844): “These organisations emerged as valuable support systems that informed refugees about job opportunities in the UK and advised them on how to increase their chances of finding employment” (p.844). Some participants did turn to own ethnic group for help with gaining quick employment. Others wanted to be self-reliant (all men from Middle East) <i>Explanations for contemporary employment-related problems</i>: inter-ethnic discrimination; intra-ethnic discrimination; gendered discrimination + skills/ qualifications recognition. Core argument: “This paper indicates that certain socio-historical circumstances and the current sociopolitical climate in the UK, exacerbated by the media, spread the image of the “incompetent and passive refugee”, and consequently play an important role in refugees’ exclusion/marginalisation from the UK economy” (p.847). Findings “suggest that this population has the potential to become knowledge-workers but certain barriers they face in their everyday life, such as discrimination, as well as constraints in the system, such as the long process of validating refugees’ qualifications and skills in the UK in particular and in the EU in general, may suppress this potential” (p.848).
Pugh, K., Every, D., & Hattam, R. (2012). Inclusive education for students with refugee experience: whole school reform in a South Australian primary school. <i>The Australian Educational Researcher</i>, 39(2), 125–141. AUS Annotation written by Sally Baker	Context: In context of increasing numbers of sfrb in Western schooling systems, authors argue for whole-of-institution approaches (school structure, pedagogy, culture) to address equity issues for these students through the challenging of structures that privilege dominant group. Discusses ‘social climate’ around Australia’s humanitarian record (the privileging of off-shore entrants and the media/ public rhetoric around refugees and asylum seekers) = “significant barrier” to inclusive education. Scopes literature that speaks to challenges sfrb face; authors note how children generally adapt better than adults which can shift family dynamics. Neoliberal regimes (pushing responsibility onto school management rather than centralised support, and resulting in decreased funding, standardised testing and national curriculum) make localized, responsive support and pedagogy difficult (p.127)

Keywords *New arrivals program, Refugee experience, Whole of school reform, Ethnography, Neoliberal education*

Aim:

Methodology: Ethnographic study of South Australian primary school that had a New Arrivals Program (NAP) which implemented whole of school approach (structure, culture and pedagogy). School pseudonym = United Primary School (UPS) = has 17 new arrivals classes, 12 mainstream classes and 2 special ed classes. Over 80% students = LBOTE and 70% = low SES (School card system). Head (experienced), assistant head (ESL himself and ESL teacher/coordinator) and 4 teachers = interviewed about implementing whole of school approach.

Findings:

Government funding: SA state government provides funding for NAP students to spend two terms/ 6 months in ESL/ NAP but SA government allocates additional funds for students who need language (up to 12 months) and literacy (up to 24 months) + additional supplementary allocation for transitioning out of NAP. Schools choose how to use this money – but there is less funding for refugee students in mainstream and the head teacher describes this as ‘where we struggle a bit’ (see p.130). Shortfall = covered by staff generosity: assistant head does work of two people, allowing additional salary apportionment to be spread across other services/ staff.

UPS = groups students by year group rather than by NAP/ non-NAP; students brought together through assemblies, gardening, sports, fitness and games. Author 1 observed all children playing together in playground; teachers viewed learning environment as positively influencing intercultural interaction. In contrast to Due & Riggs’ (2009; 2011) observations of racialised control of spaces in playground, these authors argue: “The integration of NAP and non-NAP students in common classrooms and activities at UPS suggests an effective way of creating such opportunities in a formal setting, which may then influence the less formal setting of the playground” (p.131).

School works hard to share funding resources so that all students (not just NAP students) benefit. UPS has distributive leadership model = encouraging all staff to be involved in decision making; UPS = good example of positive and welcoming leadership approach as advocated for by Taylor & Sidhu (2012) and Pinson & Arnot (2007)

Lots of PD for school teachers at UPS: all staff released from teaching for one afternoon twice a term to meet in inquiry groups (ESL/ cultural awareness). Teacher placement through centralized DECS system = challenge to get appropriate teachers (see p.135 for go-around); fluctuating student numbers means that many appointments are short-term/ fixed term: “Policy reform which appoints

	teachers to NAP schools based on their skills, and which allows for a more stable teaching body, is necessary to support localised school reforms” (p.135). Core argument: Changes needed to facilitate inclusive education for refugee students: • “Increased funding for support in mainstream schools (this is particularly salient for schools which do not have a NAP as UPS does). • Teaching placement to NAP schools based on needed skill sets. • Funding for teaching to be decoupled from class numbers. • Curriculum that approaches refugee education holistically and allows for local innovation” (p.138).
Punch, S. (2012). Studying Transnational Children: A Multi-Sited, Longitudinal, Ethnographic Approach. <i>Journal of Ethnic and Migration Studies</i>, 38(6), 1007–1023. UK Annotation written by Sally Baker Keywords: <i>ethnography, longitudinal, methodology, methods</i>	Context: Makes suggestions for research strategies for researching with transnational migrant children (South American research context: rural Bolivia to Argentina). Punch drew on ethnographic methods of interviewing and participant observation in home community and destination communities. Based on PhD participants, Punch travelled back 10 years later to reconnect with some of the original participants (aged 13-27 in 2006) Discussion: Had a local in attendance who could open doors for her to talk to Bolivian migrants (but notes the need for compromise in flexibility to appease companion’s plans). In order to locate child migrants, Punch first visited home families (who could use her to send letters to their children, which helped to confirm her identity). These letters were vital also for ice-breaking and as an incentive for participation/ gate-keeper access. Punch also took photos as a ‘thank you’. Foregrounds importance of drawing on interviews and participant observation to contextualise what’s going on: “An ethnographic approach, combining interviews with participant observation, can enable a fuller understanding of the wider implications of the specific local context” (p.1015). Furthermore, ethnographic research can facilitate the building of relationships and permits life trajectories to be followed over time: “Longitudinal research facilitates the comprehension not only of children’s transitions but also of the changing nature of their relationships and the ways in which these impact on processes of migration” (p.1017). Suggests the following strategies for transnational research: • Multiple accounts (children and parents) • Research in both sites (home/ destination) • Follow-up research interactions where possible

Purkey, M. (2010). Paths to a Future for Youth in Protracted Refugee Situation: A View from the Thai-Burmese Border. <i>Refuge: Canada's Journal on Refugees</i>, 27(2), 97–101. CAMPS Annotation written by Sally Baker	Context: Refugee youth in protracted refugee situations on Thai-Burma border Aim: Explore the challenges in providing HE to youth refugees on Thai-Burma border, and examine broader social effects of that Conclusions: - HE programs often have international donor funding and sponsorship. - Includes analysis of an 18 month diploma program in Liberal Studies offered through the Australian Catholic University (ACU) through a combination of on-site and distance learning, which began in 2004. Each student is formally enrolled with ACU. Problems of delivery include: difficulty accessing internet for distance learning, for students who lack a legal status (common) it can be difficult to access the program. - Includes analysis of Min Ma Haw Educational Program, which is an NGO run by Australians. Two programs: One designed to help students pass American high school equivalency (GED) test, to qualify for scholarships in Thailand and elsewhere, and another broader program to help students prepare for GED testing. Problems include recruiting teachers, lack of guaranteed funding, and need for long-term commitments from volunteer teachers - Other more locally based programs, which link students more directly to employment opportunities - Emphasises the need for international collaboration of educators to support providing opportunities for youth to participate in HE. - Depends on civil society engagement, rather than big government aid agencies. - Emphasises that governments need to take seriously that the imperative to provide education is embedded in international law as part of the international declaration of human rights.
Ramos, F. (2021). Academic success as willful-resistance: theorising with refugee-background students in Australia. <i>Discourse: Studies in the Cultural Politics of Education</i>, 42(3), 440–455. AUS Annotation written by Sally Baker	Context: Students from refugee backgrounds who have completed secondary school in Australia. Author starts by contemplating the potential of education as fundamental for integration/ settlement following (forced) migration but notes that schooling often “becomes a source of frustration and failure for students from minority groups in Australia” (p.2) because standardised testing is prioritised over tailoring education to students’ needs. Academic success for srbr = difficult to calculate according to standardised measures because of the way that they are subsumed in broader EAL/LBOTE category (ref to Creagh, 2016), although data suggests that Y12

Keywords: *Refugee-background students; academic success; Sara Ahmed; Maria Lugones; Australia*

completion is lower among sfrb cohorts compared with national average (62% to 74%; Correa-Velez et al., 2016). Author notes narrowness of definition of success (finish year 12 – get QCE – go to university, p.3)

Aims: To theorise academic success; part of author’s intention to “create more space for alternative narratives that are centred on refugee-background experiences that go beyond failure and pathologies” (p.2); “to offer an intervention at the level of meaning making and thus hope to assist the remapping of imaginations and conceptualisations related to refugee-background students” (p.3)

Theoretical frame: Lugones (logics of resistance) ; Ahmed (existing in the margins as act of ‘willful resistance’)

Methodology: ‘Conversation-as-method’, with Anzaldúa’s, 2015 ‘web of connections’; ‘testimonio’, with “the emphasis is on changing the focus from the known to the knower” (p.5). Conversations with 7 students

Findings: Willful resistance as success = “students’ persistence and a refusal to being reduced to victimised objects” (abstract). Author asks the question: “Is it possible to read academic success in the context of this study as a form of ‘Lugonian’ resistance? Resistance to being reduced to deficit, trauma, helplessness and being destined to struggle academically?” (p.6) – with her answer being ‘yes’.

For students adapting to new beings in (postcolonial, white-centric, patriarchal) Australia, “Blurred lines are everywhere, hazy lines between the agency of doing and the passivity of receiving, between events which are out of one’s control and action” (p.7). Author notes the educational gaps described by students as less hindrances and more ‘motivators’ (p.8). ‘Adapting’ = key word (ref to ‘fish out of water’; Dumenden & English, 2013). Supportive networks from arrival (e.g., IEC teachers) described; author notes how this is likely to be bespoke to the participants who attended high schools recognised for their work in the multicultural space. Students describe concern about low expectations/ deficit framings of refugee students by teachers. Students’ stories highlight significance of family (either as emotional support for Alejandra, or as needing Faith’s support as family go-between). Students also described importance of their self-relationship, in terms of self-determination and faith: “I find that to a certain extent, for these students, education is something sacred that represents hope and possibility. And part of their experiences in schools was working

with their inner-selves in search for strength and motivation to keep fighting for what they wanted to achieve” (p.10).

Defining success: author argues that “entangled positive factors function as coalitions” (p.10), following Lugones’ work, comprising:

- “supportive school environments, teachers, families, friends and relations to the spiritual world/self” (p.10)
- Individuals’ conceptions of and value place on education (particularly compared to other non-refugee students who perhaps/ are perceived to appreciate the opportunities less — see student data on p.11)
- “Within this desire to imagine a future that is different from their past, education – possibly more than anything else – offers the prospect of turning imagination into materiality” (p.11).
- Willful resistance: “They are intricate beings not defined by oppression and their existence is more than simply reacting” (p.11) – but not overlooking the structural and systemic constraints, not just a ‘work hard, get what you want’ argument.

Colonial context of Australia = significant: “when refugees migrate to Australia, they enter a space that

is neither neutral nor empty. They enter a space that is already shaped ‘by racial power relations with a long colonial history, colonial imaginary, colonial knowledge and racial/ ethnic hierarchies’ (Grosfoguel et al., 2015, p. 641). Refugee-background students enter an educational system that is within this national space and is therefore part/maker of the same logic” (p.13).

Core argument: “academic success taking many shapes: messy field, willful-resistance, and ambiguous

experiences situated within a location of hope. Doing well academically may allow students to construct themselves as agentic subjects and disrupt homogenous, rigid categories: the ‘refugee’, the ‘traumatised’, the ‘lacking’, the ‘Other’. It allows students to talk back to injustices and ‘make moves in situations of constraint’ (McPherson, 2007, p. 129). In these movements and actions, I see hope emerging ‘from those places of struggle where I witness individuals positively transforming their lives and the world around them’ (hooks, 2003, p. xiv). I witness new narratives, where interventions are made at the level of meaning creation (Lugones, 2003). Just as narratives of

	passivity and victimhood have been often internalised, ‘new narratives of refugee agency could shape their identity and eventually form reality’ (Zeus, 2011, p. 269)” (p.13).
Ramsay, G., & Baker, S. (2019). Higher education and students from refugee backgrounds: A Meta-Scoping Study. <i>Refugee Survey Quarterly</i>, 38(1), 55–82. AUS Annotation written by Dr Megan Rose Keywords: <i>students from refugee backgrounds, higher education, meta-scoping study</i>	Context: Meta-analysis of literature on students from refugee backgrounds in displacement/ settlement contexts. Aim: To analyse existing literature on students from refugee backgrounds in higher education, so as to identify key gaps in knowledge. To develop a research agenda that advances collective understandings of culturally and linguistically diverse students in higher education. Methodology: Meta-scoping study (Arksey & O’Malley, 2005) Findings: • Access to higher education not only benefits the student, but also their social networks and wider society. • Refugees face specific barriers to accessing higher education. For instance, in camp situations these barriers include lack of access to resources and study materials, cultural attitudes and immediate needs of survival obstruct access to higher education, and in resettlement contexts, the obstacles include interrupted education, trauma, language ability, social isolation, poverty and familial obligations. • More research into higher education access for refugees living in protracted refugee situations and the role intersectional factors play in shaping educational disadvantage are required. • Future research approaches should seek to be participatory and include communities and key stakeholders. Core Argument: Refugee access to higher education is a significant social issue but also an under researched area of knowledge.
Ramsay, G., Baker, S., Miles, L., & Irwin, E. (2016). Reimagining support models for students from refugee backgrounds: Understandings, spaces and empowerment. In M. Davis & A. Goody (Eds.), <i>Research and Development in Higher Education: The</i>	Context: Regional Australian university = participation of students from refugee backgrounds in undergraduate studies Aim: To contribute toward the developing national conversation around access to and participation in higher education by students from refugee backgrounds by creating a dialogue with refugee-background students with respect to their experiences of undergraduate study, particularly in terms

<i>Shape of Higher Education</i>, 39 (pp. 279–288). Fremantle, Australia, 4–7 July 2016. AUS Annotation written by Sally Baker HIGHER EDUCATION	of the ways they sought support and their sense of belonging to their programs and the university in general. Methodology: Qualitative, interpretive. Participatory action research. This project sought to strengthen the refugee voice in the university community through a participatory and reciprocal research design; student-participants contributed to the development of the interview schedule, offered their thoughts and opinions through interviews, participated in a student panel at a national symposium on students from refugee backgrounds and have member-validated preliminary findings and publications that have arisen from this project. Findings: • Studying can be inclusive and empowering, but also exclusionary and disenfranchising. • Interactions with other students and staff are, for the most part, experienced as positive but less frequent encounters of distance, alienation, and racism have a significant impact on students from refugee background, making them feel that they do not belong at university; and • Whilst this sense of alienation is not a product of overt expressions of exclusion, it is implicated in the ways in which spaces and structures of interaction on campus are set up to cater to students who are not recognisable to our participants. The sense of exclusion that our participants experienced stemmed from a variety of causes, including: digital gatekeeping of services; a lack of understanding from staff in relation to the experiences of refugee-background students and assumptions of deficiency; and an affective sense that spaces on campus—including support services—are designed for an ideal, homogenous student body which does not cater to the distinct and complex suite of needs that students from a refugee background have. Moreover, current institutional mechanisms for identifying students from refugee backgrounds are not nuanced or consistent enough to give an accurate picture of the diversity within and size of this student group studying at UON.
Reid, C., & Khalil, A. (2013). Refugee Cosmopolitans: Disrupting narratives of dependency. <i>Social Alternatives</i>, 32(3), 14–19. Annotation written by Sally Baker	Context: Current Australian humanitarian policy; set against wider context of migration to Australia, and political arguments about increasing humanitarian intake between Rudd and Abbott (2012). Notes how shift away from monoculturalism/ White Australia policy = significant policy moment (valuing multiculturalism); however, “Multiculturalism as a policy to manage diversity, with its focus on the nation, seems problematic when viewed through the lens of increasing diversities, mobilities and rapid social and cultural change” (p.14). Cosmopolitans = untethered, agentic

AUS	beings ('rootless elite', Werbner 2008); whereas refugees could be seen as 'abject cosmopolitans' (Nyers, 2003), viewed by stable elites as having a different set of agencies: unsavoury (deceptive) and dangerous (terrorists). Reid & Khalil add 'lack of agency'- refugees are cast as disease-ridden, dangerous and costly to the state. Aim: To move away from a view of refugees as lacking agency, and toward a view of "people who are developing 'techniques for living and forming solidarities outside the local, as well as strategies for knowing forms of belonging connected with estrangement, displacements, and/or distance from the immediate local' (Sobe 2009: 6; on p.15)". Conceptual frame: Cosmopolitan social theory (Vertovec & Cohen, 2002; Delanty, 2009), particularly vernacular cosmopolitanism (local, situational, every day) –allows for describing self and community against local and global assemblages. Werbner argues that refugees are cosmopolitans from a bottom up perspective and that there are 'many, different cosmopolitan practices in late modernity, with their own historicities and distinctive worldviews' (Werbner, 2006: 497; on p.15). Methodology: Essay; draws on PhD research which looked at how refugees perceived themselves post-settlement in Australia, asking 'how do 'former refugees' look at themselves as human subjects? Do they still consider themselves refugees?' Presents three stories of participants to illustrate three main themes Findings: Post-arrival, refugees start collecting new material and symbolic resources to facilitate settlement/ support survival in new country. Some participants described having two simultaneous [not hybrid] identities (e.g., Australian and Arab) – see example of Nameer on p.17. Some refugees eschew a national identity and see themselves as part of humanity (e.g., Jamileh, p.17). Participants saw themselves as equal to others in host community: "Therefore, as demonstrated by the participants, cosmopolitanism, in the broad sense of the term, is not only a matter of physical mobility and multiple identities, but also a matter of universal human experiences, which are shared or understood by other human subjects" (p.18) Discussion: To shift discourse, need to promote good news stories (see Hugo 2011 and others on p.15-16). However, authors note gaps in good news stories: refugees = less education, 'occupational skidding' (not getting jobs commensurate with qualifications and prior experience)

	Core argument: To move forward requires working within and across spaces: linguistic, cultural, physical (p.15) “The propulsion into the status of refugee brings with it disruption, so it is also not surprising that education is either brief or disrupted” (p.16) Delanty’s (2009) 4 dimensions of cosmopolitan imagination = useful for exploring ‘dynamics and dimensions of’ refugee experience: heterogeneity, local-global relationalities, territorial ambivalence, and global ethics
Reimer, K., Kaukko, M., Dunwoodie, K., Wilkinson, J., & Webb, S. (2019). Acknowledging the Head, Heart, Hands and Feet: Research with Refugees and People Seeking Asylum in Higher Education. <i>Widening Participation and Lifelong Learning</i>, 21(2) 190–208. AUS Annotation written by Hanne Worsoe Keywords: <i>asylum-seeking, ethics, higher education, refugee</i>	Context: Reflection on the tensions in methodological approaches between the academy and relationships one builds as a researcher with people of asylum-seeking and refugee backgrounds when researching their educational experiences. This paper specifically considers the cohort of 30,000+ people subject to punitive policy due to arrival in Australia by boat. They can only study as international students in Australian tertiary institutions. At time of publication, 19 of Australia’s 43 universities provided fee waivers for this cohort (p. 192), the paper noting the cohort’s unique position as subjects of study (pp.191-192). While focusing on the tertiary sector, the article has broader methodological and ethical implications for approaching “refugee studies”. Aim: Examines how best to embrace a decolonising approach to ethics, underscoring the importance of ethics as embodying lived relationships, using metaphor of “head, heart, hands, and feet”. Methodology: discussion paper, describing itself as “narrative” literature review. Metaphors of head, heart, hands, & feet used to examine pre-existing literature, & also core argument for way forward in fraught landscape of ethics that attempts to move beyond “doing no harm”. Core Argument: critically examines the academy’s ethics process, noting that while procedural ethics provide a useful checklist, this is “a bare minimum” (p. 195). Along with many other researchers on refugee issues (e.g., Hugman, et al 2011), this paper insists on more than “do no harm” (as Mary Anderson famously wrote in 1999). Applies a model of care-in-research to underscore ethics, with metaphor of head, heart, hands, and feet, following work on nature of care from a feminist perspective developed by Gilligan (1982), expanded upon by Sevenhuijsen (1998) for study involving those outside the realm of citizenship. • The head is the formal ethics process (“procedural ethics”), with careful consideration of how to do no harm to research participants. The heart is how to interpret procedural ethical

	guidelines, <i>vis a vis</i> what we value as ethical research (p. 195). The affect arising from genuine relationships as a result of “attentiveness, responsiveness and responsibility” (p. 196) develops over time in ethical, caring research, which is processual and reciprocal, not one-way traffic. • The hands relate to the care, support & compassion guided by practical action transcending a traditional justice orientation and uncritical application of care (p. 197). Describing 2 research projects, authors illustrate participatory, consultative approaches that embraced communities studied in respectful ways using inductive methodologies, enabling research participants to tell their own stories (p.199). • The feet ground research in “spaces and relationship”, implying agility in relationships, but also acknowledging power differentials, which can shift when researcher gives attention to the voices of those studied. In this way, research becomes “an ethic of resistance to injustice”. (p. 200); the feet of researchers <i>walk with</i> refugees & asylum-seeking people seeking access to higher education, in empathetic respectful partnership that decolonises study approaches. Conclusions: In a footnoted point we learn that 1% of refugee & asylum-seeking people attend university (fn. i, p. 202), and this underlies the tension at the heart of the article: how to approach research of asylum-seeking & refugee people learning at tertiary levels, when they are in such a minority in the academy, & subject to extreme power imbalances due to their precarious policy status. Employing Wildemeersch’s “element of dissensus” (2017) the article concludes that plurality & openness are key as one embraces the creative tensions of ethics with humility, & “reverence for complexity and contradiction” (Houston 2012, p. 667 in Reimer et al 2019, p. 202).
Reinhardt, F., Zlatin-Troitschanskaia, O., Deribo, T., Happ, R and Nell-Muller, S (2018). Integrating Refugees into Higher Education – the Impact of a New Online Education Program for Policies and Practices. <i>Policy Reviews in Higher Education</i>, 2(2),198–226. GER Annotation written by Simon Williams	Context: The provision of and use of online learning platforms as an avenue for refugees to access higher education. Aim: To assess the effectiveness of an online platform that is available for refugees. (1) “What are the sociodemographic and educational characteristics of Kiron refugee students? (2) What are possible systematic differences between the learning environment and factors affecting refugee students’ activity on the online Kiron platform in the different countries of residence?” (p. 7).

Keywords: <i>Refugees; higher education; integration approaches; diversity; MOOCs; SUCCESS</i>	Methodology: An on boarding questionnaire was completed by 75% of the refugees interested in higher education. The questionnaire administered by an online platform consisted of questions on the sociodemographic and educational background of the participants. Other data were collected from the same platform and included user activity (login frequency, participants, study-related forums). Participant language proficiency was measured using a C-test, and student motivation was assessed from a questionnaire with a four-point Likert scale. Data analysis were carried out using a one-way analysis of salience (ANOVA) and t-tests using SPSS 32. Further analysis of the role of the nested data structure in the host country were completed using hierarchical linear models (HLM), intra-class correlation coefficients and design effects (DEFF) that were determined using Mplus. The significance level chose for all analysis was $\alpha=.05$. Findings: The majority of Kiron students lack the levels of English proficiency needed for HE. Secondly, the past educational experiences of schooling are severely interrupted with over 50% reporting that a previous degree had been started but was interrupted. Thirdly, study conditions that are conducive to the online environment require prerequisites such as access to computers and high speed internet, which can be challenging to acquire in refugee camps. Finally, online activity was relatively low on the Kiron platform which was related to the desire not to give personal information online and the low language proficiency that impacted the social aspect of the online platform as there was less engagement in the forums. Core Argument: In order to address the issues addressed in the paper, the authors suggested new approaches to designing online learning environments that take into consideration the extreme heterogeneity of individuals cultural background and educational experiences.
Reyes-Soto, M. (2023). It's about the power of little people: the UK Community Sponsorship Scheme, a New Space for Solidarity, Civic Engagement and Activism. <i>Journal of International Migration and Integration</i>, 24, 1939–1955. UK Annotation written by Carla Bassil	Context: Community sponsorship in the UK Aims: 1) investigate the demographics of the volunteers participating in the UK Community Sponsorship Scheme (CSS); 2) examine the key drivers motivating people to volunteer; 3) present evidence of the impacts and outcomes of activism in local and national arenas. Methods: The study used a qualitative approach and case study research design. In-depth interviews were conducted with 145 CSS volunteers. An additional 33 interviews were undertaken with people identified by CSS groups as members of the wider community who had encountered refugees during their work or everyday lives but were not participating in the CSS. Interviews were digitally recorded and transcribed, and emerging themes were coded using NVivo.

Keywords: Refugee; Volunteering; Community sponsorship; Solidarity; Civic engagement; Political activism

Findings:

- Motivations for joining the CSS included a desire to contribute to activities that help to address societal problems as well as an interest in building a sense of collective identity associated with empathy and shared beliefs. Eleven CSS groups in the study were formed by secular members of neighbourhood and community organisations for whom helping refugees was an opportunity to stand up for positive values like social justice and the common good. The remaining groups were attached to religious organisations in which empathy, solidarity and compassion for refugees are part of their moral compass and spiritual beliefs. In addition to fulfilling their humanitarian aspirations, CSS volunteers also enjoyed expanding their circle of friends, keeping active and feeling empowered. Such behaviour has been analysed in cross-national studies, mainly conducted in the global north, that argue that motivations to volunteer are both altruistic and egocentric.
- The majority of CSS volunteers in the study were white British women over 50. Most of the female volunteers were retired or semi-retired professionals who predominantly worked in socially oriented jobs like teaching, caring, social work, nursing, and charity management. Volunteers from different ethnic backgrounds were a minority in the CSS. There is evidence that day-to-day interactions between volunteers and sponsored families are gradually fostering positive interpersonal relationships, premised on respect for differences and interdependency. Refugees are being encouraged to assert their authority to act beyond the refugee label when volunteers assume a disconfirming parental role.
- CSS volunteers have gained an awareness of the challenges faced by refugees including the structural barriers impacting their long-term integration. This, in turn, has transformed them from 'ordinary' individuals that just wanted to help, to active citizens who can advocate for an improvement of the refugee situation. Through their practical work in the CSS, volunteers have helped dispel myths about refugees and have changed prevalent negative narratives. They developed a sense of agency and mobilised to influence the UK's migration governance; in so doing, they helped to deepen democracy.

Conclusions: The CSS galvanised citizens' commitment to the refugee cause and enabled action by individuals who wanted to 'do something'. Positive emotions like personal gratification and friendship, as well as the sense of empowerment and agency, explain why volunteers remain in the

	groups. The CSS is an innovative model of refugee resettlement that is breeding a new type of volunteering that empowers British civil society. Despite its short existence, initial results of the UK CSS indicate that grassroots groups responsible for resettling refugees are impacting the UK governance of migration and raising awareness of the situation and needs of refugees resettled across the country. Many of the CSS volunteers are spreading values of inclusion and educating their own communities on acceptance of diversity. However, the UK government should look at the challenges that threaten the sustainability of the CSS and acknowledge that high cost of house rents and other services discourage the involvement of prospective sponsors. Longitudinal research is needed to examine the impact that the CSS has had on the refugees' own agency and empowerment, as well as the evolution of the attitudes and behaviour of members of the wider community towards them.
Riggs, D., & Due, C. (2011). (Un)Common Ground?: English Language Acquisition and Experiences of Exclusion Amongst New Arrival Students in South Australian Primary Schools. <i>Identities: Global Studies in Culture and Power</i>, 18(3), 273–290. AUS Annotation written by Sally Baker Key Words: <i>Refugee studies, social inclusion, ethnography, cultural studies</i>	Context: Refugee settlement in Australia; assumptions about English language proficiency/ learning and assimilationist views of settlement: “One key way in which this image is elaborated is through recourse to the presumption that English language acquisition is a central aspect of assimilation to ‘Australian culture,’ and that ‘failure’ to acquire adequate English language skills is representative of the shortcomings of individual refugees or migrants, rather than the services offered to them or the broader social context in which English language acquisition occurs (i.e., one marked by ongoing xenophobia and racism)” (p.274) = construction of ‘good’ and ‘bad’ assimilation. Authors claim there is a lack of research that points to the relationship between English language and acculturation Aim: To problematise assumption of straight-forward relationship between English language acquisition and community/ school inclusion; “To examine more closely how assumptions about contemporary migration and the inclusion of refugees in Australia impact refugees (and other migrants) and the terms upon which inclusion is offered to them”; “to examine how normative understandings of migration, citizenship, and education play out in the practices of teachers (and educational researchers)” (p.275) Methodology: Ethnography of two South Australian schools that have the New Arrivals Program (NAP) – observations of use of space in playgrounds and questionnaire to teachers Findings:

Teachers = asked for perceptions of importance of language on interactions between NAP and non-NAP students: 75% rated as 'significant' or 'greatly': "Example responses include: "NAP children need good English so they can smoothly transition," and "The more English they speak the easier it is for them to interact" (p.278). Authors raise concerns about the monodirectional responsibility to learn: "the injunction is placed upon NAP students to learn English, there is little corollary injunction placed upon non-NAP students to engage with and learn from NAP students" (p.278). Tolerance = exclusive domain of mainstream (p.279). Observations and comments in passing suggest a pathologising of students, particularly for the 'mainstream' teachers, who saw interaction stymied by 'lack' of English, and the responsibility for this 'lack' (of English, of interaction, of assimilation) = responsibility of NAP students. Little reflexivity observed among teachers. Also evident in off-cuff remark about it being 'natural' for children of different cultural/linguistic backgrounds to segregate, which actually serves to legitimate exclusion of NAP children. Authors make case for power dynamic (language learning happens in social terrain. 75% of teachers reported seeing examples of racism; 50% of that racism = directed at NAP children: "English may be seen as a tool of discrimination, with the language being used to exacerbate differences between groups and marginalise NAP students" (p.283). Authors observed instances where silence = used as form of resistance. To counter discrimination, the authors contend that not speaking may be a coping strategy: "whilst NAP students may have some degree of investment in learning English (whether this is determined by their own interests or by their families' or communities'), they may also be invested in maintaining space away from English speakers, who hold the capacity to discriminate" (p.285)

Recommendations for teaching practice:

- 1) "there is a pressing need for educational approaches that afford (primarily non-NAP) students the opportunity to understand the differential power relations that circulate both within the immediate school environment and the broader global context and which position those who speak fluent English as automatically belonging in Western nations such as Australia" (p.286).
- 2) "the need for schools to focus on how claims about English language proficiency benefit Australia's capitalist society" (p.286) – aka, need to be more reflexive [honest] about the dialogic benefits of migrants learning English (and thus contributing more to economy/ civic

	life etc.), “Encouraging both students and teachers to understand the machinations of capitalism and its injunction to ‘productivity’ may facilitate a better understanding of how social exclusion operates at multiple levels by privileging the ‘productive citizen’ over those who are positioned as unproductive, or somehow ‘damaged’” (p.287). 3) teachers play a ‘pivotal role’ in facilitating interaction between NAP and non-NAP children (e.g., expression through art/ sport/ music)
Riggs, E., Block, K., Gibbs, L., Davis, E., Szwarc, J., Casey, S., Duell-Piening, P., & Waters, E. (2012). Flexible Models for Learning English are Needed For Refugee Mothers. <i>Australian Journal of Adult Learning</i> 52(2), 397–404. AUS Annotation written by Dr Georgina Ramsay ENGLISH LANGUAGE COURSES REFUGEE WOMEN MOTHERS	Context: Research report through The Jack Brockhoff Child Health and Wellbeing Program, The University of Melbourne; and Foundation House, Melbourne Aim: Research was intended to explore the experiences of how state-wide maternal and child health services are utilised by refugee background people in Melbourne, but came up with unsolicited findings about barriers for women to participate in English language courses Methods: Focus groups with 87 mothers: Karen, Iraqi, Assyrian Chaldean, Lebanese, South Sudanese, Bhutanese Findings: - Wanted to learn English, but attendance at classes impossible due to child-rearing responsibilities and fears that child care options were culturally inappropriate. - Concern that part-time study options would affect their welfare payments - Refugee families prioritised attendance at English classes for the male, as the “head of the household” (399) - Some women discouraged from attending mixed-gender classes, seen as culturally inappropriate - For those who did attend, 510 hours seen as insufficient, especially since for many it is first experience of classroom-based learning - Limited English proficiency leaves mothers at risk of isolation and marginalisation - AS children learn English, dysfunction can arise - English would give them confidence to assess mainstream services - Dependence on public transport a particular issue, refugee settle in new areas of housing development where transport is inaccessible or too difficult to negotiate with several young children - Computer, internet access skills also problematic

	Implications: - Implications in terms of enhancing inclusion, broadly. - Lack of English compromises study and work opportunities - Flexible models need to be developed that incorporate English learning into real-world contexts
Riggs, E., Block, K., Mhlanga, T. Rush, C., Burley. M. (2014). On the Road to Inclusion: Evaluation of a Refugee Driver Education Program in Regional Victoria, Australia. <i>Journal of Social Inclusion</i>, 5(1), 85–94. AUS Annotation written by Dr Georgina Ramsay ADULT EDUCATION DRIVER EDUCATION	Context: Victoria, Australia Aim: Evaluation of driver education programs Findings: - Housing is affordable in outer-urban and rural areas, but transport options are few. To access services and education, a driver's licence and access to a car is indispensable to avoid social exclusion and isolation - Practice is vital, but cost of practice/lessons is prohibitive - Given access to a volunteer mentor driver as part of the evaluated program, who works with them until they are ready for their road test - Lack of mentors was the major impediment to the program Implications: - Need to consider the role of transport as a key to inclusion and accessing of services
Rodgers, G. (2004). ‘Hanging out’ with forced migrants: methodological and ethical challenges. <i>Forced Migration Review</i>, 21, 48–49. Annotation written by Sally Baker	Discussion: Responds to Jacobsen & Landau (2003) who argued that locally-specific research on refugees = fails to generate big pictures and inter/national trends; “often produced on the basis of poor designs, conducted over short time periods and drawn from small, haphazard and unrepresentative samples” (p.48) – taking a positivistic view of what these kinds of inquiries contribute. Rodgers contributes ‘hanging out’ as a shorthand for locally responsive, participatory research projects as a “reminder of the informal and everyday nature of the interactions and processes that allow us to generate information” (p.48). Rodgers notes how positivistic assumptions about what’s possible in research interactions do not hold weight in the ‘social chaos’ of some scenarios (refugee camps, inner-city areas). Research approaches, such as surveys, can “end up reproducing a highly problematic distinction between the ‘us’ – western institutions that respond to the ‘problems’ of the developing world – and ‘them’, the affected populations” (p.48) <u>Methodological benefits of ‘hanging out’:</u> • Open a channel for voices but without intention/ consequence of claiming them

	• Foster an appreciation of complexity of forced migration by offering multi-dimensional accounts • Resist the ‘problem’ of forced migration • Develop and sustain a ‘humanistic’ approach <u>Challenges of small-scale, participatory research:</u> • Packaging research in palatable ways for policy makers • Time needed for trust and relationships • Resisting institutional culture of ‘parachute’ academic research • Security/ safety concerns <u>Ethical concerns</u> (shared with Jacobsen & Landau, but Rodgers questions positivistic principles on which their overall argument = based) 1) We need to develop/ demonstrate “a professional commitment to our craft” (p.49) 2) ‘hanging out’ research = ethical imperative (to demonstrate patience, time and interest)
Rose, A. (2018). The role of teacher agency in refugee education. <i>The Australian Educational Researcher</i>, 46, 75–91. AUS Annotation written by Sally Baker Keywords: <i>refugee students, refugee education, teacher agency, Australia</i>	Context: Refugee education in Australian schools. Literature review includes critique of how students are given language support and transitioned out of IECs. Author also argues that teacher awareness of refugee education policy/ practice = limited because of absence of cohesion. Only limited numbers are enrolling in refugee-focused professional development/ training, partly because classroom teachers view refugee education as the domain of ESL colleagues. Author also discusses how the shift in school funding in NSW (Local Schools, Local Decisions/ Resource Allocation Model) means that support is based on numbers and principal discretion, which leads to a very variable practice-scape. Author is also critical of the decision in NSW to cut funding to the Multicultural Education Unit (now the Equity Unit). Aims: To explore perceptions of school leaders in supporting refugee education Theory: Teacher agency is understood as “the power of a teacher to successfully use actions that shape their practice and workplace” (p.2). Teacher agency is opened and constrained by the structure of education. Author takes ecological view of teacher agency; Biesta’s (2015) practical-evaluative dimension of teacher agency, which includes cultural, structural and material elements, to explore values and beliefs, role of teacher, and materials available. Methodology: Interviews with 3 teachers (relieving principal, deputy principal former classroom teacher/ refugee coordinator) at a Western Sydney high school (purposefully selected)

Findings: Each element was considered important, with material resources considered most important, but together all three elements “provided the strongest foundation for teacher agency to occur” (p.7)

Cultural: “may be individual but can also influence, and be influenced by, external ideas, values, beliefs, discourses and language” (p.8). Participants strongly supportive of refugee students, and each participant was aware of how the other participants felt, which the author posits is suggestive of the leadership team discussing their views. Also exemplified in the poster with a welcome message to asylum seekers which was hanging in the playground. Author also discusses the new principal’s take on the need to quantify/ ways of identifying who counts as EAL/D and who is a refugee student (see p. 9–10 – author gives example of Afghan boy who was only identified as refugee-background at the end of the year through a meeting with mum), and points to the need for school leadership to work on this as part of the Local Schools, Local Decisions funding structure. *Structural:* Discussion of how cultural element led previous principal to identify need (to support refugee students) and created the refugee coordinator role. Deputy principal noted how refugee coordinator drove much of the work (which the author identifies as result of entrepreneurship, innovation – see p.11). Previous principal and refugee coordinator also engaged at broader political level (with regard to forced migration), not just at individual student level.

Material: The high school studied received the highest amount of government support (with 96% EAL/D) and the funding was used to support students, including paying for the refugee coordinator role and protecting this role when funding was cut. Also, the school offers professional development to other teachers because of their experience and knowledge. Author notes that much of the discussion with participants took place in the past tense, which is likely related to the fact that the refugee coordinator had left to take up another role with the Department of Education, leaving a hole because the school had arguably become overly-reliant on the refugee coordinator and her energy/ drive: “Here then, schools like Sunnydale have effectively become their own service providers with key teacher champions like Miranda acting as the glue holding programs and services together”.

Core argument: Enacting teacher agency in refugee education = interconnection of cultural, structural and material elements

Rowe, N., Martin, R., Knox, S., & Mabingo, A. (2016). Refugees, migrants, visitors and internally displaced persons: investigating acculturation in Academia. <i>Higher Education Research & Development</i>, 35(1), 58–70. NZ Annotation written by Sally Baker Keywords: <i>Academia; acculturation; citizenship; inclusion; integration; migration</i>	Context: Asks what are the boundaries of academic space and who can belong within it? Argues that citizenry element of academia/ being an academic is underexplored and under-conceptualised in context of neoliberal/ fluid/ transnational spaces of academia (including transnational flows, flow of practitioner-scholars into academia from professional contexts, people in, into and through academic spaces (p.59) Aim: To examine how higher education can be reconceptualised when examined through the lens of migration of skilled people (e.g., professionals, refugees, temporary visitors); to “entangle our professional narratives with themes of citizenship and migration” (abstract). To examine notion of ‘academic migration’/ ‘academic citizenry’; to explore notions and experiences of intercultural competence as academics come into one particular academic space Theoretical frame: Draws on notion of acculturation/ academic citizenship, drawing on Rousseau’s notion of social contract; border crossing Methodology: Reflection of 4 academics and their trajectories into the spaces/ department they now occupy (in University of Auckland). 3 of 4 authors do not have UG degrees (professional careers instead + PG pathway); 1 moved geographic locations. They role play different ‘roles’ (economic migrant, refugee, TPV holder, internally displaced person), and “purposefully blur distinctions between political and professional citizenships through reconstructed personal narratives” (p.61).
Rowntree, M., Zufferey, C., & King, S. (2015). ‘I Don’t Just Want to Do It for Myself’: Diverse Perspectives on Being Successful at University by Social Work Students Who Speak English as an Additional Language. <i>Social Work Education</i>, 35(4), 387–401. AUS Annotation written by Sally Baker	Context: Examines experiences of EAL students (not specifically sfrb) in Social Work Aim: To critically examine the notion of success in higher education (specifically social work education); to unpack how success is conceptualised in the literature with ref to international, refugee and Indigenous students and to discuss data collected from empirical study. RQ: “How do social work students who speak EAL conceptualise success at university?” (p.5). Methodology: Small scale appreciative inquiry/ qualitative study with 9 CALD students studying UG or PG Social Work. Appreciative Inquiry = focuses on positives/ future-focused; participants asked to conceptualise, experience and imagine success at university. Questions asked: (1) What does success at university look or feel like to you? (2) Share a time when you felt most successful in your university studies. Describe what was happening at the time.

(3) Imagine it is a year from now (mid-2014), and you are experiencing this same kind of success most of the time. What would be happening? What is needed to keep this experience alive? (p.6)

Discussion:

What constitutes success according to literature: western notions of performance = dominate (e.g., GPA, marks; to achieve academic benchmarks). Literature scoped = “shaped by unexamined assumptions (explicit and implicit) in which success is an externally (by the university or researcher) determined descriptor of the individual student” (p.3). CALD students offered treated as in deficit (draws on Smit, 2012) and success = hindered by ‘problems’ with English language. Cites work of Benzie (2010) = focus on English language proficiency contributes to ‘othering’ of CALD (particularly international) students. Scopes previous work (e.g., Wache & Zuffrey, 2012, 2013) which examined experience of African sfrb in social work – that work pointed to the lack of awareness of provision from T&L unit and instead preferred peer support; also, “Students reported a preference for learning in a social environment and stressed that ‘thinking ability’ is not affected by having English as their second or subsequent language” (p.4). Scopes literature that offers alternative community-based notions of success (see p.5)

Conceptions of success offered by participants:

On surface = connects with individual performance agenda (GPA average); also, reference to feeling good about writing a good assignment (personal achievement/satisfaction + grades). For most students = about getting a better job

Being a good family member: meeting family expectations, role modelling for siblings/children, pleasing parents.

Success for community: formal recognition (means to paid work) as community worker; “success at university is entwined with students’ identities as successful family and community members” (p.11).

Core argument: Notions of success = for CALD students, success = based on assimilationist understandings of success (adapting to criteria of host country) and broadly take an individual responsibility approach. “The implication for higher education, including social work education, is to find a way of acknowledging and building on these complex perspectives of success that will contribute to students’ motivation to study” (p.12).

Roxas, K. (2011). Creating Communities: Working With Refugee Students in Classrooms. <i>Democracy and Education</i>, 19(2), 1–8. USA Annotation written by Dr Georgina Ramsay SCHOOL	Context: Middle-school in America Aim: What is the role of “community” in teaching SfRBs and what are obstacles to creating it? Conclusions: - SfRBs face difficulty transitioning to schools in the US due to lack of familiarity with the English language, unresolved trauma and stress disorders, and an absence of academic and counselling support services. Teachers need to identify specialised needs of SfRBs and be culturally response. - Emotional and social wellbeing should be considered part of the curriculum. - Refugees can often feel that they are in a constant state of transition: this can mean that building classroom communities can be a challenge, yet also that these connections are often desperately wanted by refugees. Take away: - Obviously different national context and schooling, but focus on community in classrooms and importance of emotion to pedagogy/curriculum is interesting
Ryu, M., & Tuvilla, M. R. S. (2018). Resettled Refugee Youths’ Stories of Migration, Schooling, and Future: Challenging Dominant Narratives About Refugees. <i>The Urban Review</i>, 50(4), 539–558. USA Annotation written by Jenn Read Keywords: <i>Refugee Education, Counternarratives, Burmese, Empowerment of Youth.</i>	Context: An urgent need exists to overcome the deficit perspective that refugees are helpless individuals. Rather than accepting the dominant narratives that continue to belittle their potential, positive and inspiring narratives written by refugees should be used to empower other refugees facing similar challenges. Aim: This study aims to provide an understanding about resettled refugee youths by examining refugee youth stories who have been resettled in the USA. The authors collect narratives from students to “find ways to empower resettled youth and draw implications for education of former refugees and other marginalised students (retrieved from abstract). Methodology: This study conducted interviews with 10 Chin high school students who had relocated from Burma and had been living in the US for at least 2.5 years. The interviews took place at a local, Burmese not for profit community centre that hosted after school and summer programs. An ethnomethodological approach was used for the interviews, allowing students to narrate their own interpretations of their lived experiences. Interviews were recorded, transcribed and analysed for themes that were later determined to be: language challenges, career aspiration, and reasons of migration. Findings: After organising the data into common themes, authors highlight specific stories to show

	readers how they differ to the dominant narratives commonly misrepresenting them and their experiences. Provided narratives contradictory to dominant narratives included: youths' disappointment living in their new marginalised neighbourhoods; marginalisation in schools, bullying, and racism; and subscribing to mainstream ideologies. Participants' stories also revealed their discontent with macro-narratives and how they envisioned themselves as change agents who could appropriately author Chin and Refugee narratives for others. Another observation, following the analysis of the narratives, was that the youth told of both challenges (as victims of oppression) and active pursuers of better life conditions, freedoms, and education. Core Argument: Other students can learn from diverse narratives shared by people with similar pasts. Additionally, teachers and other adult educators can position themselves as genuine learners of youths' knowledge through reading students' narratives that share more than just their challenges (p.555). We as educators must attempt to see multi-faceted life experiences from refugee background students and recognise their strengths so we can help them reach their full potential.
Sackreiter, H. (2018). Teaching One Another: Connecting University Students to Promote Diversity. In E. Sengupta & P. Blessinger (Eds.), <i>Refugee Education: Integration and Acceptance of Refugees in Mainstream Society</i> (pp. 93–105). Emerald Publishing Limited.	Context: This paper explores the importance of diversity within the classroom, asserting that its significance extends across all educational levels. In particular, it examines experiences of pre-service teachers and highlights the advantages they gain from multicultural encounters with their students. This paper documents reflections of pre-service teachers about their teaching practices for the high school students. The project impacted teachers' perspectives on students with international and refugee backgrounds in the United States and deepened their understanding of the needs of English Language Learners (ELLs). It is argued that connecting with minority students and families, not only during school hours but also in the community, has the potential to enhance sociocultural awareness. Aim: Finding 'ways to improve pre-service teachers' awareness of diversity and increase their confidence to work with diverse students, particularly linguistically diverse students' (p. 99). Methodology: Qualitative: pre-service teachers' personal impressions about importance of diversity included. The article also includes a review of some of the related literature as well as descriptions of two collaborative experiences in which pre-service teachers connected with refugees and international students.

Findings: The paper reports on two collaborative experiences: one in teaching international students and English-speaking university students together in a course, K-8 Social Science Methods (SSM), where pre-service teachers were required to prepare and implement formal lesson plans focusing on social studies content. The other collaborative experience included pre-service teachers teaching English course to ELLs, particularly refugees, living in the local community.

First collaborative experience: Pre-service teachers planning lessons for ELLs, provided them with opportunities to accommodate linguistically diverse audience as well as to interact with university students from other countries. The initial reflections made by pre-service teachers indicated that, despite some interactions, they felt inadequately prepared to support ELLs in their future classrooms.

- Some pre-service teachers reported also feeling nervous teaching learners not fluent in English – they were unsure how to teach in a way that is easily understood, and they had concerns about communicating with the students’ parents due to lack of English language fluency. After delivering the lessons, few admitted being surprised at how ‘easy’ it seemed, thus impacting their confidence to work with ELLs. One reported that it was ‘a little difficult’, another one commented that ‘it came more naturally while actually teaching’. Yet several pre-service teachers reported that planning for and enacting diversity strategies was not very difficult and ‘it made them actually think about what to do (for English language learners) in more depth’.
- These experiences were highly valuable to all the participants. International students when taught social studies lessons by pre-service teachers were more communicative in the classroom. In their feedback, many said they ‘liked it’ or ‘had fun’. While they were asked to attend two out of five scheduled lessons, some of the international students stayed for the entire time and participated in all the lessons. They seemed comfortable and happy to be there and gained some new content knowledge from the pre-service teachers’ lessons.

The second collaborative experience included pre-service teachers teaching 10 hours of English course to ELLs, particularly refugees living in the local community centre. Specifically, they were tasked with observing and assisting in the literacy classes tailored to aid refugees with their speaking, reading, and writing skills. This effort was designed to promote the ideas about increasing empathy and understanding about refugees and giving one’s time to help.

	• In their initial reflections about their perceived confidence in teaching ELLs, the pre-service teachers were either neutral or in disagreement about their confidence. Some were unsure about being able to communicate effectively with families, particularly the parents or guardians of potential ELLs. • Pre- and post-assessment surveys were administered to the pre-service teachers before and after the experience at the centre. • This experience of interacting with adult ELLs rather than the children, made pre-service teachers appreciate the necessity of effective communication with parents who might not be fluent in English language. Another finding that highlighted a need for pre-service teachers to engage with both young and adult learners, was the feedback that despite feeling confident to communicate, some pre-service teachers expressed concerns about potential future challenges in connecting with parents and conveyed uncertainty about how to enhance communication. The project also included pre-service teachers' comments about what they learned about themselves and others through the experience. Some reported that this experience helped them become aware of their feelings about working with refugees. Others reported that this has enhanced their desire to learn about various cultures and do more to have genuine conversations with refugees. Some discussed the importance of making relationships and how the experience at the centre assisted with that. In post assessment survey, one pre-service teacher reported that she was glad to be able to see 'these men and women as not simply refugees' but for who they truly were, 'people who had careers, talents, and stories' (p.103). Core arguments: 'development of pre-service teachers should include especially close attention to aspects of diversity and multicultural education' (p. 94). Facilitating purposeful and collaborative experiences that encourage diverse groups of students to interact with each other can be valuable for fostering genuine inclusion of all learners.
Sampson, R. (2015). Caring, Contributing, Capacity Building: Navigating Contradictory Narratives of Refugee Settlement in Australia. <i>Journal of Refugee Studies</i>, 29(1), 99–116.	Context: Examines conceptual frameworks that underpin the settlement context in Australia, with particular focus on services provided to support processes of settlement. Author notes critiques levelled at Australian scholarship on refugee issues, with much research focused on policy issues and not enough work done to conceptualise and critically analyse the drivers (also not enough dialogue with international literature). This article seeks to add to scholarship which has

AUS Annotation written by Sally Baker Keywords: <i>refugees, resettlement, settlement, Australia, settlement services, integration</i>	conceptualised the refugee, and examines the role played by settlement organisations to constrain and sustain refugee identities, “recreat[ing] the social subordination of refugee settlers” (Nawyn, 2010) and fostering dependence (Colic-Peisker & Tilbury, 2003) if not based on socially inclusive approaches. Author offers overview of settlement services in Australia (HSS program in first 6-12 months; SGP in following period up to 5 years since arrival + AMEP). Context = new Liberal/National coalition government (economic austerity/ stopping the boats, reducing humanitarian intake, removing funding to RCOA) and competitive tendering (since 2000) for settlement provision was “further threatening the security and identity of the sector” (p.103), and the regular turnover of contracts, with the “previously cooperative relationships between similar services have been destabilized, while the mandate for formalized partnerships has required new allegiances” (p.103) Aim: To examine “how key informants in the sector understand and explain the work of refugee settlement... by analysing refugee settlement as a concept constructed in particular socio-political contexts.” (p.99-100) Methodology: In-depth interviews with informants (n=23) on settlement services, peak bodies, govt and international bodies (13 settlement providers, six peak body representatives, three govt representatives and one rep from an international agency) – all in Victoria (and snowball sampled by author due to her close relationship with the sector). Interviews conducted via phone in 2014. Findings: Three dominant narratives emerged from the data collection/analysis (grounded theory): 1) <i>Settlement as caring for needy refugees</i>: Refugees viewed as “disadvantaged migrants with additional and unique economic, social and emotional needs who require special care and support” (p.104). Creation of discourse of need = well-used tool for promoting interests of minority groups, but can have unexpected/unwanted consequences (e.g., campaign to lobby for extra services for South Sudanese was subverted by media and politicians and used to justify cutting refugee intake from Africa because of ‘poor settlement’). The focus on caring and need also (inadvertently) contributes to view of refugees as powerless and victims and promotes a view of the benevolence of the host country and the need for refugees to show gratitude by integrating [assimilating?] quickly and quietly. 2) <i>Settlement as Producing Contributing Citizens</i>: settlement services = viewed as effective use of resources to turn refugees into productive members of society – similar to the first narrative but with a neoliberal twist – seen in uptake of cost-benefit language/ government rhetoric in interview data.

	Data suggests that service providers strategically invoke neoliberal/ economic discourses to secure tenders/ protect the organization from further cuts to their operation. 3) <i>Settlement as Building Refugee Capacity</i>: this narrative contrasts with the needs narrative, viewing refugees as having strengths to be developed. However, author notes that this approach still puts refugees in position of dependence. Author offers two alternative narratives: 4) <i>Settlement as including poor outcomes/ long-term problems</i>: risky to talk about poor settlement (framed as abnormal outcome) – one participant alluded to this in her interview (e.g., family violence, teenage pregnancy). Settlement policy is also concerned with a narrow timeframe, meaning that settlement outcomes in the longer term are overlooked. 5) <i>Settlement as complex and unruly social process</i>: respondents tended to frame resettlement as a predictable process, with none of the participants referring to the processes of settlement that occur outside of the remit of settlement services, or the mainstream services that also support or are involved in settlement. Core argument: Settlement services and providers navigate multiple, competing narratives and settle on narratives that best describe/ support their work, and are also strongly influenced by economic insecurity. “The article reveals a complex interplay of narratives which posed a series of tensions. Most notable was the tension between the ‘needs’ versus ‘strengths’ approach [and] Another contradiction lies in the tension between the narrative of settlement as producing independent and productive citizens with the alternative discourse that extends needs claims into the long term” (p.112).
Sandoz, L. (2020). Understanding access to the labour market through migration channels. <i>Journal of Ethnic and Migration Studies</i>, 46(1), 222–241. SWI Annotation written by Sally Baker Keywords: <i>Highly skilled migrants; migration channels; labour market access; migration intermediaries</i>	Context: Absence of critical takes on mobility of highly skilled migrants; ‘migration channels’. Obstacles from literature: skills v. local needs; qualification recognition; accessing information; discrimination’ legal circumstances. Author also notes critique of increased use of agents/ increased inequality. Cross-case comparisons (of different types of migrants) are rare Aim: To argue “that understanding how ‘highly skilled migrants’ [spouses, students and refugees] are constructed necessitates considering the conditions in which migration takes place as well as the perceptions and practices associated with these conditions” (abstract); to “investigate the opportunities and obstacles associated with different migration channels” (p.222); to highlight role and responsibility of state and other actors for developing support structures

Theoretical frame: ‘migration channel’ (Findlay, 1990): “mobility pathways structured by different actors (states, profit-oriented actors, third-sector actors, and individual social ties) that create specific opportunities and constraints for migrants” (p.224)

Methodology: Ethnographic research (2014–2017): biographic interviews with highly skilled migrants (“people who had trouble finding a job after their arrival in Switzerland, that is, people who encountered difficulties in getting recognised as highly skilled professionals in their new environment”, p.226) in Switzerland + expert “(people working in institutions that support, guide, or control migrants’ access to the labour market (e.g. state representatives, human resources specialists, professional recruiters, job coaches and relocation agents)”, p.225) interviews and ethnographic observations

Findings: Migration channels include: *study-oriented*, *family-oriented*, *company-oriented*, *protection-oriented*. Description of each channel and enabling/disabling elements:

Family: enabling = indirect access to people with local skills and networks; disabling = networks are not always most appropriate for new arrivals (e.g. giving bad advice). Moreover, external support for family-oriented migration = not always available.

Company (migration through employment): enabling: formal supports (e.g., relocation packages, integration into professional network); disabling = supports are variable, depending on employer. Author observed how agencies had sprung up/ were sponsored by companies to employ spouses of company-migrants to help support settlement. Author notes how state is involved at level of economic promotion but not integration: “This shows that state authorities – and institutions in the private sector – mainly perceive this category of migrants as valuable actors who provide economic services to the places they go to” (p.229).

Study: enabling = affiliation with educational institution is beneficial for networking and developing local ‘skills and knowledge’ (see p.230 for Swiss-specific reasons why HE pathway is so attractive). However, disabling = challenges with visa post-graduation. Author argues this migration channel leaves graduates in ambiguous position.

Protection: enabling = state takes responsibility for settlement; disabling = limited local knowledge, opportunities to work are limited during asylum procedure, possible health/trauma-related challenges can impede employment if work rights are given, often people do not have

	documentation of prior work experience and qualifications, financial challenges, lack of mobility internally within Switzerland (being connected to particular canton) Case study of 'Joseph': Eritrean refugee with complex trajectory that linked study, family and work migration channels but efforts to gain residency have been protracted and unsuccessful due to a lack of ID and documentation Core argument: "These different configurations of responsibilities and power entail different perceptions of migrants: while some tend to be defined by their economic potential, others are more likely to be suspected of abuse. Such representations impact the forms of control and support present in each channel, thus affecting the opportunities offered to migrants and their status as 'highly skilled'" (p.236).
San Pedro, T., & Kinloch, V. (2017). Toward projects in humanization: Research on co-creating and sustaining dialogic relationships, <i>American Educational Research Journal</i>, 54(1_suppl), 373S–394S. US Annotation written by Sally Morgan Keywords: <i>critical Indigenous research methodologies, dialogic relationships, equity and justice, humanizing methodologies, youth language and literacy practices</i>	Context: Research and learning relationships based in suburban high school learning communities. Black and Brown students in NE American education system who feel alienated from traditional forms of schooling. Aim: To understand: (1) the ways in which relationships inform educational research and contribute to Projects in Humanization that forward our stories, lives, and realities and (2) how centering relationships through storying can address vital research problems that call into question and disrupt educational inequities. Methodology: Critical storying: posited at the intersection of theory and practice/method, drawing on critical Indigenous research methodologies and humanizing research, and framing educational research as Projects in Humanization. Methods based on a 'dialogic spiral' and relationally based projects around shared dialogically emerging ideas Findings: • Relationships and storying need to be the foundation for more inclusive, interconnected theories and methodologies, and to decolonize and humanize educational research. • Research should entail human agency, diverse perspectives, co-construction of knowledge, sustenance of meaningful relationships and disruption of educational inequities. • Shared story moves us to understand the depths of our interconnectedness. • This type of research – Projects in Humanization – foreground who others are to us and who we are in relation to them.

	• Reciprocity, care and critical listening need to characterise research activities. • Storying provides a particular way for research/ers to address problems of practice and policy that maintain deficit approaches and oppressive educational practices.
Santoro, N., & Wilkinson, J. (2016). Sudanese young people building capital in rural Australia: the role of mothers and community, <i>Ethnography and Education</i>, 11(1), 107–120. AUS Annotation written by Dr Georgina Ramsay	Context: Eight Sudanese Australians in rural Australia Aim: What strengths, resources and capital do SfRBs draw on and generate through participation in out of school and social learning contexts, as well as family and community networks Conclusions: - Samir’s mother was instrumental in providing a safe and secure home environment where significant bonding capital could be generated, and she facilitated her son’s participation in community and ethnic networks, thus enabling him to acquire bridging and linking social capital. - Implications for educational institutions: schools should be affective brokers of bridging and linking relationships for SfRBs by valuing and building on students existing out-of-school contexts and networks. Far too often, their out of school lives and networks of belonging are not recognised for their relevance to educational experiences. Then, need to recognise the organisations that make resettlement ‘successful’ and their role in educational support: a lot can be learned in terms of approach. Then, schools need to recognise the resources of SfRBs and their family members which they already possess, and encourage, foster, and value these as part of the teaching and learning process
Schech, S. (2014). Silent bargain or rural cosmopolitanism? Refugee settlement in regional Australia. <i>Journal of Ethnic and Migration Studies</i>, 40(4), 601–618. AUS Annotation written by Sally Baker Keywords: <i>Refugees; Dispersal Policies; Regional Settlement; Ethnic Communities; Rural Cosmopolitanism</i>	Context: Regional resettlement in Australia (and related ‘dispersal policies’ in other Western countries). Dispersal policies = implemented to mitigate concerns about ghettoization in ‘migrant-dense’ areas (p.602); however, academics have criticised this as a rationale, arguing that this demonises new arrivals (appeasing ‘the white vote’) and that regional areas lack targeted/ responsive supports and services. In Europe, the argument is predominantly framed as ‘sharing the burden’. Author gives example of Sweden and Norway and notes that when they could, many refugees moved to larger urban areas, which “indicates that even the high levels of welfare support characteristic of Scandinavian countries failed to compensate for the supportive role of family networks and coethnic communities” (p.604). In ‘migrant’ countries (Canada and Australia), the framing for dispersal = around ideas of economic, social and cultural benefit to the regions. In Australia, regional resettlement was advised in 2003 for ‘unlinked’ refugees (e.g., people who did

not have existing friends/ family/ community in Australia). At time of writing, regional resettlement was not extended to asylum seekers [but see SHEV]. Pilot projects in 2005 with families with two parents, particularly if from a rural background (see p.607). Resettlement patterns in Table on p.608. Studies of regional resettlement identify two essential factors that contribute to success: employment opportunities and ongoing support/ commitment to creating sustainable communities.

At the same time, there are positive stories told about regional resettlement (e.g., Hugo, 2011) but with ‘trade-offs’, such as low-skilled, low-paid work for quiet life/ affordable housing = ‘rural cosmopolitanism’. Author notes discursal context of fear and political anxiety about immigration, and asylum seekers/ boat arrivals in particular.

Aim: To argue that ethnic communities are essential for refugee resettlement in regional areas

Methodology: Case study of one South Australian town (‘Countrytown’) – draws on sub-set of open-ended interviews with refugees and service providers (n=20) from larger project on resettlement and citizenship.

Findings:

Settling in Countrytown: 40,000 inhabitants (larger and more multicultural than many other country towns), which experienced large-scale secondary migration, including TPV holders, in 1990s and 2000s. Consequently, a volunteer community network emerged to support their needs in addition to settlement services. Differential treatment and access as a result of visa type was criticised by settlement workers. Small size of town was advantageous “because it encouraged formal and informal networking about how best to respond to the different needs of humanitarian settlers with a variety of visas and entitlements to assistance” (p.610).

Rural cosmopolitanism?: some residents = wary of new arrivals (particularly ‘asylum seekers’) and some residents mobilized against plans to create religious supports (Mosque, Islamic schools) for Muslims (example given of local community collectively buying a community hall to prevent it from becoming a mosque; issue = resolved by identifying an alternative space). Author notes Shepperton and Ballarat as examples of towns that have embraced (and advertise) their multicultural and diverse/inclusive credentials. Refugee participants in the study identified how ethnic communities had offered invaluable support to resettlement of new arrivals (linguistic and map/tour knowledge of services available. Settlement service providers in Countrytown actively encouraged

	development and strengthening of ethnic communities (e.g., through accessing government grants). Author foregrounds the importance: “the presence of a critical mass of refugees from the same or related ethnic backgrounds helps to consolidate their settlement” (p.612). <i>Integration through work:</i> although finding paid work is acknowledged as foundational to resettlement, regional Australia generally do not have adequate number of employment opportunities/ specialized employment services; consequently, refugees often find themselves trapped in low-skilled work/ underemployed: “the new residents of Countrytown have few choices other than accepting exploitative and insecure employment in horticulture and food- and meat-processing industries” (p.613). Core argument: Existing ethnic communities are necessary for successful resettlement in regional areas because they “help ameliorate some of the drawbacks of regional towns, such as limited, specialised services and scarce opportunities for social and economic advancement and foster their sociocultural transformation” (p.601).
Shah, M., & Calonge, D. (2023). Refugees’ experiences with online higher education: Impact and implications through the pandemic . <i>Journal of Applied Learning & Teaching</i> , 6(1), 209–221.	Context: It focuses on education provided to only one group of SRB, Sudanese, through a literature discussion. Aim: Critical review for Sudanese students with refugee experiences who arrived to settle in Australia from Southern Sudan since 2002. Theoretical Framework: The authors utilise neoliberalism mostly and postcolonialism partly to explain the experiences of these students in Australian education system. Methodology: It is a discussion-review rather than a systematic review of literature. Discussion: It argues Australian education system fail to understand Sudanese SRB children with their background, the challenges they have and their potential, which can contribute. Predominant issues appear to be trauma and PTSD, low level of school readiness, coming from oracy educational background, distinct cultural and physical features, the competitive neoliberal education system that students compete to be successful in one dimension ‘Australian way’ that was affected by colonialist white supremacy. The paper examines the problems, indicates successful implications and provide suggestions to have a better education for Sudanese SRB.
Shah, M., & Calonge, D. (2023). Refugees’ experiences with online higher education: Impact and implications	Context: Even though education is a fundamental right, the authors point out that refugees are still largely excluded from higher education. While they emphasize the importance of digital measures

[through the pandemic](#). *Journal of Applied Learning & Teaching*, 6(1), 209–221.

UK

Annotation written by Jana Berg

Keywords: *Contextual challenges; higher education; inclusion; online education; policy; practice; refugee education*

for refugee higher education, they argue that emergency responses to the pandemic could increase existing exclusive dynamics and thus aim to understand the state of research on the experience of refugee students during the COVID-19 pandemic.

Aim: This scoping review aims at identifying “refugees’ experiences and challenges with online higher education during COVID-19” (p. 209). By doing so, the authors aim to explore how “the pandemic [has] exacerbated pre-existing challenges faced by refugees with regard to their access to online higher education” (p. 211).

Methodology:

The authors conducted a scoping review, aiming at “a broad overview of the available research on a particular topic” (p. 212). They focused on studies and “official reports” (p. 213) on higher education for refugees in the COVID-19 pandemic that was published between March 2020 and January 2022 and included 6 articles and 3 reports in their scoping review.

“Codes were generated from phrases and larger concepts prevalent in the examined literature to identify relevant information (Linneberg & Korsgaard, 2019). Thematic analysis (Braun & Clarke, 2006) was used to identify and analyze patterns and to generate meaning from the data. Initial phrases and concepts are shown in Table 2. Codes were then collated into seven subthemes, and summarized into three overarching themes:

- Refugees, COVID-19, and Online Higher Education
- Multiplicity of Barriers
- Socio-economic Status and Mental Health.” (p. 214)

Findings: The analyzed studies and reports show that the shift to digital higher education and other COVID-19 emergency responses aggravated existing challenges, and that refugees were more vulnerable to challenges faced by many students during the pandemic (such as access to appropriate learning environments and technologies needed to follow virtual higher education, but also structural and emotional support). The authors emphasize the complexity and interconnectedness of challenges and excluding factors, such as discrimination, poverty, unemployment, lack or loss of support networks, and particularly point out the challenges for refugees’ mental health during the pandemic.

“It would be sound to say that although online learning took on a global role in higher education as a result of the pandemic, it did not equate to equality in opportunities and access for vulnerable and

	displaced people (Dempster et al., 2020; Ergin, 2020; Finlay et al., 2021). Factors such as strained mental health conditions and socio-economic status; overcrowded living environments increasing chances of infection and limiting constructive spaces in which to engage in online learning; along with a multiplicity of barriers such as lack of access to the necessary technology, complex application processes, stable (and affordable) internet connections, language, lack of recognition of prior skills and learning, and lack of advice, academic advising and support from universities, have all been instrumental in impacting the experiences with online higher education for refugees during COVID-19 (Baker et al., 2022; Hennebry & Hari, 2020; Ergin, 2020; Ogwang, 2022).“ (p. 216) Further, the authors argue that support offers lack sustainable funding, ample coordination between relevant actors, and policy frameworks. “Progression, as such, towards greater inclusion in education would require a stronger combination of ‘long-term commitment’, collaboration, proactive ‘contingency planning’, and better ‘preparedness’ by host countries and the international community at large (UNHCR, 2015, p. 14).” (p. 2016) Core argument: The COVID-19 pandemic aggravated existing and new inequalities within and outside higher education. “[T]he findings of this study unearthed not only an increase in digital inequality and a lack of inclusion to online higher education opportunities for refugees but also deeper levels of unrest impacting their experiences.” (p. 217) This especially refers to their mental health and support structures, but also exclusion from the labor market and discrimination.
Shakya, Y. B., Guruge, S., Hynie, M., Akbari, A., Malik, M., Htoo, S., A. Khogali et al. (2012). Aspirations for higher education among newcomer refugee youth in Toronto: Expectations, challenges, and strategies. <i>Refuge: Canada’s Journal on Refugees</i>, 27(2), 65–78. CAN Annotation written by Sally Baker	Context: Explores educational goals of newly arrived young refugees from Afghan, Karen and Sudanese communities in Toronto, Canada, focusing on pre- and post-migration determinants. Canada’s commitment to humanitarian settlement of refugees = based on the 2002 Immigration and Refugee Protection Act (IRPA). Context = new arrivals tend to have low levels of proficiency in English/ French and lower than average levels of education (particularly for high school) compared with economic migrants entering Canada. Authors note ‘sparse’ literature on education for/ of refugees. Scopes literature on effects of forced migration/ protracted refugee situations. Notes limited evidence of relationship between forced migration and education, especially in Global North Aim: To explore aspirations for higher education among refugee youth and negotiations of educational goals in post-migration context. Methodology: Guided by community-based research principles. Conducted 10 x focus groups (gender/ age-specific) and 13 follow-on individual interviews with refugee youth. Paper draws on

data collected from multidisciplinary Refugee Youth Health Project, utilising peer researchers (who received 3 months of research training). Interviews conducted in community language (but Sudanese = participated in English). Where necessary, interviews = translated into English by professional translators (p.68)

Findings: Participants developed strong aspirations for higher education as “proactive response to overcome pre-migration experiences of forced migration and educational disruptions” (abstract). Participants’ educational aspirations = strengthened after arriving in Canada = “appears to be a proactive response to the pre-migration educational disruptions and limited opportunities encountered within their lives in war-torn countries or refugee camps” (p.69), particularly in relation to lesser opportunities in home countries/ refugee camps. Participants = articulated clear awareness of pre-migration factors and impact on their education. Education in Canada = generally perceived as higher quality. Some participants viewed their education as offering opportunities to earn good salary, which they could use to help others. “The change in educational aspirations before and after coming to Canada is also linked to the perceived differences in the value and benefits associated with education between the two contexts” (p.69). Low educational aspirations within Karen participants = explained by old Karen proverb (“literate eat rice, illiterate eat rice”) – see p.69.

Challenges and barriers to education:

- 1) Balancing education and family responsibilities: “youth often find themselves having to become interpreters, service navigators, and caretakers for their families” (p.70), made worse by difficulties many parents had in securing employment. Many young people were taking on adult responsibilities as they filled the income void; “Juggling these new and multiple family responsibilities in Canada can be “overwhelming” for refugee youth and can “overshadow” their educational aspirations and responsibilities” (p.70).
- 2) Systemic barriers: information barriers, non-recognition of ‘foreign’ education and inadequate educational placement, linguistic barriers, financial barriers, and discrimination.

Strategies: seeking help, being persistent, drawing on friends (which “represent the resilience and tactical capabilities of refugee youth to confront hurdles”, p.73).

	Core argument: Resettlement in Canada = characterised as ambivalent = partly a collective humanitarian exercise while simultaneously seen as weakening national security/ drawing on domestic resources etc. “Depoliticized and minimalist humanitarianism embodied in the Canadian refugee resettlement program is what precludes policy makers from recognizing and proactively supporting the high educational aspirations among newcomer refugee youth and their families” (p.74) = ‘depoliticized humanitarianism’. Refugee youth act as “resettlement champions” for their families (p.74). Offers examples of how stakeholders in Canada’s healthcare system advocated for better recognition of refugees; authors argue that educators can do the same. “There is urgent need to shift from depoliticized humanitarianism to transformative humanitarianism in which policy commitment to resettle refugees is buttressed by equitable and adequate supports” (p.75) and makes suggestions for reforming policy.
Shapiro, S. (2018). Familial capital, narratives of agency, and the college transition process for refugee-background youth. <i>Equity & Excellence in Education</i>, 51(3–4), 332–346. USA Annotation written by Alex Pennycuik	Context: Familial expectations and behaviours have long played an important role in student transitions to HE (Hossler, Schmit & Vesper, 1999; McCarron & Inkelas, 2006). Particularly true for immigrant and refugee families, with previous research highlighting the considerable investments that immigrant and refugee families make in their children’s education. ‘Investments’ often overlooked, seen as an ‘obstacle’ rather than a positive influence. Data collected for this study are part of a larger project documenting pathways and barriers to higher education for refugee students in a North-eastern American community. Study draws on Gofen (2009), framed by the concept of ‘familial capital’ and narratives of agency to understand the role of community and family in student’s educational decision-making. Aim: To examine the role of family in the transition process for college students with refugee backgrounds. Methodology: Qualitative. Snowball sampling. 10 semi-structured interviews, from a collection of 22, conducted across different stages of student’s college journeys. 4=F, 6=M. 3 = Somalian, 1 = Kenyan, 3 = DRC, 1 = Saudi, 1= Tibetan, 1 = Bosnian. Findings: 3 clear themes emerged from data: 1. ‘Cultivating aspiration and resilience – families shaped aspirations for HE, stories of families past economic struggles and therefore the importance of education for social mobility.

	Families resilience when forced to leave their home, overcoming the terror of war and danger through courage and bravery. Parents modelling self-sacrifice. 2. “Clearing the path” to success – stories of parents actively choosing to relocate after resettlement, with a key factor being school choice and a better education for their children. 3. ‘Raising (up) agents of change’ – students’ commitment to social responsibility. Family members installing a sense of community responsibility through words and actions (p. 10). Many RBS drawn to ‘helping’ careers such as education, social work and healthcare (Hannah, 1999; Naidoo et al., 2017; Shapiro & MacDonald, 2017). Core argument: While familial capital is a resource for many participants in this study, many other factors contribute to college decision making. Personal motivation, determination and a competitive nature also noted as factors relating to college decision making. A clear “Interplay between personal and familial factors” (p. 10). Also important to note that a “broad understanding of kinship” (Yosso, 2005, p. 79) present in many communities = several close friends of participants were seen as a key extension of familial capital, and integral to college decision making (p. 11).
Shapiro, S., & MacDonald, M. T. (2017). From deficit to asset: Locating discursive resistance in a refugee-background student’s written and oral narrative. <i>Journal of Language, Identity & Education</i>, 16(2), 80–93. US Annotation written by Sally Baker Keywords: <i>Adolescent; agency; case study; English learner; identity construction; refugee</i>	Context: US context = language learning of Somali Bantu refugee. Foregrounds <i>asset discourse</i> educational resources and potential rather than deficit (dominant focus in literature). Overview of history of conflict in Somalia, and the Somali Bantu in particular (positioned as in deficit in Somalia as minority ethnic group, and in refugee settlement discourses) – positioned as backwards and <i>needy</i>. Most Somali Bantu = often have interrupted formal education and often described as preliterate. Aim: To examine how the narratives of one refugee student challenge deficit discourses about sfrb Methodology: Narrative inquiry: storytelling as epistemology; narratives = rhetorical artifacts, “offering insights into how participants view themselves, their communities, and the social institutions in which they are situated” (p.2). Case study of Nijab. Data = chapters of his personal memoir (written while doing an Associate Degree in community college), semi-structured interview, recording of public radio interview, news articles about him. Data segmented and coded as deficit, neutral, assets and then thematically coded the asset data Findings: Codes for asset in data: • choice/ agency,

- value/motivation for education
- educational history
- language/ literacy resources
- success in school
- service/ leadership

In his memoir in particular, Najib foregrounded his own assets and family assets:

Agency – asset discourse foregrounds strategies and resources 1) when family escaped Somalia (examples of agency exercised) and in camps (e.g., making and selling footballs to support family); 2) in his education in US (being best ESL learner [interesting: he got stuck in ESL due to performance in standardised tests])

Critical awareness = Nijab’s accounts counter the idea that refugees are passive victims. He demonstrated critical awareness of inequities in camp life (systems, lack of knowledge of climate, corruption) and school (e.g., realising that early writing had been given unjustly high marks for motivation). He also viewed his underpreparation for university critically: “he also suggests that he should have had more guidance in preparing for postsecondary education: “The problem is that when you don’ t know anything about college, and nobody talks to you, you’ re, like, blind. You’ re just making choices like, ‘Whatever they’ re telling me.’” (p.9) – reference to perceived low expectations

Contribution = Najib discussed how family had skills to contribute to the camp (making cow dung plaster; lengthening the life of camp tent roof); in US, family respected for music, interpreting, star athlete, mentor to other ESL students

Limitations: Authors note limitations of single case study and reliance on Najib’s discursive representations (rather than seeking to validate his comments through triangulation) and own representations/ positionings

Core argument: Foregrounds possibilities of methodology and focus on asset discourses: “creating the discursive space for alternative stories in our research can contribute to the redistribution of power within our scholarship and within our schools” (p.11). Authors call for pedagogic strategies to help students develop their own asset discourses; “their own agency, resourcefulness, and resilience and to reflect critically on their schooling and other life experiences” (p.11)

Sharifian, F., Sadeghpour, M., Barton, S., Barry, J., Barton, G., & Yilmaz, I. (2021). English language learning barriers of Afghan refugee women in Australia. <i>International Journal of Applied Linguistics</i>, 31(1), 65–78. AUS Annotation written by Dr Rachel Burke Keywords: <i>Afghan women, Australia, English language learning, migration, refugees</i>	Context: The study is focused on Afghan women with refugee backgrounds in Australia; a population that constitutes a large proportion of Women at Risk visa recipients (Refugee Council of Australia, 2018). English language proficiency is identified as an enduring challenge for all migrants, with the authors citing research to suggest women are particularly impacted by lack of access to facilities in resettlement contexts (Firdous & Bhopal, 1989; McLachlan & Waldenstrom, 2005; Small, 2002). The majority of the 23 women in this study were described as “speaking “no” to “poor” English” (p.9) and having limited opportunities to interact with first language speakers of English in the Australian community. Aim: The study explores Afghan women’s experiences learning English in Victoria, with a focus on barriers to engagement. The authors preface their discussion of the research findings by providing an overview of the history of Afghan settlement in Australia, impacts on language learning that are particular to some learners in this population, and information on the various language programs available. Methodology: Semi-structured interviews and focus groups with 23 women were undertaken by Farsi/Dari speaking research assistants (of Afghan and Iranian backgrounds) and two Persian-speaking research team members. Data was analysed using thematic qualitative content analysis (Fereday & Muir-Cochrane, 2006; Auerbach & Silverstein, 2003), with frequent responses identified and categorised as themes. Findings: The authors identify 10 main barriers to English language learning, which they classify under three categories: <i>pedagogical</i>, <i>family</i>, and <i>inner barriers</i>. <i>Pedagogical issues</i> impacting the women’s English language learning include: • English language materials better suited to more advanced language levels and learners who are print literate in their first language(s) • English language materials that are insufficiently targeted to learners’ practical needs which involve language for shopping, attending medical care, etc. • Use of assessment instruments that measure language proficiency rather than student progress, thereby resulting in learners feeling disheartened about their learning achievements. <i>Family issues</i> identified in relation to the women’s language learning include: • Family care commitments impacting the time available for practicing English, completing homework, and attending classes

- Conflict regarding domestic roles, with some participants indicating family members were unsupportive of women's education outside the home
 - The need for further assistance when completing homework
 - The lack of opportunities to use English outside of the classroom for participants who engage mostly with other members of the Afghan community.
- Inner barriers* identified by the researchers include:
- "Psycho-emotional factors affecting Afghan refugee women's learning of English" (p.10) such as motivation, attitude, self-esteem, dedication, commitment, and age
 - Participant challenges utilising existing linguistic resources, and short-term memory issues
 - Participants' levels of English when arriving in Australia, history of previous education, and level of print literacy in their first language(s)
 - The lack of emphasis on autonomy in classroom language learning, meaning women are reliant on their children and teachers to assist with English issues
 - The need to incorporate more intrinsically motivating materials and explore ways to make the classroom environment more comfortable (e.g., by sitting on the floor rather than in chairs).
- Participants also noted positive aspects of language learning in Australia including having teachers from culturally and linguistically diverse backgrounds and having the opportunity to work with Afghan teachers familiar with participant languages, cultures, and experiences learning English. Despite most participants preferring to work with Afghan teachers, they expressed positive perceptions of non-Afghan teachers.
- Core argument:** The authors advocate for curriculum design specific to refugee-background learners' needs rather than incorporating materials and learning experiences that are used with other cohorts. Educators need to take into account the particular learning needs of students with refugee experiences, taking care to communicate learning aims and ensure these are relevant to learners' lives. It is also essential to consider other factors that may impact language learning for students with refugee backgrounds, including likely disruptions to education, varied literate practices in their first language(s), and experiences of trauma. Similarly, the authors advocate for assessment instruments that communicate language learning progress to students who may not meet particular language proficiency profiles but have progressed in their learning. The overarching theme of this study is that women tend to receive unequal opportunities for educational and

	vocational participation both before and after immigration, and this lack of access can exacerbate isolation, impacting mental health and social engagement.
Shaw, R.M., Howe, J., Beazer, J., Carr, T. (2020). Ethics and positionality in qualitative research with vulnerable and marginal groups. <i>Qualitative Research</i>, 20(3), 1–17. NZ Annotated by Bonita Cabiles Keywords: <i>emotion, insider/outsider status, qualitative research, sensitive topics, social justice, vulnerability</i>	Context. The researchers’ engagement with the topic emerged from a workshop among scholars and postgraduate researchers in the social sciences to discuss their experiences of “participatory research with groups and communities identified as culturally or socially disadvantaged” (p. 2). Identifying themselves as “Pākehā (New Zealanders of settler origin), they subscribe to an ethical framework that privileges Māori ethical principles alongside western ethical guidelines (see, Te Tiriti o Waitangi and Te Ara Tika framework). Drawing from the work of Guillemen and Guillam (2004), the authors define procedural ethics vs. ethics in practice. Procedural ethics refers to the process of seeking approval from relevant ethics committee. ‘Ethics in practice,’ on the other hand, refers to the “everyday, situational, and unanticipated ethical issues that occurs when doing research with others” (p. 2). Their work examines issues related to ethics in practice that is beyond what is conventionally outlined in institutional protocols. Aims. The article discusses the “ethical and emotional work involved in undertaking research on sensitive topics with individuals from vulnerable groups” (p. 1). First, the researchers aim to examine the following: (i) “Who benefits from the production of knowledge about people from vulnerable and marginal groups?”; and (ii) how do the researchers’ “own perspectives and lived experience shape what counts as knowledge?” (p. 3). Second, the researchers aim to emphasise the emotional labour involved in engaging with sensitive topics in research. Methodology. Employing a case study method, the article draws from the experiences of four researchers. Each research experience is treated as a case study. The first involves the researcher, Julie, who conducted a qualitative study of the lived experiences of 27 women who self-identified as ‘fat’. The second case study is from researcher, Jonathan, who examined the experiences of men and women who identified having religious backgrounds. Jonathan draws from two projects: one where he interviews 11 men who self-identified as gay and Christians; and another one with ethnically and socio-economically diverse men and women who had experiences considered as religious and were clinically diagnosed with bipolar mental disorder. A third case study is developed from researcher, Toni, who explored the lived experiences of offenders in New Zealand’s alcohol

and other drug treatment courts. The final case study draws from the work of Rhonda who explored that experiences of organ donors and recipients in New Zealand.

Findings. The article emphasises the ethical dilemmas that the researchers encountered in praxis as they conducted the fieldwork. In the first two cases, the researchers expressed concerns over the use of terminologies such as ‘fat’ (i.e., Julie’s study), and gay and mental disorder/illness (i.e., Jonathan’s study). In Toni’s study, it was negotiating dual roles as a researcher and criminologist resulting in what he refers as “multiple allegiances” (p. 8). Such role meant that Toni was both shown trust but at the same time subjected to additional scrutiny and policing by institutions in the conduct of critical ethnography. In the case of Rhonda, the fieldwork dilemma involved around the issue of displaying emotions during interviews, a view that contradicts the mandate for researcher’s neutrality as emphasised in literature. These narratives demonstrate the nature of ethnics-in-practice that is continuous and arising unexpectedly in fieldwork.

The emotional labour confronting the four researchers throughout their work was a common and major theme across their narratives. Julie highlighted how her “researcher identity was abruptly breached” through her interviewee’s acknowledgement of emotional connection displayed by hugging. Jonathan recognised the advantage of an insider-role as a researcher, but also highlighted the presence of negative and positive emotions which can be addressed through mentoring and strategies for “researcher-care” (p. 8). Toni also expressed a range of emotional challenges including confusion, bemusement, shock, being withdrawn, and exhaustion which posed potential risks to the data and findings. Emotional labour was mostly prominent in the narratives of Rhonda not only as witnessed from the participants, but also her own display of emotions—demonstrating the messiness of research and also the potential of human vulnerability to deepen the conduct of research.

The narratives of ethical and emotional dilemmas revealed by the four researchers highlight the value and potential of emotional labour to research work. This implies the importance and potential contributions to research of: building reciprocal relationships with participants, employing researcher reflexivity, and the recognition of vulnerability as a marker of credibility.

Conclusions. The researchers put forth the following contentions:

- Institutional ethical procedures can “sometimes result in imposing restrictions on research.” To this effect, sensitive topics are sometimes avoided which can lead to the silencing of people’s lived

	experiences, limit the skill acquisition of novice researchers, and constrain the “pursuit of disciplinary knowledge” (p. 13). - Acknowledging that affect is a salient part of research, the authors recommend “social science research ethics” training to support postgraduate students. They also recommend the provision of mentoring and peer support for postgraduate students, especially those working with vulnerable groups. - They recommend researchers conducting research in vulnerable context to approach data collection with empathy and care. - Finally, they advocate that “researchers should be free to choose the method that is most consistent with their own values; the caveat of qualitative research being that one’s values are invariably relational, and needs must account for the participants one is studying” (p. 14) Core argument. “We foreground the importance of articulating and managing emotion in research on sensitive topics, and suggest measures to ensure the well-being of researchers engaged in studies of this kind.” (p. 1)
Sheikh, M., & Anderson, J. (2018). Acculturation patterns and education of refugees and asylum seekers: A systematic literature review. <i>Learning and Individual Differences</i>, 67, 22–32. AUS Annotated by Anna Xavier Keywords: <i>Refugee; asylum seeker; education; acculturation; integration</i>	Context: The refugee crisis experienced globally has resulted in the ‘widespread resettlement’ of refugees in foreign countries and cultures. There has been increasing research on the role of the host culture in facilitating this adjustment, and a significant amount of evidence which indicates education related factors which could promote or impeded this acculturation process. Aim: ‘To systematically explore the relationship between the acculturation strategies reported by refugees and their participation in formal education’ (p. 24). Theoretical framework: Berry’s Acculturation model (1990): acculturation — ‘the outcomes of the cross- cultural engagement between multiple cultures, or the changed behaviour or psychology of an individual (or group) as they negotiate the cultural juxtaposition’ (Berry, 1990) (p. 23). Methodology: Systematic literature review – qualitative meta-synthesis of available empirical evidence which explores the relationship between the acculturation strategies practices by refugees and their consequent participation in formal education, by measuring patterns of acculturation strategies using Berry’s (1997) proposed theory; Search strategy: Guided by Cochrane methodologies; Presented in line with reporting recommendations in the PRISMA statement; databases: PsycINFO, Medline, Web of Science,4 Scopus, and ERIC; search terms were employed to identify three different concepts: (a) refugee, (b) acculturation, and (c) education; inclusion

criteria: (a) population group (non-refugee/asylum seeker); (b) use of Berry's acculturation model; (c) link between acculturation and formal education; and (d) empirical papers; data extraction: descriptive information (sample characteristics, details of study & research design) were extracted from each article; articles selected for review: 19 (published papers (n=9); unpublished dissertations (n=10)).

Findings: 1) Study characteristics: Majority of articles were from the US (n=14); Six studies looked at the acculturation of Vietnamese refugees, three of Cambodian refugees, two of Sudanese refugees, and eight studies looked at refugees from mixed samples (refugees from Russia, Unified Pre-war Yugoslavia, Iraq, Bosnia, Cuba, Uzbekistan, and Somalia); 2) Outcomes of review: overall findings – ‘increasing identification with the host culture (as is necessary for both integration & assimilation)’ (p. 25) is connected to increases in education across a variety of educational domains; a) Education level – higher education levels were associated with increased integration & lower education levels were linked with increased separation and marginalization; b) Social/school support – social relationships with school peers were positively associated with the acculturation of refugee students (5 studies); there was also a ‘moderate negative’ link between assimilation and classmate support (p. 25); c) Educational gaps – educational gaps were found to be a barrier for integration (Bang, 2017; Morozov, 2010); d) School attachment – found to be positively linked to integration (Dinh, Weinstein, Tein & Roosa, 2013); e) School adaptation – found to be associated positively with the integration and assimilation of Chaldean Iraqi refugees in the US (Bang, 2017); f) Academic achievement – students’ self-efficacy for academic achievement was found to be positively correlated to acculturation (Yau, 1995).

Discussion: 1) Main findings and implications – ‘majority of the studies indicate that the acculturation strategy of integration (i.e., psychologically adopting the host culture while simultaneously maintaining the home culture)’ is usually linked to a wide range of ‘high levels of positive education-relevant outcomes’ (p. 30). Assimilation as a strategy (i.e., replacing the home culture with the host culture) was also positively correlated with these outcomes, although to a lesser degree. The findings therefore suggest that ‘education is associated with increases in identification with the host culture, independently of identification with the home culture’ (p. 30); factors influencing the relationship between acculturation and education: age, gender & socioeconomic status; Implications from review: 1) findings should be used to inform governing

	bodies about the significance of providing a variety of services that can promote a wide range of engagement in education-based activities (both academic and non-academic) to displaced individuals p.31); 2) educational institutions should be aware of the benefits of accessing education for the refugee population, and ‘be encouraged to offer affordable education to refugees and asylum-seeking students’ (p. 31); 3) service providers should present these findings to newly arrived youth refugees and asylum seekers ‘to promote the benefits of engaging in education in their new home countries’ (p. 31). Core argument: The findings indicate that the acculturation was positively associated with successful educational outcomes, similar to the assimilation strategy; On the other hand, marginalization and separation strategies were negatively associated with a majority of the educational outcomes (except for educational gaps). The evidence therefore ‘irrefutably suggests that acculturation processes can both facilitate and be facilitated by education, resulting in a host of beneficial outcomes for this vulnerable population’ (p. 31).
Shwayli, S., & Barnes, M. (2018). Reconstructing identities in Australia: Iraqi Muslim women's pursuit of cultural, social and economic capital. <i>Women's Studies International Forum</i>, 71, 95–102. AUS Annotation written by Snjezana Bilic	Context: There are 70,000 Iraqi migrants living in Australia (Australian Department of Immigrant and Citizenship, 2014). This article discusses five Iraqi women’s pursuit of cultural and social capital through English language classes. Given some of the challenges Iraqi Muslim women face as they settle into their new lives in Australia (English language proficiency; patriarchal family formations) ‘the ability to invest in learning English becomes a tool for empowerment and agency as they use the language as a medium to acquire cultural and social capital and become audible in their new context’ (p. 97). This paper explores why five Iraqi Muslim women chose to learn English and how they negotiated their identities as they became increasingly audible in their new country. Utilising Bourdieusian theorising on habitus, the authors argue that ‘identity construction occurs when one's habitus is shaped through participation in a new community, adopting new ways of being as they lay claim to membership’ (p. 95). Aim: Given the dominant discourses of whiteness and individualism pervading Australian culture, this research explores how female Iraqi migrants negotiate their identities. More specifically, this research aimed to ‘uncover why Iraqi Muslim migrant women chose to study English upon their arrival in Australia and how learning English influenced their identity construction’? (p. 97)

Methodology: Using a narrative case study approach, this study documents the lived experiences of five Iraqi Muslim female refugees studying English in a language centre in Melbourne, Australia. Women were enrolled in the Adult Migrant English Program (AMEP). The program is provided by the Commonwealth Government, and it consists of 510 h tuition for development of preliminary English skills.

The paper drew from Bourdieu's theory of capital, alongside Norton's (1995) concept of investment to explore the lived experiences of the participants. It employs a poststructuralist perspective to analyse the power dynamics inherent in women's effort to acquire proficiency in the English language.

The participants arrived in 2008 and they did not know each other. Some participants learned English in their home country and others did not; English language level competence varied between intermediate to advanced intermediate. The women were not employed as they believed that they were not proficient enough for paid employment. In-depth interviews were conducted in Arabic, participants' first language.

Findings: The study found that the women's interest in studying English was driven by their prior success in learning the language in Iraq and their recognition of the cultural capital associated with this accomplishment. They were highly invested in improving their English proficiency as they felt this would enable a faster and better social inclusion into the host society.

Previous experiences as English learners:

Two of the five participants utilised their previous language experiences and knowledge as a way to assimilate into their new contexts and to build a new life.

Desire to integrate with the Australian community

The motivation to acquire social capital, was a prevalent factor for all five participants in their commitment to studying English. All of the women expressed a desire to live active roles outside of the home, which made the need for social capital an important part of securing their new roles. One of the participants expressed needing to learn English to communicate with her daughter's childcare staff. Another participant felt that English empowered her and allowed her to gain social capital enabling her to be an audible and legitimate member of her new community. She valued this empowerment as it provided her with the 'confidence' and 'independence' she so desired (p. 99).

Material benefits and employment opportunities

	All the participants also reported that gaining cultural capital through the studying of English and additional studies, would also provide them with opportunity to gain economic capital by having more job opportunities available to them. <i>Influences of studying EAL on the participants' cultural identities</i> • Embracing bilingualism: All participants discussed embracing bilingualism, mirroring the shift in their cultural and language identities. • Reversing linguistic shift: Some participants also discussed the challenge of a shifting from Arabic to English as many of their family members were conversing in English frequently. These mothers wanted to ensure that their children learnt Arabic in private schools. • Limiting their use of English within the Iraqi community: 'The need to be affiliated with one's ethnic communities is prevalent if the group has strong traditions and cultural identity' (p. 100). In this study, most participants reported that they preferred communicating in Arabic with people from the Iraqi community rather than in English. In addition, the research exposes the tensions arising from the intersection of language and identity formation, as the women strive for acceptance and a sense of belonging in their new society without undermining the value of their Iraqi culture and the Arabic language.
Sidhu, R. (2017). Navigating unfreedoms & re-imagining ethical counter-conducts: Caring about refugees & asylum seekers. <i>Educational Philosophy and Theory</i>, 49(3), 294–305. AUS Annotation written by Sally Baker Keywords: <i>Social justice; care of the self; refugees; settlement; asylum seekers</i>	Context: Paper = set in context of widespread flow of people seeking refuge in Europe ('disobedient flows'; p.294) from Australian perspective/ from Australian context of hard-right/ conservative immigration policies. Rather than exploring issues from perspective of / giving voice to people from refugee backgrounds, Sidhu examines how 3 groups of workers who are involved in 'settlement' – educators, community workers, street-level bureaucrats – frame themselves as 'ethical agents', so as to illuminate 'technologies of power' of governance Aim: To respond to these questions (in context of Australian political will to 'turn back the boats'), "How are repressive and violent measures normalised and what role might be played to challenge and subvert these practices by the many people who work within the refugee settlement ensemble?" (p.295). Article organized around theme of 'counter-conducts'. Author offers analysis of history of Australia's responses to mass migration, noting post-WWII refusals to take large numbers of Europe's displaced Jews as demonstration of sustained discourses and in/actions with regard to refugees. Author notes arguments (see Hage, 2016 and Jakobowicz, 2004) of Australian

‘phobia of the stranger’ as colonial reflex/imaginary (seen in demonization of people seeking asylum and conservative ‘operation borders’ political campaigns) = stranger as social enemy.

Theoretical frame: Foucault’s concept of the care of the self – the governing of the self - relational [aka reflexive/ reflective self-awareness and use of this in iterative ways]: four dimensions: ethical substance (the part of the self to be worked on), mode of subjection (what makes individual recognise moral obligations), transformative practices, telos = aspirational/-ed self – but with possibilities of refusal, curiosity and innovation/

Methodology: Draws from 3-year study on schooling and settlement.

Findings:

Teachers: at intersections of multiple positionalities (SES, class, race, gender, ethnicity, faith), teachers = experience “differential governing technologies of the self and of others, shaping how they frame themselves as ethical agents” (p.298). Teachers’ ethical decisions influenced by emotional reactions to students’ loss and vulnerability, regimes of accountability: creating discourse/ subjectivity of ‘damaged refugee’, where ethical conduct = “duty of care to the vulnerable” (p.298), meaning that students’ creativity/ resilience/ alternative subjectivities = subjugated by and in teaching imagination. Results = “wholesale unreflective adoption of such discourses and practices which portray the refugee condition as a generalisable psychological condition is problematic” (p.298). Teachers’ modes of subjection = motivated by sense of responsibility to global crisis; few teachers interview recognized or offered a historical analysis of the contemporary refugee crisis, meaning that current issues get misunderstood as a ‘third world’ problem. Advocacy = observed as self-formation practice (e.g., teachers accompanying students/ families to refugee tribunal and raising awareness in parents/ community), especially for ESL teachers. Author also notes teachers’ concern that giving resources to sfrb would disadvantage ‘home’ students, which Sidhu argues is “also an ambivalence premised on an erroneous understanding of the nation state as a culturally and linguistically homogenous container, sealed off from transnationalising flows of people (migrants, international students, expatriates, temporary workers) ideas and capital” (p.299).

Community workers: ethical substance = will to advocate against structures that are perceived to erode possibilities for personhood and which inflict psychological harm. Many community workers = in precarious (‘permanently insecure’) jobs, meaning they “advocated for their clients while also

caring about their own livelihoods” (p.300) and a capacity to work flexibly (with tight budgets, conflicting political ideologies) and maintain good relationships with bureaucrats = paramount. “Workers spoke of the challenges of maintaining tenacity and hope in the face of indifference to the suffering of asylum seekers and refugees by those holding political and bureaucratic office” (p.300). Modes of subjection = developed from beliefs about social justice/ personal experiences of being ‘othered’/ spiritual and faith-based beliefs. Contractualism = positions them as ‘service providers’. Collaboration = important, but competitive funding models forced them into ‘rival’ positions: “Cooperation and trust, important elements of community service work in refugee and migrant settlement, were weakened by a broader policy turn towards competitive contractualism” (p.300). Telos = resistor of ‘politics without vision’

Street-level bureaucrats: ethical self-formation = guided by responsibilities of facilitating ‘the settlement process’ from a distance (creating dispassionate and detached subjectivities). Three sets of activities: 1) spatial organisations – ensuring that refugees = dispersed, ensuring economic flow-ons divided amongst regions [and rebellion?], but “The complexities of dispersing refugees into areas with minimal language learning and employment facilities were displaced by other considerations”, p.301; 2) managing/ monitoring service provision contracts (ensuring efficiency); 3) consultation and negotiation to ensure burden-sharing. Efficiency = paramount. Telos = ‘humanitarian auditor’.

Draws on Christie’s (2005) 3-part ethics of engagement: 1) intellectual rigour (seeking to understand complexities and relationalities); 2) ethics of civility (how to live together in world of global flows); 3) ethics of care (care of other without need for reciprocity or mutual benefit). How to build into schooling? Teachers = constrained (“by a crowded curriculum, testing regimes and budget constraints”, p.301), meaning that sfrbs’ creativity and fortitude = mis/unrecognized. Teachers and principals interviewed acknowledged how lack of education/ language proficiency = impedes academic development, but connections with indigenous children = rarely acknowledged. Preoccupation with trauma = conceals impacts of institutionally racist structures and policies. However, Sidhu notes examples of teachers who struggled to balance care for domestic students and sfrb. Author offers examples of teacher activism - “As professionals and citizens, teachers can advocate for system-level support to create the conditions of possibility for good teaching for all their students” (p.302) – and gives examples of collectivizing groups (e.g., TRAPSA in Queensland).

	Author also notes how the demonization of ‘stranger’ and ‘other’ allows for apathy for refugee/ social justice issues (citing Said’s orientalism thesis).
Sidhu, R., & Naidoo, L. (2018). Educating students from refugee backgrounds: ethical conduct to resist the politics of besiegement. <i>International Studies in Sociology of Education</i>, 27(2–3), 166–183. AUS Annotation written by Sally Baker Keywords: <i>Refugees and asylum seekers; governmentality; ethics; teachers, teacher education</i>	Context: Set against the manufactured social suffering of incarcerated Indigenous youth in NT and detention of people seeking asylum, which the authors see as “acceptance of ‘tough’ measures by the electorate as part of a broader project to defend and protect ‘society’ by mobilising collective emotions of besiegement” (p.167), which is related to colonial architectures that marginalize and subordinate the ‘other’, and sanitise and justify for citizens from the dominant culture. Besiegement then operating as governing rationality/moral justification for continuation of hostile policies and practices. Against this context, the authors consider a reimagining of ethical conduct for teachers working in such context Aims: Theoretical frame: Foucault: governmentality/ governance/ biopolitics (with schooling a key biopolitical institution): ‘biopolitical calculus’ of improvement and insecurity. Authors argue that dominant preoccupation with neoliberalism as cause of insecurity overlooks the impacts of colonialism. To be ethical requires critical attitude and care of the self Methodology: Based on two studies regarding education and srb (study of public and Catholic schools in Brisbane, and Refugee Action Support Program in NSW). Brisbane study = interviews with 25 school staff from 5 high schools and 3 Catholic schools (primary and secondary) + policy actors (see p.173). RAS based on focus group interviews (pre-/post-exit) with pre-service teachers Findings: <i>Brisbane study:</i> many teachers viewed young people through lens of vulnerability (‘trauma’ and ‘neediness’), and viewed their engagement in school as ‘overwhelming’ and referred to needing to regulate their own emotions (‘keeping calm’). Part of self to work on was expectations of what students can do; other teachers = “conflicted in balancing their responsibilities to the national citizen and the ‘high need’ student from a refugee background” (p.174). EAL/D teachers = self-censor in terms of managing expectations for resources. Some teachers resisted deficit framings and viewed refugee students as offering lessons for everyone. Some teachers = guided by faith code/ social justice mission. All participants talked about the time taken to navigate bureaucracy to get funding: “Teachers expressed care, concern and commitment to their students but seemed hemmed-in by institutional discourses and practices such as a crowded curriculum, testing

	regimes and an audit culture of performance management” (p.175). Most important forming of self-practice = advocacy, with Catholics able to work at a different level from state peers (e.g., making more public statements of outrage in media/ to MP). <i>Refugee Action Support</i>: ethical substance = develop civic self and small ‘p’ politics: “As a telos of politically engaged activist teacher, RAS seeks to re-subjectify and re-position both the pre-service educators and their school-aged students in ways that differ markedly from conventional teacher education classroom-based practicums” (p.177). RAS recognizes that teacher ed sets out ‘skills’ but not necessarily sufficient preparation. Also, allows pre-service teachers to build on a unit about social justice (challenging preconceptions) – drawing on ethical codes unpicked in class to apply in practice. “RAS set out to inspire pre-service teachers to author a different ontological politics in the institutional spaces of education. It interrupted commonly held deficit views of the refugee Other by positioning young people who have survived the experience of stateless-ness as ‘funds of complex knowledge’. The programme brought home the complex ways in which intersectional affiliations – class, gender, ethnicity, religion, sexuality – continue to shape experiences of education” (p.178). Core argument: Politics of besiegement in education serve the powerful as a “politically powerful resource” that ties up educators and students in “webs of normalising judgement and competitive individualisms that speak to who and what is of value” that continue to other refugees and CALD migrants through the postcolonial project of protecting white privilege (p.179). “Freed from the ‘abject’ spaces of the refugee camp, students from refugee backgrounds look to schooling in Australia as a space of possibility and reinvention, only to experience new barriers, new insecurities which limit their ability to participate in opportunity structures in settlement societies” (p.175).
Sidhu, R., & Taylor, S. (2007). Educational provision for refugee youth in Australia: left to chance? <i>Journal of Sociology</i>, 43(3), 283–300. AUS Annotation written by Sally Baker	Context: Examines governance/government of ‘the refugee subject’ via language of categorisation and promotion of community partnerships. Scopes context: neoliberal values eroded importance of ‘society’ as good governance, to promote the notion of ‘active citizenship’ [thus pushing responsibility to the citizen-individual] Aim: To examine governance through and by community; to look at policies and statements about refugees (Commonwealth and State levels) to look at how refugee education is positioned. Poses this RQ: <i>How are equity issues for refugee students framed and what language is used?</i>

Keywords: *community partnerships, equity, governmentality, refugees, schooling*

Theoretical frame: Draws on Foucault to develop a framework of governmentality: but governmentality presumes active citizenship = needs to be read critically when used in context of refugees – transnationality (porous national borders, insufficient attention to freedom and dominance in idea of liberalism). Also draws on Rose’s (1999) 6 step analytic grid: problematisation, explanations, technologies, authorities, subjectivities, strategies. Interesting discussion of neoliberalism (Tickell & Peck, 2003). 3 levels of neoliberalism: proto-, roll back-, roll-out-neoliberalism. Proto = predating 1980s (anti-Keynsian discourse); ‘roll-back’ = ‘state project’ enthusiastically embraced by US, UK, NZ = ‘small government’, deregulation and privatisation. ‘Roll-out’ = “wider and deeper form of neoliberalism characterised by neoliberal state building” (p.287) – push to individual/ ‘mutual’ responsibility/ diminishment of welfare state and measurement/surveillance via community (‘interventionist policies) – but paradoxically, has brought increased focus on inclusivity and collaboration.

Methodology: Analysis of policy statements at two different levels of government (Federal/State) – publicly available web materials/ docs relating to education of refugee youth (search terms = ‘refugee education’, ‘multicultural’, ‘migrant’, ‘ESL’).

Findings:

Settlement: Text: Department of Immigration and Multicultural and Indigenous Affairs (DIMIA) ‘Review of Settlement Services for Migrants and Humanitarian Entrants’ (2003), discursively connects settlement with goal of building social capital. No language of redistributive justice. Strong focus on risk of concentration in urban areas/ lack of integration. Risk discourses = particularly prevalent with regard to education. Locating refugee students = significant (widespread clustering, literally in terms of the language used to describe: ‘ESL learners’, ‘NESB students’). Early work suggests = ESL pedagogies are less successful with sfrb because of “significant disruption to their schooling” (p.290)

Equity policies: based on two ‘broad rationalities’: social justice and multiculturalism (state-specific examples offered) – e.g., looks at NSW ESL (notes disconnection between rhetoric/ public discourse and funding of classes/teachers).

Gatekeeping and resource management: governmentality = strict controls about who is eligible for education according to visa categories. Ref to TPVs (p.293). Policies/ program rationales = horizontal and vertical partnerships (foregrounded but underfunded), and “with strict delineations

	of the roles and responsibilities of government bodies” (p.295) and based on neoliberal logic: “They rest on limited budgets and create further burdens for the already over-stretched community welfare sector” ... “Many agencies enter into partnerships in order to be able to provide services for their clients. They are staffed by individuals who have long histories of engaging in bottom-up, community activism and are motivated by a concern for refugee populations. Partnerships across sectors, and with other community organizations and government bodies, then, are often the only ethical way of coping in an environment that increasingly features competitive contractualism and limited resourcing (see Larner and Craig, 2005)” (p.295). Core argument: Refugee students = invisible/ marginalised on education websites (conflation of many groups), “The tendency to conflate refugees with migrants, ‘new arrivals’ or ‘ESL learners’, means that language needs are recognized in policy, while the more complex educational needs of refugee students, such as limited literacy skills in their first language, are not acknowledged in policy funding frameworks” (p.294). States = avoiding labelling sfrb to avoid deficit but = invisibilising. Refugee education = subsumed into broader education policies with social justice orientations based on “undifferentiated ethnoscape” (p.283) – which thus ignore/conceal/collapse needs of sfrb. Also, community partnerships = mode of governance “We suggest that the effect of governing through community devolves the responsibility for building functional citizens to individual schools, communities and the refugees themselves. It is debatable whether the types of partnership that are being forged with community organizations are sufficiently ‘equal’ for these agencies to actively shape the policy agenda for the education of refugee youth. By installing partnership as a mode of governance, the salience of the social is reduced in favour of the community, creating the conditions for policy on the run” (p.296). Education policy-makers and researchers have neglected to consider the particular educational needs of refugee-background students understanding refugee issues means moving beyond the nation state to a concept of transnationality.
Sidhu, R., & Taylor, S. (2009). The Trials and Tribulations of Partnerships in Refugee Settlement Services in Australia. <i>Journal of Education Policy</i>, 24(6), 655–672.	Context: Neoliberalism and social democracy emphasising community engagement and holistic approaches to government/ governance; in the Australian context, this has manifested in things like school-community partnerships to meet holistic needs of refugee youth. Article starts with reference to 2006 report which noted that African refugee/ humanitarian intake of early 2000s had

AUS

Annotation written by Sally Baker

Keywords: *partnerships; governmentality; refugees; education; neoliberalisation*

brought hitherto unexperienced welfare and educational needs (DIMA, 2006). Authors note how the complexities ('failures') of international efforts (with long-term displacement in refugee camps) had contributed to the challenges noted by front-line service providers and educators. Authors foreground the importance of schooling for settlement but note "Settlement and schooling, put simply, are two sites from which to understand the multifarious practices through which refugees are inculcated into citizenship" (p.656). In acknowledging the complexity of needs, new policies were developed, which facilitated the development of school-community partnerships to help address the needs of 'at risk' students to offer holistic service delivery.

Aim: To argue how neoliberal ideologies underpinning welfare and education systems erode the possibilities for 'doing things better' by simultaneously engaging in competitive contractualism, which is part of the broader policy landscape with regard to tendering and short-term contracting (cost efficiency); "Of interest to this paper is how welfare organisations in refugee settlement – the objects of neoliberal governance – may themselves be being transformed into a means of neoliberal rule" (p.659).

Theoretical framework: Governmentality (Foucault; Rose, O'Malley & Valverde, 2006) = textured practices of governing in the everyday (see p.658). Authors note the work of Dean (2007): *unfolding* of political sphere into civil society and *enfolding* of regulations and values of civil society into political sphere; Shamir (2008) = 'economisation of the political' and 'economisation of the social'; 'Third Way' politics, which in New Labour Britain helped "turn towards partnering helped steer the community sector away from a welfarist ethos towards a managerial and economically rationalist ethos" (p.659; idea attributed to Morison, 2000). In the Irish context, social partnerships were found to have eroded the advocacy power of community organisations. In NZ, hard-soft hybrids of public management/ partnership models have formalized and codified existing local partnerships as part of new governance model for tackling social and economic issues, which have "included the creation of new institutional cultures for community organisations which lie in stark contrast to the tenets of welfare collectivism, social justice and community activism that they once operated under" (p.661). All literature suggests common theme that erodes possibility and promise of social partnerships = foundations of unequal relationships

Methodology: Draws on qualitative (interview) data collected as part of a larger project on how schools in Queensland were meeting the needs of newly arrived refugee youth. Larger project had three foci: the policy landscape and its impact on education provision; exploring community partnerships and schools; experiences of young refugees via analysis of visual narratives. Interview data with community organisations who were responsible for working with schools (managers, coordinators, community workers; n=11) and government officials (n=7). Focus of interviews = partnerships between community organisations and schools

Findings: From larger project, schools appeared to have inadequate resources to meet the needs of refugee students (particularly in terms of teachers, ESL resources, support staff, professional development), with ESL teachers 'bearing the brunt'.

Analytic frame: Dean (1999) = framework for identifying and analysing different modes/ types of governmentality: 1) fields of visibility; 2) techne; 3) episteme; 4) identities/ subjectivities presupposed.

Findings:
Partnerships on the ground: complexities, tensions, power relations: Community organisations were involved in many different programs/ approaches (e.g., homework clubs, English classes, recreational activities) as well as case management and professional development with school staff. Community organisations found it difficult to meet demand from schools. Workshops provided debriefing space for teachers. Insufficient resources hinder efforts to support settlement and integration, particularly with regard to transitioning out of sole IEC into other schools. Inadequate supports for mental health/ trauma counselling. Issues identified with flexibility and responsiveness = due to need to formalise partnerships in the tendering process (thus privileging larger organisations or formalised consortia because of risk-averse funding decisions). All participants questioned top-down model of mandatory partnerships, which also had the effect of eroding previous collaborations or reciprocal relationships established in local contexts by pitting organisation against organisation. Short-termism and political cycles = also perceived as eroding possibilities; "The use of new risk-averse models of competitive contractualism to determine funding was also perceived to be bringing in new institutional players, with implications not only for the survival of existing community service organisations, but also for the emergence of

	monopolistic practices in the long term” (p.667), which caused concern about knock-on impacts on quality of service provision. Core argument: Community partnerships are “sites for the exercise of disciplinary neoliberalism – namely the development of practices and knowledges according to neoliberal values of competitiveness and productivity” (p.669), or to use Shamir’s (2008) term, ‘neoliberal epistemology’ has now infiltrated civil society welfare organisations. Partnerships allow governments to look like they are fostering participatory democratic approaches, but these partnerships constrain the possibilities for meaningful redressive and redistributive approaches to social inequities (p.670).
Sidhu, R., Taylor, S., & Christie, P. (2011). Schooling and refugees: engaging with complex trajectories of globalization, <i>Global Studies of Childhood</i>, 1(2), 92–103. AUS Annotated by Anna Xavier Keywords: <i>Refugee education; globalization; schooling; Australia; policy</i> (Anna’s)	Context: Failure of education authorities to provide systemic support for refugee-background students, despite acknowledging the ‘need to prepare students for a more interconnected world of work and opportunity’ (p. 92). Aim: To explore the educational challenges encountered by refugee-background young people and schools in Queensland, and the policies that support schooling for students from refugee backgrounds. Research objectives: 1) To examine the policy landscape for refugee-background students in Queensland state schools; 2) To analyse school-community partnerships which support refugee families with settlement; 3) To document the realities and experiences of refugee-background young people, by visually analysing their narratives. Theoretical framework: Not specified in study. Methodology: Overall methodological approach: Qualitative approach; Data collection methods: Interviews & examination of website postings of state education departments across Australia; Research participants: Teachers, principals, deputy principals, community sector workers & government bureaucrats (immigration, refugee settlement & education) Findings: 1)The policy context: educating culturally diverse populations – schooling experiences of sfrb is framed against the politics surrounding cultural diversity & multiculturalism; Mechanism perpetuating inequality in education: politics surrounding cultural diversity & multiculturalism - Australia has been more inclined towards managing rather than valuing cultural diversity; Criticism of multiculturalism by self-serving politicians: Impact - policy for refugee education is left to chance. 2) Education for refugees: left to chance? – key challenges – no specific policy targeting refugee education; limited ESL funding for sfrb – three funding schemes (2005/2006): New Arrivals

	Programme; ESL Allocative Model; Refugee Support Funding Programme; however, similar funding model for migrant and refugee students, despite drastically different costs required; evidence of invisibility/ minimal inclusion of sfrb in policy; difficulty gaining access to ESL funding beyond the allocated 510 hours for new arrival sfrb; limited intensive English assistance in rural and regional areas; contrasting responses towards refugees in regional areas: an attitude of hostility vs a welcoming attitude which counteracts negative campaigns towards refugees and asylum seekers; political tensions around race: work against the provision of resources for sfrb; impact of limited funding: Difficulties for long-term strategic planning; impact of lack of targeted policies: increased professional challenges for teachers; impact of neoliberal education policies: priority given to school performance and ranking – schools become hostile towards arrival of sfrb with limited skills; impact of marketisation policies & practices: reduced socioeconomic and cultural mixing. Discussion: Good practices – 1) Commitment to social justice & leadership – schools need to play an ‘advocacy role’ due to the ‘disempowerment created by government policies & practices’ (p. 99); 2) A holistic approach to welfare and education – importance of attention to both the language and literacy needs of sfrb with disrupted education & settlement support; effective schools collaborated with community agencies to provide welfare support for sfrb; 3) Targeted policy and system support – key issues: ‘systemic ambivalence towards refugee students’ (p. 100); lack of targeted policy & system support – current policies & programmes are based on the needs of a literate migrant student); responsibility for providing socially just education is placed solely on teachers & schools; key issues at state level: the creation of a ‘hostile educational model’, instead of a ‘holistic model’ (Pinson & Arnot, 2010) (p. 100) Core argument: The lack of targeted policies and systemic support can lead to long term marginalisation of refugee populations.
Sieber, J. (2009). Editorial: Refugee Research: Strangers in a Strange Land, <i>Journal of Empirical Research on Human Research Ethics</i>, 4(3), 1–2. Annotation written by Sally Baker METHODOLOGY	“Of course, refugees are not the only strangers in a strange land. Researchers who are unprepared to understand the culture of the refugees they seek to study and to gain their trust via relationships with trusted gatekeepers are quickly out of their depth—even in their own country. Moreover, upon reflection, the astute reader will realize that the lessons learned in refugee research have invaluable implications for how researchers should approach the subjects of all of their investigations” (p.2).

Signorelli, R.G., Coello, M., & Momartin, S. (2015). [Change and recovery: culturally appropriate early childhood programmes with refugee families and communities](#), *Children Australia*, 40(3), 195–204.

AUS

Annotated by Anna Xavier

Keywords: *Early childhood; refugees; trauma; biopsychosocial; systemic; collaboration*

Context: Trauma is often expressed in young children via ‘implicit, somatic, behavioural and emotional signs’ (p. 195), which include ‘physical symptoms or illnesses, delay or regression in developmental milestones, emotional and behavioural dysregulation, and social difficulties, learning and cognitive deficits, implicit and explicit memory of traumatic events’ (p. 195). Authors argue that early intervention is imperative to reverse the detrimental changes in a child’s brain functions. The STARTTerS Early Childhood Programme at the NSW Service for the Treatment and Rehabilitation of Torture and Trauma Survivors (STARTTS) has been developed to address the ‘complex refugee experiences of very young children, their families and communities’ (abstract).

Aim: To provide a background to the STARTTerS programme and report on the results of a Community Based Participatory Research (CBPR) project with Karen and Mandaean refugee communities. The study explores the ‘perceptions and cultural views of signs and symptoms related to early childhood trauma’ and investigates the help seeking preferences related to the ‘recovery, settlement and health needs of families with young children’ (p. 195).

Theoretical framework: Not specified in study.

Methodology: Overall methodological approach: Mixed-methods (CBPR approach); Data collection methods: Focus groups, interviews & demographic data; Research participants: Parents, grandparents, other care givers, community leaders & other community members (n=48) (Karen refugees: n=19; Mandaean refugees: n=29)

Findings: 1) 65% and 100% of participants in both communities could identify potential signs and symptoms of trauma in the 0–5 year olds in their community, across each of the nine health and development domains covered in the pictorial version of the STARTTerS Screening Tool, including ‘physical health, gross motor developmental milestones, sensory processing, regulation, emotional development, social development, language and communication, imaginative play and learning’ (p. 199); 2) Variation was evident between the two research groups in ratings of the importance of signs and symptoms: The Karen research group’s ratings - 25% to 90% for the importance of the different domains; Mandaean group’s ratings: 43% to 82%; 3) Broad goals for family and community: ‘good health, education, retention of the community’s language and culture and good behaviour in the children’ (p. 199); Highly contrasted the very specific individual goals identified by care givers in the clinical group - strong preference for seeking assistance from general practitioners, friends, pre-school and counsellors for parents; 4) Karen refugees’ preferences: Strong preference for support

	from friends, religious elders, pre-school or child care, Centrelink and STARTTS and moderate interest in other services such as playgroups, library and toy library and settlement service organisations; 5) Mandaean refugee preferences: Moderate interest in seeking support from immediate family, pre-school, play- group, libraries and toy libraries, parenting support services, legal services and other organisations including STARTTS; Low interest levels in accessing extended family support, wider community and religious leaders; Confidentiality and transport issues were highly significant for this community. Discussion: 1) Why certain signs and symptoms of trauma may be less visible/significant to participants: ‘normalisation of symptoms’; ‘cultural differences in expectations’ (p. 200); recognition but lack of understanding of symptoms; 2) Beneficial outcome of CBPR project: development of community-based collaborative early childhood programmes. Core argument: Systemic programmes can be employed to ‘bridge language and cultural differences, build family and community skills and support cultural transition’ (p. 200). The STARTTS biopsychosocial and systemic early childhood programme is a suitable model for ‘collaborative and consultative design and implementation of culturally appropriate services for very young refugees and their families’ (p. 200).
Silburn, J., Earnest, J., DeMori, G., Butcher, L. (2010). <i>"Life": Learning Interactively for Engagement – Meeting the Pedagogical Needs of Students from Refugee Backgrounds</i>. Final Report to Australian Learning and Teaching Council. AUS Annotation written by Sally Baker	Context: RBS in HE in Australia – Western Australia (Curtin University and Murdoch University) Aim: To develop innovative teaching and learning programs that are specifically designed to meet the needs of students from a refugee background within university contexts by: documenting perspectives and needs of students from refugee backgrounds at Curtin and Murdoch; develop programs to be implemented that meet their needs; develop this as a flexible and modular program capable of being embedded into differing HE contexts; facilitate improved outcomes for RBS in terms of attrition, retention, and academic success. Conclusions: Preparation programs in HE are inadequate and students feel unequipped; RSB students require extra (and constant) support and encouragement, particularly in the first year; move beyond the local context of student engagement, students aren’t familiar with the local context; financial support is necessary for these students; students are unaware of available services; students need encouragement to participate in tutorials. Core argument: Encouragement is identified as a basis of academic success for these students. Emphasises that RBS require specific supports to achieve success in HE. Pre- and post-migration

	experiences can culminate in stressors to commencing and completing their studies. Programs ‘that privilege the voices and needs of students from refugee backgrounds, will support and retain current students, and encourage other refugees to commence tertiary education.’ (p.4)
Singh, S., & Tregale, R. (2015). From homeland to home: Widening Participation through the LEAP-Macquarie Mentoring (Refugee Mentoring) Program, <i>International Studies in Widening Participation</i>, 2(1), 15–27. AUS Annotation written by Sally Baker Keywords: <i>mentoring; refugee backgrounds; mentees; mentors</i> HIGHER EDUCATION SCHOOL MENTORING	Context: To describe the Macquarie LEAP refugee mentoring program. Sets up paper with reference to marketing literature about ‘retaining customers’. Scopes literature on sfrb in higher education and mentoring. Aim: To examine the impact of outreach mentoring on high school sfrb to provide ‘smooth transitions’ (personal, social, academic) Methodology: Qualitative evaluation: 5 x focus groups + individual interviews with 54 mentees (Years 10 & 11) and 45 mentors (all sfrb). Grounded theory = analytic frame Findings: Student-mentees give positive appraisals of their experience (feeling part of university, clear idea of how to study) and mentors (more confidence, helping others). Authors make connection to “consumer organisation identification” (Bhattacharya & Sen, 2004) – p.20 = ref to identification/ belonging. Data suggests students have developed a sense of purpose and belonging (but vignettes = related to academic goal setting and doing homework)
Sladek, R., & King, S. (2016). Hidden from view? Bringing refugees to the forefront of equity targets in Australian higher education, <i>International Studies in Widening Participation</i>, 3(1), 68–77. AUS Annotation written by Sally Baker HIGHER EDUCATION	Context: Argues that sfrb = legitimate equity group in Australian higher education – currently difficult to measure/evaluate participation because of invisibility due to inclusion in NESB category. Discusses resilience of people from refugee backgrounds. Notes challenges initiated by crude NESB definition in Martin indicators which has since hidden participation and needs of sfrb. Notes dearth of literature on experiences of sfrb in higher education. Scopes challenges of identifying sfrb in national and institutional data. Draws predominantly on chapter by Mestan in Harvey et al (2016) book on equity. Aim: To contextualise participation of sfrb in Australian higher education from 1990 onwards; to “propose an approach for identifying a target participation rate and offer recommendations in terms of data collection and reporting” (p.69 Conclusions: Proposes that participation rate of sfrb = 3.59% [of domestic UG cohort?], based on analysis using ‘Refugee-Humanitarian Birthplace Groups’ approach and ABS data

	Core argument: Sfrb should be considered as equity group in own right. Participation target (nuanced) should be set.
Smart, D., De Maio, J., Rioseco, P., & Edwards, B. (2017). English skills, engagement in education and entrance into employment of recently arrived humanitarian migrants. Research Summary 2017. Australian Institute of Family Studies. AUS Annotation written by Dr. Megan Rose	Context: Settlement of humanitarian migrants in Australia Aim: To determine how humanitarian migrants settlement experience changes over three years from arrival according to factors of English language proficiency, possession or acquisition of qualifications and becoming employed. Methodology: longitudinal quantitative survey, sample not disclosed. Findings: • Length of time in Australia proportionally improves language proficiency. This may be due to the participants attending English classes upon arrival. • A portion of the participants sought education over time beyond English classes (28%) • There is a link between the development English language ability and employment. • At the time of settlement, 6% of migrants were in paid employment. This increased to 23% by the end of the study, with the remaining participants pursuing education, English language proficiency or caring for family. • Those employed were working in unskilled market sectors. Core argument: Some areas of settled life – English language proficiency, education and training and general employment- improve over time. There remain other challenges such as finding employment in line with one’s qualifications.
Smith, V. (2009). Ethical and Effective Ethnographic Research Methods: A Case Study with Afghan Refugees in Canada, <i>Journal of Empirical Research on Human Research Ethics</i>, 4(3): 59–72. USA Annotation written by Sally Baker Keywords: <i>Afghan; Afghanistan; refugee; women. female; qualitative; ethnography; ethics; methods; San</i>	Context: Ethical issues emerging from research with refugees in camp/ settlement contexts. Notes ethical guidelines proposed by Leanings (2001): only studies that provide important benefit to participants; absolute minimum of additional risk; select participants without bias; establish highest standard of informed consent (where necessary from cultural/ community gatekeepers as well as individual participants); institute procedures to minimise risks to safety, anonymity; promote well-being, dignity and autonomy of all participants Aim: To “demonstrate how to conduct culturally sensitive investigations by ethically approaching gatekeepers and other community members to preserve autonomy, ensure confidentiality, build trust, and improve the accuracy of interpretations and results” (abstract)

Francisco, California METHODOLOGY	Methodology: Paper based on 4-year ethnographic study of Afghans in California = in-depth interviews (n=40), a focus group, participant observation, consultation with cultural informants. Participants = purposefully sampled via referral from 10 gatekeepers Findings: Author argues that an ethical researcher should undertake a thorough literature review of the target group (ethnic) = offers review of Afghan forced migration (p.60-1)/ context of resettlement/ settlement in US (p.61): “A researcher who is concerned with ethical research design and practices should seek such understanding because the events leading up to and including migration are vividly etched in the refugees’ memories and affect their abilities to integrate into the new society” (p.61). Author describes how she serendipitously entered the field; identifies gatekeepers; how she developed cultural competency; gaining ethics approval etc. Unpacks own positioning/ privilege Discusses interviews, particularly additional vulnerabilities of refugee women (see p.66) Discusses use of interpreters, confidentiality and trust (p.67)
Sorgen, A. (2015). Integration through participation: The effects of participating in an English Conversation club on refugee and asylum seeker integration. <i>Applied Linguistics Review</i>, 6(2), 241–260. UK Annotation written by Anna Xavier Keywords: <i>Language proficiency; conversation club; wellbeing</i>	Context: Refugee/asylum seeker integration is complex and influenced by multiple factors. However, there is limited attention on developing practical and psychological skills for integration through participating in “a social space of mutual accommodation” (Berry, 2005) (p. 241). Aim: To analyse the relationship between mutual accommodation and integration, particularly in spaces for acquiring language and the consequent impact of participation. Methodology: Overall methodological approach: Qualitative – ethnographic research; Research methods: Participation and observation (twice a week, 2-3 hours per session); Research setting: Two UK-based conversation clubs (one womens-only; one mixed-gender); Data analysis: Thematic analysis (Braun & Clarke, 2006) Findings: 1) “Somewhere to go” – The conversation club provides refugee/asylum seeker students with ‘somewhere to go’, facilitates meeting with new people, a safe and non-judgemental space for students, and helps student feel ‘rooted’ (p. 252), which gives facilitates the integration process; 2) “Friends are like arms” – The conversation club provides participants with various social networks and substantial support; the interactions in the conversation club highlight the significance of reciprocity in facilitating social integration; the conversation club especially facilitated the building of social bonds and bridges (Ager & Strang, 2004), which were significant in facilitating integration.

	Core argument: The conversation clubs allow for mutual accommodation, which cultivates an environment that promotes integration. The humanising emphasis on the “migrant new speaker” highlights a profile that should include understandings of an individual’s range of integration needs, which go beyond language proficiency.
Speed, F., & Kulichyova, A. (2021). The role of talent intermediaries in accessing and developing refugee talent pools. <i>Journal of Organizational Effectiveness: People and Performance</i>, 8(4), 407–426. UK Annotation written by Sally Baker Keywords: <i>Academics in exile, Forced migration, Global talent management, Intermediaries, Refugees, The council for at risk academics, UK</i>	Context: Employment and refugee integration in UK academia; collective responsibility for global challenge of finding sustainable employment of ‘refugee talent pool’. Authors note Lee et al.’s (2020) notion of the ‘canvas ceiling’ (barriers to refugee workforce integration). Talent management intermediaries have a role with facilitating “labour market outcomes of migrants and global talent” (p.2). Little is known about role of talent intermediaries that work with refugees, which authors term ‘Refugee Talent Intermediaries’ (RTIs). Most work on refugee employment focuses at the individual level. Literature review: reconceptualising talent in discussions of forced migration: challenges subjective notion of ‘talent’ and recognises the “multilevel barriers to workforce integration and professional advancement. This systemic marginalisation cuts across multiple levels. This demonstrates the need to understand individual subjectivities as well as the power structures that work to exclude and marginalise” (p.4). Refugees = experience push factors that other migrants do not face, including challenges of integration and forced migration (lost documentation, breaks in profession/ education), which impact on capacity, capability and motivation. Consistently low employment and high underemployment “points to a lack of knowledgeable support and advice regarding training, education, professional development opportunities and the process of converting qualifications” (p.4). Refugees = “seldom considered strategically important by employers so forego the support traditionally provided to expatriates” (p.5), which is compounded by hesitance on part of employers to employ refugees. Authors note how ‘newcomer support organisations’ (e.g., NGOs, settlement services) act as intermediaries between refugees and employment; literature notes both benefits of partnerships and the ineffectiveness and disorganisation of such interventions (because of funding issues, personnel turnover, inadequate understanding of the field and professions). At macro level, GMT = driven by economic goals of resettlement policies, “such that neo-liberal aims outweigh human rights and humanitarianism” (p.6)

Aim: To “understand the role talent intermediaries can play in supporting the access and development of talent from forcibly displaced backgrounds” (abstract); to argue “the case for specialised intermediaries, that work across a sector to galvanise support and resource to support the development and integration of the refugee talent pool and confront the challenges of the canvas ceiling” (p.2). RQ: “how can intermediaries play a role in accessing and developing the refugee talent pool?” (p.2)

Methodology: single case study design of the Council for At-Risk Academics (CARA): information about CARA on p.6–7. Secondary source analysis: “Secondary data therefore provides an attractive avenue for analysis as it is more accessible and offers flexibility given the temporal and financial constrictions on researchers” (p.7). Authors drew on publicly available data on CARA’s website + annual report

Findings: Macro, meso, micro

Macro: economic and political turmoil—CARA fellows fled because of occupational risk in unsafe contexts: “The very nature of individuals’ education and profession can put them at risk of persecution, imprisonment and even death in regimes that seek to control knowledge and influence” (p.9), Higher education sector is stymied by neoliberal factors that impede the resettlement of refugee academics.

Meso: CARA program—description of programme on p.10–11; applying through CARA fellowship scheme challenges recruitment standards and assumptions about talent and global mobility: “CARA’s recruitment model is based on finding academic positions in receiving countries if and when academics at risk make Contact” (p.10). Refugees often have to work in areas tangential to original profession because academic roles in their field are so scarce. CARA also recognise the impacts of war on academics (lack of access to data, libraries, space and time to do academic work + mobility issues and financial barriers). Despite challenges, there are success stories on CARA’s website. CARA = also involved in developing the ‘refugee academic talent pool’ through volunteering and training, and they are active in growing and sustaining cross-sector partnerships.

Core argument: Authors urge GTMs to “to take a multi-stakeholder response as this helps foster relations across the sector, build understanding as well as mobilise support, ensuring global talent from forcibly

	displaced backgrounds can find safety and excel in the new country” (p.3_ “profession-specific intermediary support that fosters cross-sector partnerships, better addresses the talent development and workforce integration challenges of refugees (abstract)
Squires, P. (2020). A scoping review of Australian studies of refugee integration: Popular definitions of integration in the Australian literature, <i>Migration Studies</i>, 8(1), 90–112. AUS Annotation written by Anna Xavier Keywords: <i>Australia, integration, refugee, settlement</i>	Context: Despite the widespread usage of the term ‘integration’ in Australian refugee resettlement academic literature, there appears to be ‘significant ambiguity’ surrounding the definitions and applications of the term. (p. 1) Aim: Identify how integration is defined and discussed in Australian academic literature on refugee resettlement (p. 1) Theoretical / conceptual framework: Arksey & O’Malley (2005) 6 stage scoping framework – Suitable for study which investigates an overlooked area of resettlement literature as it is ‘specifically designed to identify gaps in the evidence base where no research has been conducted’ (p. 4) Methodology: A scoping review of 35 articles which meet the inclusion criteria: 1) Publications in English 2) Peer-reviewed, scholarly articles 3) Articles which specifically explore refugee integration in the Australian context - Five out of the six stages suggested in Arksey & O’Malley’s (2005) scoping framework were employed (6th optional stage of consultation with stakeholders excluded) - The five stages include: - Stage 1: Research question identified –‘How is refugee integration defined in the Australia specific scholarly literature?’ - Stage 2: Relevant studies identified via a thorough search of online resources - Stage 3: Specific studies selected via inclusion criteria: 35 articles selected, with 23 primary articles which included definitions & discussions of refugee integration - Stage 4: Collected data is charted - Stage 5: Results are collated, summarised & reported Findings:

The study identified 4 commonly used definitions of ‘integration’ in Australian academic literature on refugee resettlement:

1. UNHCR definition (UNHCR, 2002, p. 12): Emphasis on two-way nature of integration. Integration is viewed as a ‘two-way process’ which requires effort from both the refugees and the host society: Refugees should have a ‘preparedness to adapt to the lifestyle of the host society without having to lose one’s own cultural identity’, while the host society should have the ‘willingness’ to welcome refugees to their respective communities (UNHCR, 2002, p. 12).
2. John Berry’s (1997, 2006) definition: Isolating ‘integration’ from other acculturation strategies with an emphasis on cultural & psychological aspects
 - Integration: Cultures of the migrants and the host community are endorsed – also viewed as ‘biculturalism’
 - Allows refugees to preserve their cultural identity, whilst also enabling ‘full participation’ in the host community
3. Valtonen’s (2004) definition: The significance of ‘full participation’
 - o “the ability to participate fully in economic, social, cultural and political activities, without having to relinquish one’s own distinct ethno-cultural identity and culture. It is at the same time by which a process by which settling persons become a part of the social, institutional and cultural fabric of a society” (Valtonen, 2004, p. 86)
 - o Represents integration as a phenomenon occurring at all levels: Ground level- economic, social & cultural participation; State or political level: Participation as a citizen
 - o Highlights the dual nature of ‘integration’ as a ‘*process* of becoming integrated’ and the ‘*outcome* of being integrated’
4. Ager & Strang’s (2008) definition: Recognising the ‘core domains of integration’
 - o Four domains which are both ‘markers and means’ of integration: Employment, housing, education and health (Ager & Strang, 2008, p. 166-191)
 - o Another important dimension: Social connections (bridges, bonds & links) facilitated by ‘language, cultural knowledge, safety & stability’

	○ Criticism of Ager & Strang's (2008) framework: Does not recognise the impact of pre-migration experiences of refugees and the role of refugee expectations on integration (Pittaway, Muli & Shteir, 2009, p. 136) Discussion: Significant findings from different definitions (p. 14): ▪ Emphasis on integration as a 'two-way process' ▪ Significance of host society culture on integration: Similar factors which impact integration identified across Western host countries: language, housing, financial stress & discrimination (Hugo et al., 2011) ▪ Significance of social & cultural aspects of integration: Socio-cultural expectations of both the refugees and the host communities play a crucial role in impacting integration Conclusions: - The review demonstrates a heavy reliance on international studies to define 'integration' in Australian academic literature on refugee resettlement, which may not be relevant to the specific cultural, political and economic context of Australia. - The diverse definitions & markers of integration in the literature reflect/reinforce the complexity and ambiguity of 'integration' as a concept in Australia, and its diverse applicability. - Nevertheless, 'integration' appears to be a central concept featured in numerous refugee-related studies in Australia. - Further research should focus on country & context-specific interpretations of refugee integration
Stevenson, J. and Willott, J. (2007). The Aspiration and Access to Higher Education of Teenage Refugees in the UK, <i>Compare: A Journal of Comparative and International Education</i> 37(5), 671–687. UK Annotation written by Dr Georgina Ramsay SCHOOL-HIGHER EDUCATION	Context: UK Aim: Explore the experiences of refugee background students, particularly considering that they are not targeted as a specific equity group and tend to be homogenised regardless - 1) Establish the aspirations of young refugees to access higher education, and whether these are supported; 2) identify barriers to accessing higher education; 3) examine whether homogenising their support needs within those provided for other minority ethnic groups is sufficient Method:

- Mixed-method qualitative/quantitative (surveys, interviews) with organisations that support refugees and refugees themselves

Findings:

- Refugee background students face specific issues that affect their educational achievements, including interrupted education, experience of trauma, concern about their status (also access based on that?) and English language difficulties
- Education has an inherent value to many minority ethnicity groups, more so than white populations. High level of aspiration.
- Because many of the disadvantages experienced by refugee background students are shared with other groups, their educational support needs have historically been subsumed within general programs for underachieving groups: but, their needs are often significantly worsened than those other groups, and they also have separate and distinct support needs
- **Resilience:** “First, while many refugees and asylum seekers are resilient, resourceful and refuse to see themselves as victims or ask for support, others need more substantial and longer term pastoral and emotional care (whether they recognize this themselves or not).” (p.676)
- **Choices and information/advice:** Many refugees are not accessing “available educational support services, they are making educational choices without access to advice and guidance, which can adversely affect their subsequent ability to access higher education. Organizations were aware of mistakes refugees had made when selecting GCSE or further education choices which effectively prevented them from progressing to their career of choice or subsequent courses....” (677)

Implications:

- Homogenising the support needs of young refugees along with those of other ethnic minority students is both inappropriate and insufficient and the continued failure to focus on them as a specific widening participation group will perpetuate their continued absence from the UK higher education system
- **Advice/Support:** “We have shown high levels of aspiration amongst young refugees. Therefore, their continued under-achievement and under-representation in UK higher

	education represents a failure by educational institutions and support services to provide adequate guidance and a lack of understanding of their needs and aspirations...” (685) - Seems to emphasise resilience as part of this aspirations focus, but then recognises the role of poor advice/guidance/support models
Stevenson, J., & Willott, J. (2010). Refugees: Home Students with International Needs. <i>Internationalisation and the Student Voice: Higher Education Perspectives</i>. Elspeth Jones (Ed.) pp.193–202. New York: Routledge. UK Annotation written by Dr Georgina Ramsay HIGHER EDUCATION	Context: Six refugees all currently or recently studying in a UK university. Aim: What barriers do refugee students face when integrating into the university? What practical approaches can be developed to suit their particular needs? Conclusions: Little specific support provided to refugees to access HE. Difficulties in calculating the number of refugees in HE because, like in Australia, they are often classed domestic students without context of their HEB. Because refugees in UK often have highly professional background their inclusion in the university system needs to be addressed (could be different to the Aus context). Issues of VISA category are mentioned (i.e., length of stay – could be useful in the context of asylum seekers and TPV in Aus). Application process and types of courses available to refugee students are also barrier. Refugees can be amongst the poorest people in the society, and university can be seen as a financial risk. These are all barriers to access university. Refugees require specific kinds of emotional and pastoral care that may not be available to them as domestic students. Student experience becomes highly individualised, and can lead to exclusion and attrition because of a lack of targeted support. Difficulties socialising, a lack of trust may also influence how students interact with other students. Placement and WIL is also considered to be a barrier to students from HEB. The independence required of students in HE can be a barrier to their success, and lead to attrition. But there is also the problem of stigmatising refugees: many do not want to be categorised through the label. So, this is a paradox that needs careful attending to in HE institutions. Otherwise, refugee students may not be aware of the support they can access. Core argument: Provides a list of recommendations, including: - Raising awareness of refugee issues through community events - Offering staff development courses and workshops to communicate rights, entitlements, and support needs of refugees. Involve outreach groups in this training. - Ensure that there are several staff with expert knowledge of refugee and asylum issues to provide advice and support to staff (and to refugees?!)

	- Automatically making additional and targeted support measures available for students with HEB - Appropriately sensitive contact made with students who are HEB, even if they have not self-declared.
Stewart, M., Anderson, J., Beiser, M., Mwakarimba, E., Neufeld, A., Simich, L., & Spitzer, D. (2008). Multicultural meanings of social support among immigrants and refugees. <i>International Migration</i>, 46(3), 123–159. CAN Annotation written by Sally Baker RESETTLEMENT SUPPORT SOCIAL SUPPORT CULTURAL UNDERSTANDINGS OF SUPPORT	Context: Canada’s refugee resettlement practices. Overview of Canadian immigration patterns on p.125-6. Literature review explores cultural meanings/ uptake of support (e.g., Badr et al., 2001) Aim: To “understand the meanings of social support for immigrants and refugees in Canada, and to explore the types and adequacy of formal supports” (abstract). Research questions: (1) What are the key resettlement challenges experienced by immigrants and refugees in Canada? (2) How do immigrants and refugees define and/or understand social support? (3) What are immigrants’ and refugees’ methods of accessing/seeking social support? (4) How do immigrants’ and refugees’ support-seeking methods and support resources and needs compare? (5) What mechanisms (e.g., programs, policies) can strengthen support for immigrants and refugees? (p.125) Methodology: Ethnographic/ quantitative. Interviews with 60 service providers and policy makers (phase 1) and immigrants and refugees (60 Chinese, 60 Somali) in phase 2; group interviews with policy makers, advocates service providers managers (phase 3). Detail on p.128-131. Analysis of qualitative data = content analysis Findings: <i>Challenges that require support</i> 1) language difficulties = “predominant” challenge (p.132) for both Chinese and Somali groups – impacts felt on both people previously educated in English and those with no English. Learning language = considered difficult on basis of age, responsibilities and limited time. 2) employment = un/ underemployment and difficulty securing employment. For Chinese, many arrived as skilled migrants whose expectations were not met. Somalis with professional training also experienced difficulties. Main barriers: “non-recognition of foreign qualifications, lack of Canadian work experience, under-recognition of foreign work experience, inadequate job search skills, and language difficulties” (p.133).

3) navigating the system = insufficient information about how the systems work resulted in limited capacity to seek support. Difficulty noted in managing bureaucratic systems. Language difficulties also impeded capacity to navigate.

4) disrupted family dynamics = shifts in dynamics were linked to immigration process

5) inadequate childcare = government subsidies were considered insufficient to cover costs, which meant foregoing employment or study opportunities

6) immigration status = particularly an issue for Somalis who didn't have permanent protection status

7) expectations = were often not met

8) discrimination = considered root cause of challenges with employment and housing

Perceptions of social support

Participants' definitions of support varied – some said any form of help; others noted examples such as interpretation, emergency services, charitable donations, job search assistance (see p.135). Chinese defined support more in terms of help from the state; Somalis tended to view support more holistically (including family, friends, community). Many participants experienced a shift in support from homeland to Canada. Chinese tended to have friends and family already established in Canada.

Weakened support networks made finding help more difficult.

Support needs over time

Most participants agreed that supports (formal and informal) helped with initial period after migration, particularly with basic needs. Chinese tended to arrive with more financial resources, making the provision of basic needs easier than for Somalis. Most important form of support = instrumental (information, navigational). Later, most focused on meeting longer-term/ less urgent needs (language, cultural understandings, professional ambitions).

Many participants acknowledged the need for agency, but many were hindered by lack of system knowledge. Social support sought from already established friends and family and ethnic communities. Social networks built from faith activities (e.g., attending church), neighbours, new friends/ classmates/ workmates, volunteering. Many participants sought help through formal channels after initial settlement period or when community support was exhausted.

Cultural meanings of seeking support

	Chinese and Somalis differed in cultural understandings: “Chinese immigrants clearly defined social support as a responsibility of government and tended to value practical social support”... Somalis held “a view of social support based primarily on historical cultural experiences of informal social networks” (p.141). Support seeking strategies = many preferred to access support where own language was used/ use of translators put some people off – particularly for Somalis who had a deep sense of kin and family connectedness. Chinese more likely to privilege self-reliance; Somalis also valued self-reliance but had less resources to access. Core argument: Inadequate informational support = creates barriers to accessing services for new migrants. Recommendations listed towards the end of the paper. Under-use of some services considered not to be culturally-specific “indicated that newcomers’ perceptions of social support, coping strategies, and help-seeking were influenced by their cultural backgrounds” (p.151). When migrants come across challenges, they get ‘stuck in survival mode’ (p.152).
Stivens, M. (2018). Gendering cosmopolitanism: Hospitality and the asylum seeker Other. <i>Women’s Studies International Forum</i>, 67, 85–93. AUS Annotation written by Anna Xavier Keywords: <i>gender, cosmopolitanism, hospitality, social movements, people seeking asylum</i> PEOPLE SEEKING ASYLUM	Context: Situated within the ambiguities, contradictions and exclusions of the term ‘cosmopolitanism’, and the arguments for a ‘new ethical cosmopolitanism’ made by proponents of new cosmopolitanisms (p. 85). The author also highlights how the majority of work on cosmopolitanism ‘ignore the illuminating feminist struggles with issues of universalisms, ethnocentrisms, neo-imperialisms and subsequent moves towards ideas of transversal politics, versions of grounded cosmopolitanisms, and an often wary embrace of cosmofeminisms’ (p. 85). Aim: To explore the ‘gendered character of the hospitality at the heart of cosmopolitanism’s founding arguments’ by examining the ‘situated cosmopolitan hospitality offered by several prominent women-centered asylum seeker and refugee support and advocacy groups in Australia’ (p. 85). Methodology: Data collection methods: Semi-structured interviews. Participants: Founding members of four advocacy & support groups for refugees & asylum-seekers in Australia (Mums 4 Refugees, Grandmothers against Detention of Refugee Children, and Kindred Kindness), and a senior woman in the Asylum Seeker Resource Centre; All participants were women; Ages: 23 -30s, and some in their 60s and 70s. Findings: 1) “New” cosmopolitanism(s) – A ‘range of conjunctural cosmopolitanisms’ (p. 86) have been proposed: “vernacular,” “grounded,” “rooted,” “situated,” “subaltern,” “ordinary,”

“mundane,” “tactical,” “everyday,” “discrepant,” “working-class,” “ethnic” and “ambivalent” cosmopolitanism’ (Werbner, 2008) (p. 86); the author argues that these could pose ‘new versions of situated ethical cosmopolitanism’ (p. 86) which acknowledge the variety of meanings, facets and experiences of cosmopolitanisms, although these conjectures need to be fully aware of ‘the limitations, frailties, tensions and possibilities of a situated critical cosmopolitanism’ (Glick, Schiller & Irving, 2015, p. 4); 2) Gendering cosmopolitan hospitality – the continuing marginalisation of gender in writings on cosmopolitanism is particularly evident in women’s movements; Still (2010) & Hamington (2010) – although most hospitality experiences are gendered, ‘strong asymmetries in power’ (p. 87) are evident between both genders, despite both men & women playing the role of the host; Hamington (2010, p. 22) – “[In] the case of women, “host” is not always a freely chosen role nor does it always entail power or decision-making ability.” “Too often women have been unwilling hosts and unwelcome guests”; the philosophers’ proposal of ‘a maternal cultural imaginary’ in hospitality offers an interesting viewpoint on the contemporary Australian context of women-centred asylum seeker and refugee support and advocacy group; the author suggests that ‘the political mobilization by these groups of images of the “mother”/“grandmother”/“kinsperson” directs us to the importance of rethinking the category of “host” in such political contexts’ (p. 87). 3) Australian hospitality & inhospitality – The semiotics of representations of asylum seekers have played powerfully within national political discourse. ‘The core argument, made by both the Liberal National Coalition and the Labor Party, has been a highly utilitarian one: “stopping the boats” supposedly saves from drowning the “illegal migrants” who dared to come by boat, justifies the incarceration in offshore camps of those of those who did make it, and deters others’ (p. 88). 4). Passionate politics, righteous rage - The developments in the Australian asylum regime have triggered ‘passionate opposition to government policy by those involved in supporting people seeking asylum and in advocacy work’, and the forming of many groups to support asylum seekers across the country (Gosden, 2006; Millwood Consulting, 2015); The forefront of the advocates’ detention regimes protests is the age & gender status of the asylum seekers affected by Australia’s policies, with a central focus on the treatment of children; women made up a ‘sizeable majority’ of the advocacy organisations’ volunteers; Reasons for joining advocacy groups: ‘empathy & concern for people seeking asylum, offering ‘kindness’ (p. 89); main motivation: profound ‘outrage’ & ‘rage’ – towards governments’ policies for asylum seekers (p. 89); Social media played a key role in the

	setting up of groups & organisations; concerns in everyday organizational management of groups – ever-present concerns on ‘internal democracy, structure and how to sustain the momentum’, ‘over-professionalizing their groups’ (p. 90); relationship of men to the groups: ‘some men were anxious to be included as official “friends,” and to engage in any way possible, like the “Frogs” (Friends of the Grandmothers)’ (p. 91), although some women reported difficulties in acquiring help with welcoming activities from men, and mentioned the unreliability of men who appeared to be ‘very willing’ (p. 90); challenges faced: ‘deeply discouraging’ engagements with the Australian state (p. 91) & providing care for often ‘extremely damaged people’, which was ‘enormously challenging’ (p. 91); groups members were also very anxious about the constructions of female asylum seekers & refugees as “victims” (p. 91). Discussion: The group members of the asylum-seeker and refugee support groups have been politically mobilizing versions of this imaginary of hospitality in highly strategic ways within both these ‘naming practices and social media presence, and in their public performances of femininity and political motherhood’ (p. 91); In particular, the Mums 4 Refugees and the Grandmothers groups speak and act from a position of strong affect, portraying ‘fiercely protective maternal and grandmaternal outrage and rage’ (p. 91), not only on behalf of Other mothers and children, but all asylum seekers and refugees; In the Australian context, this passionate cosmopolitan practice appears to be ‘highly effective politically’: ‘they have succeeded in producing overtly gendered, new spaces of cosmopolitan hospitality within the present ever more securitized and militarized border politics in Australia’ (p. 92). Core argument: In contrast to the ‘supposed peaceful character of cosmopolitanism’, the affective and embodied politics of the advocacy groups and organisations for asylum seekers & refugees, especially their highly protective maternal rage at the local asylum regime, is highly instrumental in producing spaces of cosmopolitan hospitality; this politics underscores the value of gendered understandings for extending ideas about ethical and situated cosmopolitanisms and cosmopolitics in their many dimensions (p. 92).
Strang, A., & Ager, A. (2010). Refugee Integration: Emerging Trends and Remaining Agendas, <i>Journal of Refugee Studies</i>, 23(4), 589–607.	Context: Works from 2008 paper and integration framework; identifies four issues that warrant further attention: 1) influence of notions of citizenship and nationhood on understandings of integration and space for ‘belonging’; 2) examines adoption of understandings of social capital on reciprocity and trust-building; 3) explore understanding of integration as two-way process; 4) draw

UK/ USA Keywords: <i>refugee, integration, perspectives, framework, citizenship, rights, belonging, social connection</i> INTEGRATION	on Hobfoll's (1998) work on 'resource acquisition spirals' to theorise interplay between elements of integration Methodology: Essay Discussion: 1) notions of citizenship and nationhood/ rights and belonging: authors recognise that integration can get taken up as assimilation (see McPherson, 2010) but argue against this as inevitable. Discuss how national identity gets taken up [at particular times, by particular groups, driven by particular events], and creates 'others' [what counts as national identity is rarely if ever articulated], which "immediately locates them as the 'problem'" (p.593), and also some othering practices suggest an assumption of criminality. Mulvaney (2010 – same issue) argues this can be seen in the lower payment of benefits to asylum seekers, suggesting "that this reflects a distinction between those who are <i>deserving</i> of the nation's support--citizens--and those <i>undeserving</i> people seeking asylum" (p.594). Authors discuss policy/ legal framework of rights and how in many contexts, this is integral with integration (but in others not so much – see the example of Malta). 2) role of social capital in integration processes: authors revisit their 'Indicators of Integration' framework, which distinguishes between bonds, bridges and links as forms of social capital formation. Family is a unique form of social bond – with refugees reporting that family separation meaningfully impacts on their integration. Authors also note importance of 'bonded social (co-ethnic) networks', which provide 3 types of resources: "information and material resources; emotional resources which enhance confidence, and finally capacity building resources" (p.597) – but there can be issues with confidentiality and privacy, and the social bonds of shared nationality do not always have positive outcomes. Bridges in contrast = seek to bridge gaps between siloed communities/ groups. Bridges require trust and reciprocity to create the conditions for integration. Some social structures facilitate the building of bridges (e.g., schools), but the unequal distribution of access to language and work, plus other constraints on new arrivals puts the responsibility for integration on locals, rather than new arrivals, and locals are less likely to be invested in facilitating integration. 3) integration as a two-way process: European Council on Refugees and Exiles (ECRE) = leading advocate for understanding integration as two-way process. The ECRE foreground "that from the refugee perspective, integration requires a preparedness to adapt one's lifestyle, and from the host

	society, a willingness to adapt institutions” (p.600). Integration = multidimensional “in the sense that it involves the forming of relationships across people with multiple and overlapping identities” (p.602). However, more needs to be known about integration from perspective of refugees – authors note how efforts to integrate can be undermined if refugees don’t intend to stay, but once a person feels they have ‘reached their destination’, they are motivated to contribute and to avoid dependence. 4) dynamics of integration: nature of dynamics (foundations, facilitators, markers and means) = poorly understood/ misunderstood. Linear flows between these elements of the framework and not helpful; rather a more rhizomatic/ spiral understanding (non-linear) is better. Authors draw on Hobfoll’s notion of ‘resource acquisition spirals’, which better positions resources in ‘reservoirs’, “from which refugees may draw and invest in securing other resources” (p.604).
Strange, M., & Lundberg, A. (2014). Education as Hospitality, <i>Peace Review: A Journal of Social Justice</i>, 26, 201–208. SWE	Context: Schooling of undocumented (unauthorized) minors in Sweden; school as a ‘border’, “y which undocumented child migrants are excluded or included within society, but also where society can make itself felt by the individual child migrant” (p.201). Authors note the myriad factors that make schooling important for child migrants (experiences of new society as mediated through school; survival; means of social contact. Theoretical frame: Hospitality (Derrida) as foundations of ethics; governing action between self and other: act of giving and receiving; existential and fundamental component of being human. Controlling hospitality = form of social control (in society’s struggle between protecting freedom and maintaining control) which does harm to community Methodology: Essay Discussion: People opposed to opening education to undocumented migrants = overly focused on the receiving part of hospitality: “These calculations are commonly expressed by statistics, treated as measures of the burden—the numbers of undocumented migrants and the financial cost of the social services they use” (p.202). This view [deliberately] misunderstands the contract of hospitality as a contract/ existential component of society, and the state’s reach of soft power. Hospitality = demarcation of society’s borders. As societal level, denial of hospitality = constraining of society’s identity/ expression of itself; “At the societal level, to give hospitality is to receive recognition as a society equipped to provide social goods (such as security and education)” (p.203), and as a way of performing and extending itself. At individual level, refusal of hospitality = rude/ disrespectful.

	'Giving' hospitality has a cost, as does denial of hospitality: "These costs are varied, as argued, since they include the society's reputation abroad but, more crucially, the relations and lives giving reality to society—the glue and stuff of its existence" (p.202). Education = critical form of social glue. Authors discuss context/ prompt for article (issue in Malmö in 2012 with undocumented children excluded from accessing school — details on p.204–5); speaks to conflict between protecting human rights and legal architectures/ instruments of surveillance
Streitwieser, B. (2019). International education for enlightenment, for opportunity and for survival: Where students, migrants and refugees diverge. <i>Journal of Comparative and International Higher Education</i>, 11, 3 – 8. USA Annotation by Anna Xavier Keywords (AX): <i>International education; educational mobility; socially just education</i>	Context: In an era of increasing globalisation & mobility, the author highlights the varying groups of international students who pursue higher education. Aims: To argue that participants in international educational mobility fall into three distinct categories: Those who engage in: 1) "Mobility for enlightenment", 2) "Mobility for opportunity", 3) "Mobility for survival". Methodology: Essay – discusses the three categories of educational mobility, and the push and pull factors shaping each category of mobility. Theoretical frame: NA Discussion: The author argues that international education participants fall into three 'broad but distinct' categories: 1) Mobility for enlightenment – the smallest group who move voluntarily for 'educational enrichment' (p. 5); Considered the 'elite' group, who are socio-economically advantaged; mobility for enlightenment also generates money for host countries for students who study abroad; push & pull factors: broaden horizons, build relations, 'horizontal mobility', mutual benefit to participant and host; 2) Mobility for opportunity – mostly consist of economic migrants who seek better educational & employment opportunities, and subsequently a better quality of life; a much bigger group than the 'elite' study abroad group of students; 3) Mobility for survival – non-voluntary; consists of students who have been forcefully displaced; a very large group: displaced persons account for 70.8 million people on earth, while refugees account for 25.9 million people; author argues that displacement is now a form of mobility that the global education community needs to respond to. Core argument: There are distinct structural differences between the three groups of educational mobility: The Enlightenment group – is a community that is in sync with its educational environment; The Opportunity group – is a community that is not in sync socially/economically with its home

	environment, and move to seek better opportunities in a new community; The Survival group – the home community is ‘horribly out of sync’ and their motivation is ‘escape and survival’. Hence, it is important to support and address the educational needs of international students who are forcefully displaced.
Streitwieser, B., Brueck, L., Moody, R., & Taylor, M. (2017). The potential and reality of new refugees entering German higher education: The case of Berlin institutions, <i>European Education</i>, 49(4), 231–252. GER Annotation by Anna Xavier Keywords (AX): <i>Higher education; refugee education; Germany; Campus Crisis Management</i>	Context: Following the Syrian civil war, there were approximately 890,000 new refugees who arrived in Germany towards the end of 2015. Although Germany is accustomed to large migrations since the end of WW11, the speed of this refugee influx was overwhelming and unexpected. This urgency to support newly arrived refugees has also impacted universities, who were under immense pressure to provide ‘support structures, services and mechanisms’ that they were unprepared for. The author highlights three critical points to provide an accurate description of the context: 1) The media has overblown the magnitude of the “refugee crisis” compared to previous migration streams in Germany (p. 232); 2) The number of refugees enrolling in German HEIs is relatively smaller compared to the domestic and international student population; 3) The responses of the government, federal states, education agencies, many universities & the general society to facilitate the pathways for refugee students have been ‘overwhelmingly generous and innovative’ (p. 232). Aims: To critically examine the efforts of three Berlin universities in addressing the “refugee crisis” (p. 231) following the influx of Syrian refugees to Germany from 2015 – 2016. Methodology: Overall methodological approach: Qualitative study – a case study of three Berlin universities; Data collection methods: Interviews with open-ended questions & a loose interview protocol – Interview style was based on Patton’s (2015) ‘pragmatic interview’ technique, which involves asking “straightforward questions about real-world issues aimed at getting straightforward answers” (p. 436); The interview questions combined two formats: “knowledge questions & opinion and values questions” (Patton, 2015, p. 444); Research setting: Berlin & Bonn (Germany), mainly in three Berlin based universities: Humboldt University (HU), Free University of Berlin (FUB) & Berlin School of Economics and Law (BSEL); Research participants: Selected representatives of federal ministries, which included the Federal Ministry of Education & Research; foundations (including the German Academic Exchange Service/DAAD and the Alexander von Humboldt Foundation), professional associations (including the German Rectors’ Conference [HRK]), and the three Berlin-based universities —the Humboldt University (HU), the Free University of Berlin (FUB), and the

Berlin School of Economics and Law (BSEL); Data analysis: Descriptive pattern analysis based on Patton's (2015) principles for a case-study analysis.

Theoretical frame: Campus Crisis Management Matrix (Zdiarski, Dunkel & Rollo, 2007) – 5 stages: Prevention, Protection, Mitigation, Response & Recovery; Author asserts that the 'Response' and 'Recovery' stages are most suitable to examine the challenges faced by German universities; 'Response' – this stage encompasses stabilising the situation at an institution that is affected by crisis; 'Recovery' – restoration of an institution to its pre-crisis operating mode.

Findings: 1) Entry requirements for language proficiency & academic credentials – entrance requirements for refugee students is the same as other international & domestic students; As refugee students do not have the regular German qualifications (eg: Gymnasium), they need to prove their competency for tertiary education – based on the criteria established by the Standing Conference of the Ministers of Education & Cultural Affairs (2015); Refugee students are required to reach a C1 proficiency (in 1 -2 years) in German to fully enrol in a university that offers programs solely in German; The German Academic Exchange Service (DAAD) supported universities in bridging the language gap for refugee students to ensure they reach the C1 proficiency level during the early stages of the 2015 "refugee crisis" (p. 239); In March 2016 – with funding from the government and private foundations, 152 language preparatory courses were established across German universities to support 4,000 refugees; For refugees with no academic credentials upon arrival, they are required to take TestAS – a standardised assessment to gauge general university-level competency; Once students' language & general competency levels are perceived as sufficient for university enrolment, subject-level testing becomes the university's/ department's responsibility; 2) Financing education studies – Germany provides free tertiary education in public universities, where students are only charged an administrative fee of 150 – 350 Euros per term, with the inclusion of a local transportation system card; Syrian refugee students are given the same access to education support funds (monthly allowance) like regular students through the Federal Education Assistance Act (BAFoG) – the funds are calculated based on students' personal assets, income, parental income & are set to a maximum of 735 Euros per month; 3) Systems & services on campus – Although 'hand-holding' levels of services & support have not traditionally been a feature of the non-tuition charging education system in Germany, universities have used Integra funding to support refugee students through the development of mechanisms & pathways into university; Eg:

Free University of Berlin – German & international students played a critical role for changes within the university, by providing opportunities for refugee students to audit lectures & seminars, and offering students training to develop their German and providing preparatory courses that are subject-specific (Freie Universität Berlin, 2015); 4) Preparatory academic programs – Multiple academic preparatory programs have been developed by universities, including language development courses, cultural training and standard academic preparation; FUB: Introductory program for refugees which provides free academic courses & student support services; FUB also provides general counselling & special counselling in Arabic & Farsi for refugee students; Berlin School of Economics & Law (BSEL): Join Us and Study (JUST) program - a semester-long specialized offering that mainly encompasses language instruction and writing designed for beginners but also includes electives (eg: economics, history, politics, intercultural communication, and human rights) (BSEL, n.d.-a); BSEL also created Students4refugees, which is a summer academic program for refugees who are unable to participate in a semester-long program – this program was the only summer academic program for refugees at the time, and offered several courses taught by BSEL students. The courses offered include German language and instruction in English about German history, intercultural communication, politics, and public speaking (BSEL, 2016a; BSEL, 2016b); 5) Peer mentoring – HU & FEB: Refugees are eligible for peer mentoring through “buddy programs”, which are also funded by DAAD grants to facilitate their social acculturation; BSEL: “Connecting Buddies” program which pairs incoming international & refugee students with German student volunteers, with a focus on social & cultural events to facilitate students’ acculturation and development of social network; 6) Academic mentoring – FUB: Weekly, multilingual sessions for refugee students on varying topics, including ‘study options, the organisation & structure of German academics, application guidelines, & general campus life’ (p. 244); BSEL: All refugee students are offered the opportunity to receive ‘cross-cultural mentoring’, where they are paired with another student or university staff to support their acclimation and assimilation into German culture; 7) Psychological support – Counselling services are available for all refugee students enrolled in university ; If refugee students still require additional support after attending counselling, universities could provide support that directly caters to refugee students; BSEL: An Arabic speaker is hired to provide psychological and social support for refugee students, twice a week (HTW Berlin, 2016); 8) Refugee admissions – Equity vs equality -There is a tension for between maintaining the

	‘highly-competitive, merit-based admissions’ of German universities and the provision of access for newly arrived refugee students who have the potential to develop Germany’s economy; Refugee students are included in the international student quota for German universities; FUB: Has an 8% quota for international students, including refugee students – which does not lead to domestic/international students being disadvantaged by the admission of refugees; 9) Xenophobic pushback – Evident mainly in Eastern Germany, which has witnessed several antimigration protests due to its more frequent reunification compared to other parts of Germany; To address Xenophobia, HRK has encouraged the adoption of the slogan “Universities for openness, tolerance and against xenophobia” by universities (German Rectors’ Conference/HRK, 2015) (p. 244). Discussion: Main challenges faced by German universities: 1) Gap between reality & expectation – influx of refugees led to authorities feeling overwhelmed, leading to difficulties in getting an accurate number of the refugee population in Germany, and those who intend to pursue tertiary education; 2) A ‘disconnect’ (p. 245) between political strategy & the implementation of programs and policies at the institutional level; 3) The tension between the acceptance of refugee students into universities and the reduced seats for qualified international students. Core argument: The responses from the universities, ministries, foundations and institutions in Germany highlight the ‘desire for peace and openness and the need to know others to reduce mistrust, hatred and war’ as the driving factor behind Germany’s desire for internationalisation. Germany will benefit significantly in investing in the successful integration of its latest refugee cohort, alongside its continuous support for the large international student population who are drawn to its tertiary education system that is well-resourced.
Streitwieser, B., & Brück, L. (2018). Competing Motivations in Germany’s Higher Education Response to the “Refugee Crisis”, <i>Refuge: Canada’s Journal on Refugees</i>, 34(2), 38–51. GER Annotation written by Sally Baker	Context: Large numbers of new refugees entering Germany after 2015-6; 30,000-50,000 refugees will soon be eligible to access higher education. Authors offer overview of the ‘refugee crisis’ of 2015, and Germany’s migration history, and the German response – initially Germany focused on meeting basic needs, but after time (and after stabilising bureaucratic processes), Germany has started directing people to retraining/ education. The point of difference from other patterns of migration to Germany was the (short-lived) welcome offered to new arrivals (described in the press as resulting in “compassion fatigue” – p.39). Authors offer overview of German higher education system (p.40) – Germany offers tuition-free higher education to citizens, and nearly 13% of student body = international students. Student enrolments have doubled in the last decade, resulting in

HIGHER EDUCATION 'REFUGEE CRISIS' UNIVERSITIES AS CREDIBLE CIVIL SOCIETY ACTORS	universities limiting students' choices. Authors note that increased enrolments have led to larger class sizes and more content being moved online. Authors express concern about the resourcing of the supports that refugee students need in order to access/ resume their higher education studies. Prospective students can access university places with one of three pathways: 1) Hochschulzugangsberechtigung, HZB (university entrance qualification); 2) TestAS (standardised scholastic measurement test); 3) language proficiency verification (German and/or English – see p.41 for details). When refugees arrive and wish to take up any kind of residency status, they must enroll in an integration classes, which include language classes and cultural/ civic knowledge. The language classes take new arrivals to B1 level, which is not sufficient to gain access to university study (C1 level). Attrition rates of African and Latin American students are much higher than German students (41% and 59%, compared with 28%). Aim: To explore “the cultural, political, and economic dynamics as they were in Germany in 2015–16 and in particular how its higher education sector responded” (abstract); to analyse “how the social, political, and economic realities of education affected Germany’s universities and the ways they responded in the first years of this newest refugee challenge for Germany, how they began to adapt their programming on the basis of their experience with the first refugee cohorts, and what challenges they foresaw for integrating refugees into higher education” (p.39). Theoretical framework: Robertson & Dale’s (2015) Critical Cultural Political Economy of Education (‘education ensemble’ + interaction with cultural, political and economic processes) and Gersick’s (1991) Punctuated Equilibrium Paradigm (organisational = relatively long periods of stability punctuated by periods of turmoil/crisis) Methodology: Based on study of higher education institutions’ responses to ‘refugee crisis’ as an intention to speak back to unnuanced media commentary (by detailing the situation and reactions). Study based on media analysis (“how the migration dynamic in Germany played out in cultural, political, and economic terms as reported in the daily and weekly newspapers and magazines spanning the political spectrum” (p.42) and review of grey (state) literature; survey of 15 universities regarding current/ planned activities with regard to ‘refugee crisis’; email communication with the German Academic Exchange Service (DAAD) who have oversight of educational integration of refugees

Findings: Organised according to Robertson & Dale's (2015) CCPEE framework

Media analysis evidences a divided discursial landscape: split between pro- and anti-refugee active civil society: "The "refugee crisis" catalyzed actions by different pockets of society and mobilized people of diverse backgrounds and persuasions who previously had not been as publicly willing to voice their sentiments" (p.43). Initial support and action have translated into a higher proportion of people who think the state is doing too much/ supporting too many (see p.43), and the rise of populist-nationalist politics. At same time, universities had autonomy to respond as they saw fit. As a sector, higher education institutions worked together and with civil society to develop and strengthen programs/ services and received DAAD funding to develop refugee-focused programs and supporting refugee access (e.g., allowing students to audit courses, attend language classes, receive counseling and take part in events) – embracing universities' 'third mission' (see p.44). Universities provided language/preparatory classes to help progress refugees from B1 level language acquired in integration classes, to C1 level required for access to university (supported by DAAD funding). Take up between institutions varied. See p.45-6 for comparisons of specific institutions. Issues with estimating future student numbers exist because Germany cannot collect information beyond country of origin (there is no national database with information about refugee students).

Economic context – initially DAX-listed top 30 companies promised employment to refugees; however, one year later only 54 (out of open 500k jobs) were filled by refugees with open-ended contract. Language proficiency issues were often cited by companies; however, the authors are scathing of this excuse, "Essentially, most of the top thirty DAX-listed companies refused to put their money where their mouth was" (p.46). Instead, many of the small-medium businesses took on refugee employees, supported by the vocational training system. Authors question whether many refugees assumed that a higher education qualification would lead to work, therefore not understanding how Germany's vocational education system works.

Core argument:

Recommendations to universities with reference to 30-50k more students likely to take up higher education opportunities:

- 1) do better monitoring of refugee enrolments with transparent data tracking

	2) program impacts of refugee-specific programs need to be evaluated; universities need to “empirically monitor the impact and success of their programming for refugees and thereby justify the considerable effort and significant costs related to refugee integration” (p.47) 3) offer appropriate supports, “such as academic writing or guidance for self-structured learning” to help prevent attrition (p.47). Refugee intake offers a ‘qualitative metamorphic’ possibility for German higher education (following Gersick’s concept), but German universities need to do more to leverage from the crisis to improve and develop.
Streitweiser, B., Jaeger, K. D., & Roche, J. (2020). Included yet excluded: The higher education paradox for resettled refugees in the USA, <i>Higher Education Policy</i>, 33(2), 203–221. USA Annotation by Anna Xavier Keywords: <i>Refugees; higher education; refugee policy; college; university</i>	Context: Among the 25.4 million refugees globally, only 3% have access to higher education (HE) (UNHCR in Tertiary education, 2020). Those lacking access include resettled refugees in the USA, who are simultaneously included and excluded from HE (AACRAO in Supporting Syrian refugee access to US higher education, 2016). This situation has been exacerbated by President Donald J. Trump’s original 2016 and amended 2017 Executive Order 13,769 (EO-1) “Protecting the Nation From Foreign Terrorist Entry into the United States,” widely known as the “travel ban,” that increased the challenges for non-American citizens to access HE. The limited access to education significantly curtails employment opportunities for refugee youth in the USA. Aims: This paper has three aims: 1) To outline the distinct needs of resettled refugee-background students (RBS) and the barriers hindering their access to HE & their successful educational outcomes; 2) To examine how HE institutions in the USA facilitate ‘access, inclusion & success’ (p. 208) in HE for resettled RBS; 3) To provide supportive mechanism recommendations which would promote access to HE for RBS. Methodology: Overall methodological approach: Qualitative; Data collection method: An evaluation of both independent & inter-institutional US HE institutions & their partners’ initiatives to promote access & inclusion for RBS who are resettled; Inclusion criteria for selection of initiatives: 1) The implementation of a program/project that targets resettled RBS in the USA; 2) The population targeted in the initiative intend to or already attend college; 3) The initiative aims to fulfil the gap in admissions policy for RBS, and involves a response that addresses the barriers to HE access/retention for RBS; Data analysis: A social constructionist approach was employed to guide the evaluation; Final step of evaluation: The construction of an “ideal type” HE initiative that is

‘comprehensive, systematic, proactive, well-coordinated, and sustainable’ to successfully address the needs & challenges faced by RBS.

Theoretical frame: Capabilities Approach (Sen, 1999) – highlights the significance of one’s agency in exercising personal freedom for social and economic development, regardless of an individual’s citizenship status; Based on Sen’s Capabilities Approach, authors argue that education should be viewed as a crucial element of participating in society, and a pathway to ‘long-term social and economic benefit’ (p. 212).

Findings: 1) Needs and social impediments - Resettled refugees have distinct needs that require additional support: Language, soft skills, finances, food insecurity, the need to address xenophobia and a lack of awareness at the administrative level; 2) Initiatives which promote access, inclusion, well-being and success in HE – college preparation: a) Partnership for the Advancement of Refugees (PAIR) – established in partnership with Rice University and funding from the Clinton Global Initiative; provides resettled high school refugee students with academic & career counselling, where students co-create a 4-year academic plan with their mentors; b) College Journey Upward Mentoring Program (JUMP) – established via a partnership between the Baltimore County Community College Refugee Youth Project (RYP) and the University of Maryland, Baltimore County; pairs undergraduate student mentors with RBS in local high schools to support their college application process; c) International Rescue Committee’s (IRC) Saturday Learning Series – pairs volunteers with middle and high school students to support their English conversation practice, SAT/ACT prep, and scholarship and college application support; International Network of Public Schools – support students from primary through high school, but acknowledges that inclusive higher education policies require comprehensive responses, which should start early; d) Tuition & financial support - ONE Refugee, a privately funded organization in Utah has supported approximately 300 refugee students at Utah universities with their tuition; The program also provides supplementary support for additional expenses, including food and purchase of books; Most initiatives are perceived to be ‘ad-hoc and reactive’ (p. 15), instead of being comprehensive and standardised; Nonetheless, authors argue that the current initiatives are promising.

Discussion: Implications: 1) A standardized outreach mechanism for local refugee communities at all levels of education should be established; 2) HEIs should build partnerships with refugee resettlement organizations; 3) HEIs play a crucial role in making significant policy

	recommendations to address the inclusion of refugee students in HE & the society; Policy recommendations: Policymakers in HE need look beyond a “hierarchy of needs” approach and related assumptions regarding resettled refugees to effectively support the inclusion of refugee students in HE. Core argument: To make substantive progress in addressing the needs of refugee students in HE, greater awareness needs to be cultivated among HEI administrators, faculty, staff, high schools, and the general population about the ‘real and often crippling social impediments’ which refugee students in the US experience daily.
Student, R., Kendall, K., & Day, L. (2017). Being a Refugee University Student: A Collaborative Auto-ethnography, <i>Journal of Refugee Studies</i>, 30(4), 580–604. UK Annotation written by Sally Baker Keywords: <i>collaborative auto-ethnography, higher education, refugee, United Kingdom, student</i> HIGHER EDUCATION STUDENT/LIVED EXPERIENCE	Context: UK higher education. Student author chose to remain anonymous. Scopes familiar HE-related literature; makes point that “refugee students often experience higher education as overwhelming and alienating” and notes themes from literature: language, academic skills, excluding sociocultural practices, bureaucratic systems, finances, community/ family pressure, anxiety and mental health (p.582). Makes note of recent advocacy work in UK (e.g., Student Action for Refugees, STAR and NUS campaign) Aim: Methodology: Collaborative auto-ethnographic approach which began through collaboration on film in Medical faculty about genocide (2 non-refugee authors = supervisors of Student R). Original idea was to recruit other refugee students but none responded to the invitation to participate. Student R wrote/ reflected on his experiences of studying at 3 different UK universities and co-authors/supervisors co-analysed his narratives. Student R recalled key event/ ‘epiphany’ at each institution. Analysis = grounded theory. Findings: Student R’s narratives: 1) Reflection of sense of fortune (“Garden of Eden”) in childhood (but impoverished in material terms compared with UK). Reflects that he had lived in at least 28 different homes as part of his exile and resettlement – ‘homelessness’. Education gave “a sense of order rather than engulfing chaos”, p.588). 2) Came to UK on student visa at University A. Degree = 4-year (leading to UK PR/ citizenship). Placements = competitive and he was unsuccessful (comparing himself with British peers who were successful). This rejection = deeply destabilising because he thought it would jeopardise his visa. He was shown kindness by a university staff member and was

	encouraged to reapply (the reason given by the employers who initially rejected him was that he posed a risk because of his nationality). He persisted and was eventually given a chance. He never disclosed he was a refugee. He later became a UK citizen. 3) University B. Narrative starts with him expressing his hatred for the label refugee, and says he uses the term out of necessity. His status meant that he was going to be charged international fees – he was able to challenge the administrator because of his British passport, but it reminded him that the “administrative office is like a master and I only want to obey rather than face the lashes” (p.592). 4) University C = postgraduate study. He had a breakdown because he was worried about family back in his country and a health epidemic – his supervisors were unsupportive and cruel (calling him lazy and stupid) – partly it was a response to learning that his supervisor had been a soldier in the army. Discussion: Relates Student R’s narratives to neoliberalism and the prevailing self-surveillance/ governmentality of power dynamics in educational relationships. Prioritisation of market values = evident in the competition for placements in narrative #2; the ascription of international status in narrative #3, and the uncaring, self-interested/ abusive behaviour of his supervisor in narrative #4. The kindnesses he experienced = kind of antithesis to these neoliberal forces. Core argument: Authors offer a ‘counter-narrative’ to neoliberal forces; they claim that “we have shown how R Student’s past as a survivor of genocide and forced migration; his corrosive and supportive relationships; and neo-liberal policies and practices all intersected in complex and varied ways to shape his experience of being a refugee student” (p.600).
Sukarieh, M., & Tannock, S. (2019). Subcontracting Academia: Alienation, Exploitation and Disillusionment in the UK Overseas Syrian Refugee Research Industry. <i>Antipode</i>, 51(2), 664–680. UK Annotated by Sally Baker	Context: The political economy of refugee research; exploitative research/ sub-contracting practices for people in countries of first asylum/ language brokers. Authors make a comparison between ideas about international students and contract cheating, and UK researchers sub-contracted ghost producing research in overseas contexts. Local research assistants on UK (aid-based) projects are often “local university graduates have come to constitute an indigenous, proletarianised overseas research workforce, subcontracted to perform research that UK academics direct from afar, separated as they often are by a gulf of language, culture, geography, and the basic political economy of research production in the 21st century marketised university sector” (p.665). Authors argue that these RAs experience alienation and a sense of exploitation.

Keywords: <i>alienation, exploitation, grant culture, refugee research, research assistants, subcontracted research</i>	Authors review of the literature suggests a long tradition of failing to fully/ publicly credit local RAs for their contributions to fieldwork, leading Turner (2010) to name them ‘ghost-workers’. These practices are colonial in origins and reflect uneven power dynamics that are disadvantageous to local brokers. While this once an anthropological issue, it now extends to many other disciplines who have spread their reach as part of the internationalisation agenda in universities. Contemporaneously, ways of researching have shifted, meaning researchers are not often physically present in field sites, meaning a greater reliance on sub-contracted fieldwork assistants, who may end up doing most of the fieldwork. These changes are in part due to changes in the political economy and funding regimes of research, moving away from funding individual researchers to funding large consortia of researchers/ research centres. This means 1) researchers need to employ more RAs; 2) “principal investigators are also likely to be in a de facto subcontracted relationship themselves” (p.667). Moreover, the “rise of research entrepreneurialism and a grant culture” (p.667) in academia has transformed career structures, meaning hiring and promotion is tied to metrics such as competitive grant funding (as a proxy for academic merit), with researchers creating ‘brands’ that can be attached to proposals to bolster the success of an application. The other shift fuelling ghost production is the increased research proletariat (Harvey, 2000)/ contract researcher workforce, created by diminishing secure job opportunities. <i>‘Syrian Refugee Research Industry’</i> (p.668) Between 2014–2018, 33 research grants (totally 28.2m GBP) were granted to UK academics from national and continental research councils, foundations, and government/s for research on (not necessarily with) Syrian refugees in Lebanon. Authors note how total amount is larger because internal and foundation \$\$ are not publicly listed in the same way. More grants were awarded to researchers exploring Syrian refugees in other national contexts. As such, “The overseas Syrian refugee research industry has become a significant business operation for many UK universities and academics”, not just for established/ regional experts, but also others with no previous experience of working in these areas/ with these cohorts/ with little or no ability to speak Arabic. Authors argue that “Winning UK research grants on overseas Syrian refugees has also become a social and political event” (p.669). Authors question why so much money was dedicated, especially against a context of domestic austerity, and when the UK has resettled a very small number of Syrian

refugees. Authors argue that the investment is tied to foreign policy, with the Global Challenges Research Fund created in 2015 to help the UK realise its aid strategy, using diverted aid funding that should be used to support the UK aid agenda. Authors argue: “The government has effectively been able to steer research attention to areas where it has identified policy priorities (refugee relief efforts in the Levant) and away from areas it doesn’t want addressed (e.g. extending resettlement programs in the UK)” (p.670).

Aim: To “report on a case study of the experiences of local research assistants employed on UK-directed research projects on Syrian refugees in Lebanon” (abstract); to argue “for the need to give better recognition to the work, concerns and interests of research assistants; but also the importance of understanding how the political economy of university research shapes research processes, products and impacts that academic research can have on the broader global, social environment” (p.665).

Methodology: Interviews with Lebanese and Syrian research assistants (n=32) who worked with UK-based academics on research projects on Syrian refugees in Lebanon between 2012 and 2018. Interviews conducted in Arabic.

Findings:

Alienation in the academy: Fieldwork assistants report feeling annoyed by researchers presenting data “as if it was her work, quoting Syrian refugees as if she had done the interviews herself, and we (myself and the other RA who did all the research) were just part of the audience, we did not exist” (cited on p.671) – this person described being ignored more at being ignored, rather than the plagiarism: “This experience of personal erasure from work they themselves have done is a common story among research assistants in the UK Syrian refugee research industry in Lebanon” (p.671). The lack of control as a contracted RA is coupled with the principal researchers’ lack of knowledge about local conditions and dynamics. Topics/ foci are generated by non-local researchers/ written up outside of Lebanon, and not always fully in the control of the UK-based researchers.

	““I feel very weird being here”, another PI told his research assistant in Beirut: “I never worked on refugees or the Middle East before, I just was trying to tick boxes for the university ... I saw the call for funds, I applied and was honestly surprised to get [the grant]” (p.672). Lack of transparency about the source of funding was also described as “unethical and deceitful” (p.672). Fieldwork assistants also describe the guilt at imposing themselves on people living in precarity/ vulnerable situations. Payment is also an issue, especially the amount given to participants, and suggestions of misleading promises to get participants (see p.675). Exclusion from publications is a particular sore point/ exploitative practice. Fieldwork assistants, while mistrustful and irritated, also recognise that PIs are subject to similar exploitative patterns with unpaid labour, albeit with more secure positions Core argument: Authors describe the cases presented in this article as the ‘miner’s canary’, “warning of problems and inequities in the industrial organisation of academic research production today—problems and inequities that are found not just in UK refugee research in Lebanon, but more broadly, in research on other topics led by investigators from other countries in the global North in other regions throughout the global South (and indeed, in some domestic research as well, particularly where lines of race, nationality, class and gender are being crossed)” (p.677).
Svensson, H. (2023). “We Kiss Everyone’s Hands to Get a Permanent Job, but Where Is It?”: The Failure of the Social Inclusion Narrative for Refugees. <i>Social Inclusion</i>, 11(4), 13–23. SWE/ NZ Annotation written by John van Kooy Keywords: <i>dialogism; employment; language learning; refugees; social inclusion</i>	Context: Sweden and New Zealand as refugee resettlement destinations; while the latter has historically been a culturally homogenous country of emigration with large numbers of asylum seekers in recent years, the former is a settler country which has only recently increased the number of refugees being admitted. Both countries emphasise labour market participation of humanitarian entrants, and subject refugees to welfare initiatives with high expectations for work readiness and sanctions for those not meeting jobseeker requirements. Aim: to investigate social inclusion, language learning and employment in refugee settlement from multiple stakeholder perspectives in two different contexts, and exploring ideological, institutional, and individual dimensions. Theoretical frame: critiques the idealised integration narrative which presupposes that individual motivation is the only requirement for success and that lack of success is best addressed through

	incentivisation. ‘An epic construction of the language-learning other provides a narrative that precludes any recognition of structural constraints or economic inequalities and, instead, attributes success or failure solely to the effort and motivation of the self-actualising individual.’ Methodology: qualitative, semi-structured interviews conducted in both countries (total n=85 participants, including n=56 former refugees, n=14 language teachers and tutors, n=15 individuals working in refugee support roles). Dialogical data analysis and coding methodology based on grounded theory method. Findings: refugee background participants authored themselves as motivated language learners who desired to access the labour market and develop an identity as fully participating subjects. However, their efforts were thwarted by a range of barriers including the policies designed to incentivise and ‘fast-track’ their early labour market entry. The effectiveness of these schemes was further diminished due to the lack of understanding of systems and processes held by participants, limited access to information, and thus patchy understanding of work obligations. There was a general understanding amongst support workers that refugees with professional backgrounds should be willing to re-evaluate their options. Core argument: refugees rarely lack motivation or will to learn a language and enter the labour market; incentivisation schemes are unlikely to make a long-term difference. The ‘solutions appear to lie in one-on-one support and interaction with individual’. ‘Social inclusion is unlikely to be successful as long as one group is treated as distant, ‘othered’ subjects without individual voice in their own destiny.’
Syed, J., & Murray, P. (2009). Combating the English language deficit: the labour market experiences of migrant women in Australia, <i>Human Resource Management Journal</i>, 19(4), 413–432. AUS/ UK Annotation written by Sally Baker	Context: Dearth of knowledge (‘qualitative insight’) about how Non-English-Speaking Background (NESB) students; authors note that where such literature does exist, English language and ‘related social skills’ (defined as networking and communication) are commonly cited as challenges. Authors note how women account for majority of migrants, although they are disproportionately represented in low-skill jobs (Dumont & Leibig, 2005): “Qualified migrant women are reported to face larger gaps in employment and occupational attainment vis-à-vis their native-born counterparts of comparable skill levels” (p.415). Intersectional reading is that combining sexism, racism and migration = ‘triple jeopardy’, “as their national or cultural background may form an additional intersecting component affecting their position and opportunities in the labour market (p.415). Authors note the hegemonic pull of English language (or ‘imperialism’, according to

Phillipson, 1992). Authors note general patterns of employment discrimination against Asian migrants (see p.416), with English language proficiency a notable barrier

Aims: Explore NESB migrant women's experiences of labour market in Australia; to probe "the implications of the intersectionality of gender, ethnicity, and migration on the labour market experiences of NESB women in Australia" (p.413). RQ: "How is the multilevel framework of diversity expressed through the workplace experiences of NESB women in Australia?" (p.417)

Theoretical frame: Post-colonial/ critical race perspectives

Methodology: Exploratory interviews with NESB women (n=24; 12 Pakistan, 6 Iran, 6 Afghanistan) who worked in metro Sydney. Average age = 32; average time in Australia = 7 years; most held graduate qualification; half = married + half = unmarried.

Findings: Organised at three levels: macro-national, mesoorganisational and micro-individual challenges. Employment opportunities for NESB women = "shaped not only by their professional skills and qualifications but also by their multiple and intersecting identities" (p.414)

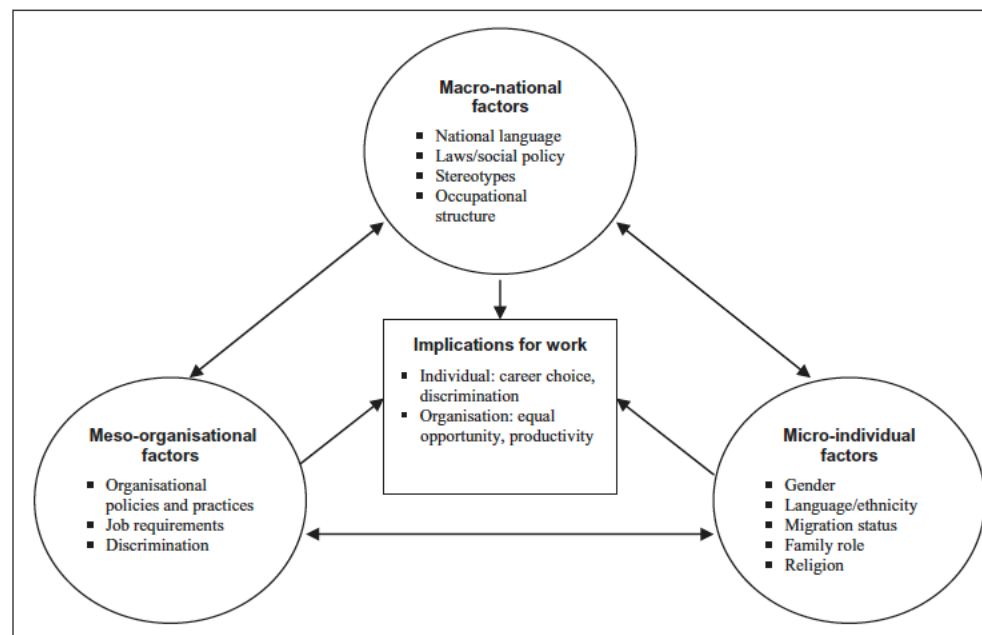
Macro-national level: participants with English language experience prior to arrival appeared to face fewer challenges with entering the job market; however, these were in the minority and challenges = exacerbated when the education system of home country was markedly different from Australia (e.g., perception that not learning 'presentation skills' in Pakistan left one person feeling at a disadvantage). Underemployment = described as an issue by 15/24 participants, largely because of misrecognition of prior qualifications. Authors note how this is surprising, given the economic migration program. Some participants described feeling supported by federal/ state-funded programs (e.g., NSW 'SkillMax' program) but authors note how these programs "seem to be inadequately integrated to migrants' employment outcomes. Much institutional support appears to be rudimentary, reflecting a lack of systematic processes for the integration of NESB workers" (p.420-1). A common theme = lack of awareness of legal rights for migrants.

Meso-organisational level: most participants = unaware of organisation's diversity/ equal opportunities policies. English language proficiency = pre-requisite for employment (example given of a woman who was sacked due to lack of language proficiency), particularly in customer-facing roles. Developing language proficiency also impedes social networking and led to perception among some participants that they needed to work harder than non-migrants. English language = important for both finding a job and developing a career.

Micro-individual level: participants talked about their individual experiences of seeking employment in the context of their English proficiency, accent, wearing a scarf and their ‘foreign sounding names’. Challenges from interface between work and home are common to many women but “migrant women are influenced strongly by gender regimes in their places of origin and religious markers that restrict social mobility at home” (p.425). Gender roles also mean less time to learn English. Authors also offer accounts of successful strategies and a positive outlook in the main, with individual identities seen as pivotal in shaping their trajectories.

Core argument: Multi-level analysis suggests NESB women’s employment/ careers are shaped by various experiences, meaning “there is a need for a multilevel framework to understand the nature and implications of the complex interplay between multiple forms of identity, something that ought to be studied not only in relation to individuals’ migration histories, but also in terms of how they are inserted in the labour market of host countries” (p.428)

FIGURE 1 *A multilevel perspective on NESB women's labour market experiences*



p.427

Taylor, S., & Sidhu, R. (2012). [Supporting refugee students in schools: what constitutes inclusive education?](#), *International Journal of Inclusive Education*, 16(1), 39–56.

AUS

Annotation written by Sally Baker

Keywords: *refugee education; schooling; globalisation; forced migration; inclusive education*

Context: Offers an inclusive model of good practice for refugee education from investigation of role of schooling in settlement of refugee children. Set in context of increased global movements, particularly forced migration – creating challenges for social cohesion, which have been exacerbated by neoliberal politics/policies. Refugees/ asylum seekers = undesirables. Schooling = critical for settlement to citizenship and belonging.

Scopes literature on globalisation and rise of inequities, as well as historical roots of current conflicts that are causing increased patterns of forced migration: " Forced migration then has to be understood and studied in the context of social transformations that have emerged from earlier and present waves of globalization" (p.40). Notes how UN Refugee Convention based on 'particular subjectivity' of Eastern European migration post-WWII and has been since replaced with more

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negative subjectivities/ images. Disjuncture in liberal states (e.g., UK and Australia), “between their espoused human rights ideals and the resettlement policies and practices that they have institutionalised for refugees” (p.41) – erosion of welfare state with neoliberalism, meaning that policies, politics and practices collude to position refugees as ‘underclass’ – see paragraph on ideal citizen (p.42). Assistance models of agencies like UNHCR = short-termism, meaning that educational provision for children in refugee camps is poor.

In settlement education systems, refugee needs are ignored by policy makers and researchers (most research = migrant/ multiculturalism), “These exclusions – from public policy and academic research – establish the context for a lack of targeted policies and organisational frameworks to address the significant educational disadvantages confronting refugee youth” (p.42). Previous research has pointed to unsatisfactory nature of schooling for refugees (refugees seen as a ‘problem’ and arguments about ‘discriminatory’ lack of ESL). Previous research has pointed to trend to medicalise refugee children (e.g., in Queensland have to access funds to support refugees from state health dept). Research by authors shows that insufficient resources for ESL = result in ESL teachers feeling they are ‘bearing the brunt’

Aim: To “make a contribution towards a broader understanding of how schooling may contribute to social inclusion for refugee students, in the school and the broader community” (p.40). To explore “how schools met the needs of refugee students and the values which underpinned the schools’ approaches” (p.46).

Methodology: Draws on previous (2007) study of high schools in Queensland/ central western NSW with increased numbers of refugee students. This paper focuses on 4 schools, including Catholic schools. Data collection = interviews with ESL teachers, principals, key support staff, as well as collecting key documentation

Findings: Identified features = successful support:

- Targeted policy and system support (including budget support)
- Commitment to social justice (observation that perhaps Catholic system enables and fosters this because of its mission)
- Holistic approach to education and welfare
- Leadership (strong, needed)
- An inclusive approach

	• Support for learning needs • Working with other agencies Recommendations: “a curriculum that is accessible to all students working together. • a safe and supportive school community where all students are genuinely valued and respected; students’ social and emotional needs, as well as their intellectual needs, are responded to. • social connectedness and a feeling of belonging for all students; and • a systematic approach to ensuring that the practices of inclusive education are embedded, sustained and evaluated (Tasmanian Education Department 2008, 1, modified).” (p.53-54)
Tecle, A., Ha, A.T., & Hunter, R. (2017). Creating a Continuing Education Pathway for Newly Arrived Immigrants and Refugee Communities. <i>Journal of Teaching in Social Work</i>, 37(2), 171–184. USA Annotation written by Rebecca Murray Keywords: <i>Case management; continuing education; immigrants and refugees; paraprofessional social work</i>	Context: Since 2014, there has been exponential growth in the number of people displaced due to war, conflict, and climate change. Responses to this global crisis need to extend from the displacement as a humanitarian to human rights issue. Oppression and oppressive practices stimulate and shape experiences of displacement, which we should avoid replicating in the resettlement context. There is a need to move away from deficit thinking in relation to migrants and embrace their diverse knowledge and experience. Aim: Social work is a profession that prioritises the value of social justice, therefore has an responsibility to support the resettlement of social work <i>paraprofessionals</i> living in and supporting displaced migrants in communities. The overarching aim of this article is to provide an early evaluation of the Case Management Certificate Programme (CMCP), delivered over a 9-month period, which seeks to empower individuals working within refugee community organisations, to develop case management skills in relation to their work with newly arrived immigrants. This process endeavored to reframe refugee community members as social work paraprofessionals, directly serving their own communities and indirectly the host community, as opposed to welfare dependents. Theoretical frame: The project constructed a theoretical framework for ‘Lifelong Learning’ shaped by three key theories: (1) <i>Continuing Education</i> - lifelong / continuous learning plays an integral role in social work professionals ongoing commitment to professional development, via developing their knowledge and competencies in informal and formal learning environments.

(2) *Andragogy - An Adult Learning Theory* - embraces 6 characteristics of adult learners, which reflect the different experiences and energy they bring to education opportunities. Andragogy utilises engaged pedagogical practice wherein lived experience is integral to applied learning and teaching. This approach explores practices of reciprocity between the student and the teacher, who both shape the learning experience.

(3) *Action Learning* - embraces the concept of learning through doing "*there is no learning without action and no sober and deliberate action without learning*". New knowledge is acquired through applying learning to 'real' problems in the context in which they arise.

Methodology: Reflections on early data collected as part of an evaluation of the CMCP initiative and an ongoing impact study. No specifics provided in respect to how the data was gathered. The CMCP was preceded by the Emerging Leaders project to support newly arrived refugee and migrant communities in the post 2014-era and the 10.7% population growth largely owing to resettlement. It sought to build refugee community organisations and identify 'bridge workers' who could connect social workers to these organisations and support them to qualify to work in social services agencies. The CMCP teaching was founded upon principles of participation and the learning outcomes enabled participants to: apply basic social work theory, communicate effectively with individuals and families, apply case work management principles, processes in diverse contexts and empower service users. In the context of reciprocal learning, participants were able to share frustrations and challenges encountered by newly arrived migrants. Detailed demographic data is provided for programme participants.

Findings: The CMCP provides a social work education and employment pathway for people with a migration background, evident through reports of the entry level jobs participants secured. This has also increased the power and capacity of refugee community organisations. These pathways are important as they recognise the heterogeneity of migrant communities and seek to empower participants through opportunities to translate knowledge and experience into professional practice. In the long term the programme has the potential to diversify and strengthen the social work profession.

The authors acknowledge key limitations of the study: questioning the appropriateness and their right to describe participants as 'paraprofessionals', which could be deemed patronising or even neo-colonial; uncertainty about the project's application beyond Salt Lake City, and; the need for a

	longitudinal study that measures systems change and the extent to which the new knowledge produced is effectively integrated into the delivery of social services.
Temple, B., & Edwards, R. (2006). Limited exchanges: approaches to involving people who do not speak English in research and service development. In Temple, B., & R. Moran (eds.) <i>Doing Research With Refugees: Issues and guidelines</i>, pp.37–54. Bristol: The Policy Press. UK Annotation written by Sally Baker METHODOLOGY LANGUAGE PROFICIENCY	Context: UK context; makes argument that “the world of people who speak little or no English in Britain is significantly constrained, and there are links between English language disadvantage and social exclusion and deprivation” (p.37). Argues that there is little research/ written about the research interactions (data collection: interviews and focus groups) with people who speak limited English (but see Esposito 2001). There is some literature that speaks to the usefulness of using interpreters and bilingual providers but “there is very little reflection on the implications of language difference and the use of third parties in communication across languages” (p.38) – [Interpreters etc.] are often treated as conveyers of messages in an unproblematic way” (p.39) – thus ignoring the role of perspective and power (plus limitations in translating intended meaning) inherent in the role of interpreter Aim: To “draw on some of the lessons that can be learned from a reflexive examination of the literature on issues in translation in order to explore working with people who do not speak English” (p.38); to focus on role of interpreters Conceptual frame: Social constructionism and reflexivity – translation literature broadly argues that it is impossible to transfer meaning literally between languages (fitting with social constructionist view). Authors cite work by Simon (1996) that speaks to the conceptual and cultural meanings which should also be considered, as well as technical challenges with difficult vocabulary = all requiring multiple layers of translation and associated knowledges/ intelligences (see p.40-41). Authors also discuss the idea that there are hierarchies of languages (with English at the top) – see Kalantzis et al. 1989) Methodology: Authors draw on two projects to explore issues with involving interpreters/ translators in research; authors offer their “reflexive consideration of working with interpreters in the research process” (p.42). Both projects rooted in feminist/ critical approaches that resisted the more dominant pseudo-positivist thinking at the time (late 80s/early 90s). Discussion: Implicit model behind advice on working with interpreters = “traditional, supposedly detached and value-free” – critiqued by many in the ‘reflexive turn’ in social research. When an interpreter is involved, the research “becomes subject to ‘triple subjectivity’ (the interactions between the research participant, researcher and interpreter)” p.45.

	Edwards developed model of treating interpreter as ‘key informant’ (p.45), which “encompassed a reflexive evaluation of the interpreters’ social location, their values and beliefs, and their understanding of their relationship to the researcher and the interviewee” (p.45). This didn’t involve privileging the interpreter’s reading over that of the participant. Temple used Stanley’s (1990) concept of the ‘intellectual biography’ Interpreter’s social position can act as a barrier to interpretation (see example on p.47) Temple gives example of how cultural practices (and resistance of) can position someone as an outsider, again impacting on the research interaction Discussion: Perspective and positioning = highly significant elements and need to be debated, particularly how interpreters produce “borders between cultures and identities” (p.50).
Temple, B., & Moran, R. (2006). Introduction. In Temple, B., & R. Moran (eds.) Doing Research With Refugees: Issues and guidelines, pp.1–20. Bristol: The Policy Press. UK Annotation written by Sally Baker METHODOLOGY	Introduction to edited book on researching with people from refugee backgrounds. Book emerged from 2-year ESRC seminar series (in collaboration with Refugee and Asylum Seeker Participatory Action Research; RAPAR) on methodological issues related to research with refugees (Oct 2002 - May 2004). Authors note challenges of securing written contributions from refugees: “Firstly, refugees’ lives may be taken up with issues that many academic researchers do not have to face: deportation, the memories and effects of torture and even ongoing threats to friends and relatives. Punishing timetables are the least of their concerns. Second, writing can be daunting and writing for academic publishers is not the same as writing for a general audience. There is an academic language and way of arguing that takes time to learn. We have found that refugees, and service providers, in our seminars found it easier to speak about the issues than to reproduce them in writing for an academic audience” (p.4) Advantages and disadvantages of PAR: p.6–7. Researcher positioning (with/ alongside refugees): p.9–13. Gatekeepers: p.13–17 Choosing one person to represent community = “problematic from the outset” (p.13) if researchers rely of refugee community leaders to speak for their community [bias = gender, status, heteronormative] Representative sampling = one approach to counter but is difficult to achieve (no complete databases to draw on; see Tait, 2006 in same book). Consulting communities in a meaningful way is resource-intensive.

	“Even when the process of choosing a community representative is judged to be adequate, there are limits to the extent to which community researchers who are not academics (and sometimes also academics themselves) have been allowed to influence the final product” (p.16).
Terry, L., Naylor, R., Nguyen, N., & Rizzo, A. (2016). Not There Yet: An investigation into the Access and Participation of Students from Humanitarian Refugee Backgrounds in the Australian Higher Education System, National Centre for Student Equity in Higher Education, Perth, WA. AUS Annotation written by Sally Baker HIGHER EDUCATION See also: http://www.smh.com.au/victoria/meet-the-university-students-who-have-been-through-hell-20160812-gqreh1.html	Context: Examines the participation of sfrb in higher education in Australia (using strengths-based approach to acknowledge the ‘grit’ and ‘determination’). Notes unhelpful reduction of nuance into NESB category: “refugee communities face a range of obstacles that relate to specific refugee experience, such as trauma, forced migration, loss of family, disrupted schooling, that compound the barriers that they face in their transition into Australian society” (p.5). Addresses the issues that asylum seekers face. Aim: To examine the literature and ABS data and enrolment data from DET so as to: • Identify key principles and practices for engaging with/ supporting sfrb communities (access to/ participation in higher education) • Explore dearth of information on levels of sfrb participation • Provide an overview of participation • Identify patterns of under-representation (courses/communities) Methodology: strengths-based (beyond ‘discourse of vulnerability’) literature review. Also examined DET data for participation data on HEB students and compared against refugee population data for (Iraq, Afghanistan, Myanmar and Bhutan). Also examined ABS (census 2006/2011) data Findings: Existing equity/widening participation strategies and initiatives could be strengthened through a more focused, community-based rights and capacity building approach (p.5) for stronger links and research partnerships. Some universities have been ‘highly creative’ at designing responsive curricula, pedagogies and supports as well as cultural awareness training for staff (good practice). Literature review shows that work done hitherto = small scale/ specific communities. Discusses Naidoo et al. 2015, Gray & Irwin, 2013; Silburn et al., 2010; Penn-Edwards & Donnison, 2014; Gale et al. 2010; Ben Moshe et al, 2008; Earnest et al., 2010). Authors identify strong theme of resilience, agency, autonomy and community support in literature – see Gately, 2015 for challenging ‘discourses of vulnerability’/ identification of structural constraints and admissions

procedures = barriers. Also examines motivation and ‘skills’ (see Hirano, 2014). Literature review identifies gaps in provision.

Summary of data: HEB student data: “not been subject to rigorous scrutiny, and many records were found to be missing data or containing potentially incorrect data (for example, by listing country of birth as “Australia”), p.19. Data suggests 3506 sfrb = currently enrolled in Australian higher education = has doubled between 2009-2014. Males = 60-70% of sfrb numbers since 2009, but numbers of females = growing (30% to 40% in 6-year period) – but there are wider gender disparities in specific communities (see Table 4, p.21; e.g., Afghans, Bhutanese, Sudanese). Most sfrb are mature age. Only 12 % = younger than 20; nearly 50% = 26 or older. 82% of sfrb come from 20 countries (see Table 6, p.22). HE participation ratio = 2-3% (based on numbers of HEB visas awarded for countries of origin – see Table 7, p.23 and languages spoken Table 8, p.23). 78% sfrb entered Australia between 2006-2009 (most arrived after 2000). 25% report coming from school, 25% from alternative entry (enabling), 10% come from VET pathways (see Table 9, p.25). 75% of sfrb doing UG studies, many less = doing PG study (17% compared to 24% ‘mainstream students’). Sfrb = more likely to do enabling program (7.1% compared with 3.3% = likely to be result of admissions procedures/requirements). Sfrb – most likely to be enrolled in Society & Culture, Health (specifically Nursing), Management & Commerce – but there are big ethnic/community differences. State analysis p.30-32.

Recommendations:

- Review supports on offer and extend to sfrb (including community-based activities)
- Work on ways to engage with communities – develop and maintain existing and new links with communities and engage in partnerships
- Know where students come from (e.g., identify what national/ethnic groups are settled in local/campus area)
- Take a strengths-based approach that acknowledges range of knowledges and practices students bring with them
- Nationally, more targeted funding should be directed at sfrb
- DET should establish a working party to develop national framework to guide universities in development and delivery of programs [see the Refugee Education SIG ☺]

Thapliyal, N., & Baker, S. (2018). Research with former refugees: Moving towards an ethics of practice, <i>Australian Universities' Review</i>, 60(2), 47–54. AUS Annotation written by Dr Megan Rose Keywords: <i>refugees; corporate academy; ethics in practice; reflexive research</i>	Context: Research of former refugees in the resettlement context globally. Aim: To explore ethical issues around collaborative research with former refugees, with a focus on recruitment, data collection and dissemination. Methodology: Theoretical analysis and critical reading of the key tenets of human research ethics. Findings: • Understandings of ethics and its application should adapt as the complexities of participants – in this instance the concept of ‘refugeeness’ are revealed. • Through power relations between researcher and participant, all participants have the potential to be vulnerable, beyond the current groups ethics policy stipulates. • Recruitment of refugees for research projects can be problematic, particularly when they depend on the services of NGOs that promote the research. • The neoliberal demand for particular areas of research can result in the oversaturation of some research areas. • Obtaining oral consent through discussion and dialogue about the research helps position the participant as agent and subject. • In order to avoid reproducing structural inequality, measures should be taken to make research a collaborative effort. Core Argument: An ethics in practice approach should be taken towards research rather than viewing it as a matter or procedure and compliance. Researchers should seek to actively continually seek to adapt and shape their research to ensure it is ethical, beyond what policy stipulates.
Tilbury, F., & Colic-Peisker, V. (2006). Deflecting responsibility in employer talk about race discrimination, <i>Discourse & Society</i>, 17(5), 651–676. AUS Annotation written by Sally Baker Keywords: <i>critical discourse analysis, employment, migrants, racism, refugees, responsibility</i>	Context: Employers discussing the employment market in Australia relating to issues that migrants might face, in Australian context where refugees had higher rates on unemployment and longer periods of unemployment than any other groups. Authors locate paper against Australia’s history of anti-race discrimination law (e.g., Australian Racial Discrimination Act 1975). Authors argue that modern (thus post-Act) racism = more symbolic and subtle than overt: “Modern forms of racism tend to be cultural and symbolic rather than biological or essentialist, where a politics of difference is used to claim legitimacy for dominant cultural practices using a hierarchy of values and behaviours, which present the nation as, ideally, a unified cultural community built on neo-liberal

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principles of individualism and productivity” (p.653) – and articulations of racism often use counter language (e.g. tolerance, acceptance), while also using rhetorical devices to distance (see p.653).

Aim: To explore impacts of systemic/ institutional discrimination and individual prejudices on unemployment of refugees by examining the discursive features used in employers’ talk

Methodology: Critical discourse analysis on interview data collected as part of research project that sought to explore whether poor employment options for CALD migrants and refugees = due to racism/ discrimination. Interviews conducted with people (n=40) responsible for employment in small, medium and large organisations (see p.654 for definitions), including private, public, gov’t and NGOs with a variety of employment/professional areas. Questions included: “experiences in employing ‘visibly different’ skilled, educated refugees and migrants; expectations before employing ‘visibly different’ refugees and migrants; perceptions of barriers to migrant and refugee employment generally, and for those who are ‘visibly different’ specifically; any strategies and proactive equity policies the company implements which facilitate employment of the ‘visibly different’; and the role of employment agencies” (p.654). Of methodological note: HR staff more careful in their speech/speaking (aka didn’t offer much negative positioning) = ‘recipient design’ (Edward & Potter, 1992), “providing the sort of information they perceived we wanted, while saying little that would challenge their own positive self-image, nor that of the company which they represented” (p.654-5; see also van Dijk, 1987). Authors note limitations of interviewing but make argument for including ‘non-covert’ information so as to “analyse the delicately negotiated manner in which talk about discrimination is managed” (p.655), particularly when the questions explicitly asked about racism and the implicit values indexed, which perhaps encouraged participants to orient their responses in particular ways. Authors also note the methodological dilemma caused by participants denying that racism is an issue/ exists in the workplace.

Findings: In general, employers use a range of rhetorical devices to distance themselves from possible culpability for discriminating against CALD migrants and refugees. Strategies used by participants premised on two discursive assumptions: 1) racism = thing of the past; 2) recruitment is market-driven and blind to race. Authors identify 6 deflection strategies:

1. “avoiding the topic by talking about other forms of discrimination and equity issues;
2. transferring discrimination to clients (customers, or for recruitment agents, employers);
3. transferring discrimination to the market;

4. transferring discrimination to job (ir)relevant issues;
5. transferring discrimination to other staff; and
6. transferring the problem to the potential employee” (p.657).

1) *Avoiding the topic by talking about other forms of discrimination and equity issues*: Conflation of different types of diversity/ challenge - pointing to the recognised excellent practice of a workplace/ being a socially responsible employer for other groups who experience challenges (e.g., people with disabilities), rather than recognising the specific issues at hand

2) *Transferring discrimination to clients (customers, or for recruitment agents, employers)*: Arguing that sometimes discrimination needs to occur because of the desires/ needs of the customer (see example of private school that has many Asian international students and therefore cannot employ black Africans). By transferring agency to clients (non-specific), the participant “is able to retreat from ownership of the attitude (and consequent action) by positioning himself as merely a conduit through which the concerns of clients (both students and parents at the school) must be addressed” (p.659). Authors argue that this argument was also prevalent among people working in/ recruiting for aged care work.

3) *Transferring discrimination to the market*: Arguing that the market dictates employment choices (e.g., the market demands immediate productivity and doesn’t want to wait for new arrivals to adapt/ upskill) – positioning CALD migrants and refugees as a ‘risk’ for employers. Often this approach aligned with a sense of victimization of the company (‘it’s hard for us too’).

4) *Transferring discrimination to job (ir)relevant issues*: Seen in statements such as ‘organisational fit’, ‘local experience’, ‘communication’, ‘cultural knowledge’ – but these (particularly ‘cultural competencies’) are rarely defined clearly. Mention of accent (p.662-3) also. The implicit and non-specific soft skills were described by one recruitment agent as “‘emotional intelligence’ and ‘ability to persuade in a culturally appropriate manner’ as key skills employers are looking for, and argued that migrants should ‘invest’ in ‘cultural capital’ such as Western ‘names’, ‘humour’, and ‘interaction style’, in order to fit in. He suggested the ‘dividend’, namely a job, would be worth the ‘investment’” (p.663). Authors also note that recruitment practices change, depending on the discursive landscape (e.g., omitting people from Middle Eastern backgrounds after 9/11). Authors also note ‘we’ and ‘them’ dichotomy in participants’ talk.

	5) <i>Transferring discrimination to other staff</i>: premised on belief that homogeneous workforce is best model and therefore CALD migrants and refugees would not ‘fit’/ be incompatible. Example offered of the perceived challenges of offering Muslims time to pray 6) <i>Transferring the problem to the potential employee</i>: Some participants used previous experiences of employing CALD people to justify problems created by cultural diversity: what van Dijk (1987) described in terms of “positive self-presentation while simultaneously producing negative other-presentation” (cited on p.667), which is a form of prolepsis (anticipating criticism and directly countering). CALD migrants described as being pessimistic/ sad, having problematic facial hair (especially for Muslim men), as being too picky (p.668-9). Core argument: Employers generally cast themselves as minor actors in a much bigger problem (job market) by using rhetorical structures that deflect responsibility elsewhere, enabled through a discourse of cultural superiority and all embedded in neoliberal context of market, choice, competition and (pseudo) egalitarianism. In deflecting responsibility, the authors argue that “employers present themselves as positive and sympathetic to the plight of ‘visibly different’ migrant and refugee workers, without having to take action to change a discriminatory system and practices” (p.671).
Tomkinson, S. (2015). Doing Fieldwork on State Organizations in Democratic Settings: Ethical Issues of Research in Refugee Decision Making, <i>Forum Qualitative Sozialforschung / Forum: Qualitative Social Research</i>, 16(1), Art. 6, http://nbn-resolving.de/urn:nbn:de:0114-fqs150168. CAN Annotation written by Sally Baker Keywords: <i>ethics in practice; micro ethics; research on state organizations; ethnography; informed consent; refugee research</i>	Context: Refugee decision-making in Canada; literature speaks to complexities of undertaking ethnography in conflict zones, closed authoritarian settings and in difficult political environments but not much attention to challenges of exploring state organizations in democratic settings. Author scopes ethical issues in this kind of research (see p.2). Author notes binary heuristic of doing fieldwork in open v. closed settings, which she argues hinders dialogue between researchers. Also, she notes the potential conflict between HRE boards and ethnographic research/ers Aim: To “open the dialogue on ethical challenges of ethnography in research practice and highlight the role of the researcher in responding to ethics principles” (p.3). Methodology: Ethnography (18 months in the field), study of refugee decision-makers (aka the people who make decisions on refuge applications) in Canada (observational data, semi-structured interviews/ informal conversations; however, these = complicated by policy about employees speaking about their work to researchers); autoethnographic reflection in 2nd part of paper. Discussion:

METHODOLOGY ETHICS	1) Procedural v. ethics in practice/ everyday ethics. Ethnography = “rather unorthodox ways of getting as close as possible to the life world of those researched” (KONING & OOI, 2013, p.18), see p.4. This thus creates ethical grey areas. Rigidity of HRE procedures and protocols can particularly disadvantage ethnographers (Haggerty, 2004; Van Den Hoonaard, 2008), as they are based on experimental research principles. Formalisation/ standardization of HRE procedures bring troubles. This extends beyond data collection: “Ethical matters ”are relevant to the entire research process, from its inception through publication of the findings” (Lofland et al., 2006, p.28). 2) Microethics: (see discussion of reflexivity on p.8) = ethics of everyday interactions; “Microethics happens through the interactions between the researcher and the participant. We can use this concept to reflexively explore ethically important moments, what they tell about the appropriateness of procedural ethics, the role of the researcher in the research site and in relation to research participants” (p.8). Discussion of complexities in case of her study <i>Informed consent:</i> Access to decision-makers = very difficult; instead, she proposed to interview other stake holders, including refugee claimants. The HREC at her institution agreed with her rationale for avoiding written consent forms, but asked her to create an oral consent form in mother tongue and then researcher had to sign for them. This was problematic on 3 levels: 1) it assumed she knew who would have their hearing read at a given day and knowledge of who would be happy for her to observe; 2) = assumptions of literacy; 3) = heavy burden for participants at a very stressful time. Author outlines what actually happened on p.12-14. <i>Do no harm:</i> (non-maleficence) = concept of harm is vague. In social science, should the notion of ‘do no harm’ be extended to include “an ethical imperative to intervene to prevent harm by others?” (Clark-Kazan, 2009: 138; p.14). Gives example of her own critique of Turkish interpreter’s translations What to do when participants reveal too much? Author reflects on example of man who later disclosed he was not telling the truth
Torezani, S., Colic-Peisker, V., & Fozdar, F. (2008). Looking for a ‘Missing Link’: Formal Employment	Context: The perceptions skilled refugee settlers in Perth have of the Job Network (JN; group of employment service providers contracted by the Australian Government) Aim: To explore refugee’s perceptions and use of the JN

Services and Social Networks in Refugees' Job Search, <i>Journal of Intercultural Studies</i>, 29(2), 135–152. AUS Annotation written by Dr Megan Rose Keywords: <i>Australia; Employment Assistance; Labour Market Integration; Linking Social Capital; Refugees; Social Networks</i>	Methodology: Survey (n=150); Interviews with service providers and key stakeholders. Findings: There is a mismatch between the service provider and refugee-client perceptions and expectations of what employment services are for. In particular the outcomes based funding model that employment services operate under does not incentivise them to offer additional services to refugees. The urgent need for refugees to obtain paid work results in de-professionalisation and the underutilisation of their skills, which the JN model further facilitates. Respondents indicated that the JN was useful for non-career specific skills, such as forming social networks. Core Argument: JN does not provide the specific employment services that refugees require but offer interesting opportunities for them to develop social capital.
Turner, M. (2009). Adult South Sudanese students in Australia: The significance of congruence between student and teacher expectations. <i>Prospect</i>, 24(3), 48–59. AUS Annotation by Anna Xavier Keywords: <i>Refugee education; AMEP; Sudanese refugees; adult learners; Australia</i> (Anna's)	Context: Set in the context of an increasing number of South Sudanese refugee-background students in Australia's educational landscape. Aim: To investigate the daily classroom participation of three groups of adult South Sudanese students in Western Australia. Research questions: 1) What are the expectations of South Sudanese students in Australia regarding how teaching and learning should take place, and how do they compare and contrast with the expectations of their teachers? 2) How does the degree of congruence between student and teacher expectations influence student participation in their learning environment? Theoretical framework: Volet's (1999) four types of learning transfer based on expectations: appropriate, ambivalent, difficult and inappropriate (p. 48) Methodology: Overall methodological approach: Qualitative ethnographic study; Data collection methods: Participation observation (36 students; 10 teachers); semi-structured interviews (25 students, 11 teachers) ; focus group (11 students); Duration of study: Six to nine months; Research participants: South Sudanese adult students & AMEP teachers; Research settings: 'all-male first-year university group accessing English support, a mixed-gender technical college group studying English language and literacy in the AMEP, and a women's community group set up to assist with perceived socialisation and acculturation needs' (p. 49)

Findings: 1) Classroom behaviour: consistent student expectations across 3 environments: strong focus on obedience; low congruence between teacher-student expectations; teachers did not expect adult behaviour from students; lack of close monitoring of student behaviour; Result: dissatisfaction with lack of monitoring behaviour; friction between students and teacher; students take control of monitoring; non-participation among students; 2) Monitoring learning: consistent with students across learning environments: highly dependent on teacher; varied with teachers: AMEP - more monitoring; University - more independent learning expected; incongruence: unmet expectations; 3. Competition: consistent for students; incongruent teacher-student expectations; AMEP: incongruent expectations are tolerated; University: Incongruent expectations are not tolerated; Result: non-participation/failure of students; initiative to be more independent.

Discussion: The degree of congruence between teacher and student expectations highly influences the participation of South Sudanese students in more formal Australian learning environments; Low congruence between teacher & student expectations: Not detrimental to student participation when learning transfer was 'ambivalent' (p. 57); Inappropriate learning transfer was mostly detrimental at university - student perception that the teachers were not controlling the class sufficient caused teacher- student friction, non-participation and undesirable forms of participation by students; In addition, students' perceptions that they were competing against their peers, especially their African peers' increased this friction (p. 57); Implications for university support & preparation courses: 1. Provide middle ground: offer less classes; open-door policy: active proactive learning; teachers act as a bridge – 'explicitly telling students how they needed to complete their assignments, but gradually giving them more and more space to develop their skills as independent learners' (p. 57); 2) Monitoring behaviour: grade for behaviour as a general grade of participation; 3) Competition: in-depth discussion of university practices in Australia & lack of tolerance for competition to display knowledge.

Core argument: Student expectations in terms of classroom behaviours, teacher monitoring of learning and competition does not affect students adversely in an AMEP context, but places students at a disadvantage in the university context. 'By teaching to the dynamic between sets of expectations, it may be easier to guide students towards adopting expectations more congruent with a particular learning environment, and also towards respecting more self-directed approaches to learning' (p. 58).

Turner, M., & Fozdar, F. (2010). [Negotiating 'Community' in Educational Settings: Adult South Sudanese Students in Australia](#), *Journal of Intercultural Studies*, 31(4), 363–382.

AUS

Annotation written by Sally Baker

Keywords: *Acculturation Strategies; Community; Education Environment; Marginalisation; Migrant Community; Refugee Students; Social Capital; Social Inclusion; South Sudanese Australian*

COMMUNITY EDUCATION

Context: Significance of intersections between culture, community, learning for educational outcomes. Article starts by outlining the importance of language learning in facilitating cultural transitions and enhancing employment options. Article problematizes the notion of community as homogeneous groupings (see Brubaker, 2004)

Aim: To argue “that teachers and service providers can assist refugee students by being mindful of the students’ negotiation of widening circles of community rather than by viewing the learning environment as independent of students’ orientation to community” (abstract); to argue that “student participation is influenced by experiences in a very different cultural environment, and by student-teacher and student-student interactions in the classroom” (p.364); to develop a systemic model of student participation in cross-cultural learning environments.

Methodology: Ethnographic study (participant-observation) of South Sudanese (n=40) + interviews with students (n=21) and teachers (n=11) in 3 different learning environments (an all-male university group studying a first year English support unit and foundation units, a women’s church-based community group instigated to address perceived acculturation/socialization needs, and a mixed-gender group studying English literacy and spoken English in a technical college, p.367) – examining language use and action for instantiations of community and connections to learning. South Sudanese participants = from 4 different ethnic/ tribal/ language groups. All participants had been in Australia for less than 5 years, were over 18 and spoke English as one of multiple languages.

Theoretical frames: social capital (bonding and bridging; see Portes, 1998; Putnam, 2000), networks as cultural schema agency, passive v. active settlement styles (Colic-Peisker & Tilbury, 2003): “Active resettlers will adapt schemas of interdependent self-construal and conjoint models of agency to the new environment in order to achieve personal and collective goals” whereas “Passive resettlers’ may live in relative social isolation from mainstream society, reliant on small networks of family and friends for emotional and practical support” (p.366).

Findings: South Sudanese described themselves as belonging to three communities (concentric circles): ethnic/ tribal group; South Sudanese; wider Australian communities, with different scales of affinity/ closeness. Strongest bonding capital = within ethnic group. Analysis of participants’ language suggests this alignment is made through rational choice (*decided to do it like this*). Broader connection to national identity = signified through use of ‘we’ or ‘my brothers/sisters’ and a

tendency to speak on behalf of others, rather than speaking for themselves. Widest community (Australia) mostly evident through observation and from interviews with teachers.

Community responses: perceptions of community = linked to perceptions of responsibilities. Community benefits = perceived as two-way (benefit to both individual and community) and long/short-term. Long-term responsibilities “included gaining an education in order to help the community in the future”; short-term responsibilities = meeting immediate settlement needs, financial support back in Africa.

Education as a form of community responsibility = “ways in which a collective orientation and inter-dependent self-construal focuses the students’ attention not (or perhaps less) on personal gain but on benefit to their community” (p.370). At short-term level, some participants expressed annoyance that other South Sudanese students were not available to mentor new students. Short-term needs can interfere with long-term responsibilities (pull of responsibilities in multiple directions). Students in this study “negotiated their focus on interdependence differently, depending on age, the learning environment and personal sense of responsibility. Time management, persistence, a focus on long-term community responsibilities, the development of strategic social capital in the wider Australian community and teacher support were found to counteract the potentially negative effects of collective orientation... on participation in the cross-cultural learning environment” (p.372).

Time management: appeared to be most effective strategy for negotiating conflicting pressures and responsibilities, and students who were able to negotiate constraints on their time appeared to be more ‘successful’ [not sure what counts as success]. In contrast, other students prioritized a short-term focus on community due to relationship maintenance or negative feelings due to outside pressures (family separation) or generated in the classroom (e.g., difficulties with language development) = gendered.

Help-seeking/ Australian community: persistent students sought help from teachers and developed relationships with teachers (suggesting that ‘closeness’ to teacher = significant). Age and time in Australia were also observed as significant in the women’s group. Age = not observed as significant in men’s university prep course. Students’ engagement with teachers (representing broader community) = constrained in some cases by perception that teachers were not available; others made use of people with ‘open door’ policy (aka Turner) and “essentially turned a bridging relationship into a bonded one, knowing it would assist their learning” (p.376)

	Core argument: Engagement with education = mediated through immediate ethnic group, through broader South Sudanese community, and wider Australian community. Students generally took conjoint models, “evident both in their focus on the long-term community goals of developing the human capital or potential of their own ethnic group, and in their ability to actively develop bridges to those in the wider community (their teachers) to ensure their needs were met, and thus build their own capacity” (p.378). Authors argue that two-way relationships/ interdependence (between self and community) is worthy of further research: “Clearly the learning environments described provide opportunities for such communion between refugees and the wider community — opportunities which, if properly utilised, could ensure social inclusion rather than marginalization” (p.378). This will help by “assisting students’ negotiation of widening circles of community rather than on applying an independent schema to the teacher/ student relationship which focuses only on linking social capital” (p.378).
Unangst, L. (2019) Refugees in the German higher education system: implications and recommendations for policy change, <i>Policy Reviews in Higher Education</i>, 3(2), 144–166. GER Annotation written by Olivia Issa Key Words: <i>Germany, higher education admissions, portfolio admissions, student services, support staff, technical vocabulary building, language proficiency requirement, emergency fund, information sharing</i>	Context: As Europe has grappled with a growing refugee crisis, Germany has emerged a leader in responding with comprehensive programs for refugees. The German Academic Exchange Service (DAAD) has allocated €100 million of funding from the Federal Ministry of Education and Research to support universities with programs for refugee and asylee students. Refugee-background students face a range of barriers to accessing these higher education opportunities, including low language proficiency, health problems (including trauma and depression), and financial constraints. Aim: Unangst reviews the supports put in place in recent years for refugee-background university students in Germany, and offers policy recommendations to address barriers faced by refugee-background students within these state-funded programs. Methodology: Literature review Findings: ● A “portfolio admissions system” would benefit refugee applicants to higher education institutions over the current “numerus clausus” system, which judges applicants based on tests that most students prepare for in German secondary schools, or international schools abroad. Refugee students generally have less access to test preparation for these tests, but would be able to better demonstrate their skills authentically in a portfolio-style application. ● Student services: in the current system, German HEIs rarely have designated support staff

for students, and instead look to nonprofit student unions to provide volunteer-based and often one-time supports to students such as meals, accommodation, counseling, and advisory services. Unangst advocates the designation of funding to this kind of support programming, and more oversight over existing programming, in a structure similar to what is seen at universities in the US and UK.

- While there is a language proficiency requirement to attending universities in Germany, someone who meets those requirements may not have the academic language skills required for university-level courses. Unangst recommends field-specific vocabulary building German courses in addition to making curricula available to prospective students not yet enrolled in programs, allowing them to build vocabulary independently.
- Unangst recommends providing emergency funds to students to cover minor expenses that often pose significant barriers to students, but which could be covered by a fund with a spending maximum each month.
- Unangst encourages the development of short-term internships which could provide refugee-background students with opportunities to develop work experience and a professional network.
- Finally, Unangst recommends developing platforms for information sharing across institutions at a federal level, so that institutions can learn from each other about best practices for their programming.

Conclusions: the bridging themes across the six policy areas identified in this article are that more attention should be given to capacity building *across* institutions, growing from the often one-off supports that existed for refugee-background students in German higher education in 2019.

Core argument: six areas in German higher education need to be improved at a policy level in order to best support refugee-background students: shifting towards portfolio-style admissions practices, designating funding and staff to student services, bolstering technical language proficiency, providing emergency funds to cover students' minor expenses, promoting short-term internship pathways for refugee-background students, and developing information sharing platforms across institutions.

Unangst, L., & Crea, T. (2020). [Higher Education for Refugees: A Need for Intersectional Research](#), *Comparative Educational Review*, 64(2).

USA

Annotation written by Mr Abikar

Context: Is an analytical study that Evaluates the new body of work on supports that are offered by HEIs to refugee students in host contexts through an application of quantitative textual analysis "focusing on the refugee student experience at the primary and secondary levels is relatively robust, the literature on the tertiary sector is much more limited. (p. 1).

Aims: To evaluate the existing transnational literature using quantitative textual analysis to point toward the need for scholarship on intersectional programs serving refugee students. With perceived Abstracts on geographical regions, relevant existing college and university programs. RQ1 how diverse markers of lived experience and oppression could engage by programs serving refugees at HEIs worldwide?

RQ2: what does efficient, effective online intersectional programming resemble?

Methodology: Quantitative/ textual analysis "Voyant," an open-source, online textual analysis platform (Rockwell and Sinclair 2016). Although "Voyant" launched in 2003, it has rarely been used in educational research, applied under the heading "digital humanities." See more on p.4-7 for participants' details—measurements for Abstracts of geographic regions.

Findings:

The current research on migration and education has criticized as artificially bound by national borders, which prevents a cohesive approach to promoting educational outcomes among marginalized populations.

Core argument: The goal is to offer a menu or suite of programmatic supports related to the identity spectrum, which are co-constructed by individuals who affiliate with particular religions, gender identities, linguistic groups, as well as acknowledging that every self-identified affinity group itself comprises a multitude of lived experiences and intersectional identities.

Recommendations:

First, as evidenced by the textual analysis of abstracts from ERIC and SSCI, the current scholarship on refugee higher education omits many facets of identity and lived experience. In contrast, attention to essentialist markers does not comprise intersectional programs. Secondly, the authors contest this implicit argument of the literature, outlining in several countries of the Global North (and in online education spaces) refugee supports at HEIs that seem to represent intersectional initiatives. (p., 14).

Uptin, J., Wright, J., & Harwood, V. (2013). [‘It felt like I was a black dot on white paper’: examining young former refugees’ experience of entering Australian high schools](#), *The Australian Educational Researcher*, 40(1), 125–137.

AUS

Annotation written by Sally Baker

SCHOOL

Context: Explores young refugees’ experiences of high school – being identified as different/ negotiating ways of belonging (academically and socially). Positioned around idea that young sfrb interact with Australian society more quickly than adults (RCoA, 2009) because of school lives. Majority of racist incidents happen at school (Foundation for Young Australians, 2009) and main recipients are migrant/refugee school children. Schools are spaces to promote social justice but they also “have the power to designate the identity markers that are most desirable and enable certain students to succeed in the institution and conversely these same social and cultural markers can very easily exclude difference” (p.127). Complex reporting/assessment practices in schools = “It becomes too easy for schools to see these needs as a drain upon a school’s much needed resources” (p.127)

Methodology: Project = case study with 12 refugees (past school students) aged 16–19 + 1 x Somali youth worker aged 23. Participants = Karen/ Chin, Myanmar, Burundi, South Sudan, Congo, Sierra Leone, Togo. Report challenge of recruitment = participants uneasy with being interview because of prior experiences of interviews with powerful people. Interviews focused on participants’ experiences of school/schooling

Findings: Starting school = significant and confronting = “For many of the young people in the study it was the first time they had to face being identified as embodying difference, and embodying it in a way that was not acceptable to their peers” (p.129) – descriptions of being visibly different (“It felt like I was a black dot on a white paper”, p.129) – experienced as isolation and being singled out. Also, accent was visible. Boys tended to resolve racism by fighting. Forming friendships = difficult (due to language/ not speaking English).

Two spaces for possible inclusion = music (girls) and sport (boys), “Sport, for the African boys allowed for the acceptable racialised identity markers of ‘cool black basketball player’ and gave an accessibility to daily life in the school where there could present themselves as competent sportsmen” (p.132); one girl “created an image that fitted with rustifari/rap musical style she could perform” (p.133). Deficit in action = putting sfrb in bottom sets

Core argument:

“... the type of school that former refugee students attend that determines pathways to inclusion or exclusion within the school, both in culture and pedagogy” (p.135)

	“...how the school positions the newly arrived refugee students within mainstream school culture that opens up or restricts opportunities for inclusion in all aspects of school (in culture and pedagogy)” (p.125, abstract)
Uptin, J., Wright, J., & Harwood, V. (2016). Finding education: Stories of how young former refugees constituted strategic identities in order to access school, <i>Race Ethnicity and Education</i>, 19(3), 598–617. AUS Annotation written by Sally Baker Keywords: <i>refugee students; education; discourse; strategic identities</i> SCHOOL	Context: Australian schooling and refugee students; schools struggle to meet complex needs of students from refugee students. Questions the oversimplified discourses used to talk about refugees (trauma, disrupted schooling), and argues that use of these can reduce researchers’ own capacity to explore experiences/ develop ‘more productive’ ways of conceptualising refugee experiences. Authors draw on Bauman (waste) and Yuval-Davis (identities as narratives). Aim: To argue that deeper understandings of refugee student experience are needed to better and more fully meet the needs of refugee students Methodology: Qualitative study that “investigated how former refugee youths find their way in Australian society” (p.602). Data collected with 12 young people (7f, 5m) aged 16-25. Data = thematically analysed. Findings: Authors present narratives of three students and their discussions of education prior to Australia. <i>Finding education – strategic identities:</i> most participants = dismissive of education they had received before arriving in Australia – but there were big differences in the participants’ narratives, depending on where they were. The Karennii girls’ narratives illustrates the mundanity and the fear of living in Thai camps. School =described as a place for children to pass time. One participant describes how her family applied for settlement so that the children could get an education and then go back and fight for Karennii rights. See other case studies. All three students sought to disrupt the lazy labels (refugee, trauma, victim) by pursuing education/ attending school daily Core argument: Education offers agentic possibilities to young people who have previously been discriminated against and marginalised; “As young refugees continue in Australian education the hope would be that they see and are afforded new opportunities and they can be given the opportunity to ask, ‘what am I allowed to do?’ and then afforded the resources to accomplish it” (p.612). Article “advocates for educational institutions and researchers to look past the simplistic ways in which refugees are construed in Western discourses” and can do more to support students by

	becoming more familiar with the kinds of education their students may have previously received (not necessarily by asking the students, but by researching).
Valero, D., Redondo-Sama, G., & Elboj, C. (2018). Interactive groups for immigrant students: a factor for success in the path of immigrant students. <i>International Journal of Inclusive Education</i>, 22(7), 782–802. SPA Annotation written by Sally Baker Keywords: <i>Academic achievement; heterogeneous grouping; immigrants; school effectiveness; interactive groups</i>	Context: Relative lack of academic success of immigrant students – authors note that both globalisation and limited language proficiency contribute. At the same time, the fundamental roles in teaching/ learning interactions have shifted. Interactive groups are one such way of organising the classroom, “in which students are placed in heterogeneous groups of four to five students that are tutored by an adult volunteer who is in charge of promoting student interactions” (p.2). This is an antithesis to ‘grouping’ by perceived ability: “Thus, we can say that heterogeneous grouping not only promotes an increase of interactions but that when these interactions occur between people with different backgrounds and cultures we can also generate an increase of learning and solidarity among students as they learn to collaborate and help each other, regardless of their differences, all contributing to the discussion with their particular expertise and knowledge” (p.5). Aim: To argue for the efficacy of Interactive Groups (IGs) to address educational disadvantage Methodology: Draws on qualitative component of ‘Conexito’ project (run in 12 primary and secondary schools in Spain that had larger than average immigrant populations. Authors draw on life story/ focus group data and interview data with teachers, families, primary students, secondary students, higher education students. Findings: Implementing IGS = “lead to an increase of school success and improvement of coexistence” (p.5). (IGs) improve coexistence, dialogue, argumentation, and respect between the kids and, therefore, clearly improves learning and the learning set. The reasoning also greatly improves (p.6) – through promotion of positive interactions, respectful and equal dialogue: “Through IGs, students learn from their peers from other cultures and together create a positive, equitable and non-stereotypical climate, improving the relationships between them” (p.8). Core argument: Need to attend more to appropriate learning contexts and environments for immigrant children. Authors conclude “that organising the classroom into IGs promotes the sense of solidarity among students and increase instrumental learning, particularly for immigrant students where they increase their self-esteem, contribute to overcoming stereotypes, increase the expectations of the whole educational community, and facilitate the bonds of solidarity among equals” (p.12).

Van Selm, J. (2020). [Complementary pathways to protection: Promoting the integration and inclusion of refugees in Europe?](#) *Annals of the American Academy of Political and Social Science*, 690(1), 136–152.

USA

Annotated by Carla Bassil

Context: The importance of understanding complementary pathways for assessing the future of durable solutions for refugees writ large.

Aims: To trace the development of complementary pathways across Europe and assess their integration potential relative to traditional resettlement pathways.

Methods: Desktop research – a full reference list is provided on pgs. 150-152

Findings: Complementary pathways in Europe generally involve a short-term initial status with qualification or selection based on narrow eligibility criteria alongside the need for protection. The two dominant complementary pathways in Europe are Humanitarian Admission Programs (HAPs) and community or private sponsorship initiatives. HAPs are flexible yet discrete programs with numerical quotas and eligibility criteria specific to certain interests and needs. In both Germany and Austria, HAPs programs involve NGOs whose services include: initial reception and orientation courses, housing support, and assisting refugees with establishing themselves and integrating into society. In terms of community or private sponsorship in Europe, this has been particularly prominent in Italy, the UK, France, and Belgium. Italy and France, and more recently Belgium, have developed programs where faith-based organisations support governments to establish ‘humanitarian corridors’. These programs are completely self-financed and allow sponsoring organisations to self-identify refugees for resettlement with sponsorship support being provided for 1-2 years. By contrast, in the UK, sponsors support refugees that the UNHCR and UK Home Office identify. Sponsors are registered charities who commit to offering 12 months of settlement support. Other complementary pathways in Europe include non-humanitarian visas for admission related to family reunification, labor mobility programs, and student scholarships. In these cases, the status offered to the new arrival is not refugee status, although some programs include the possibility that, dependent on circumstances in the country of origin, the status may need to be adapted, and that the opportunity to apply for asylum is open.

Conclusions: In principle, defining eligibility criteria based on family networks, education potential, labour opportunities, and the vulnerabilities that require protection may provide for a more balanced population of people with protection needs who arrive in a given European state than those selected on the basis of their vulnerabilities alone. The family aspect is particularly important - family admission is not only about the integration of the new arrivals, but also about the integration and stability of those already admitted. There are several aspects of complementary

	pathways that facilitate integration. From both national and local perspectives, newcomers whose arrival is planned will likely have a higher chance of being included in society or finding their path toward successful socioeconomic integration. It follows, however, that allowing refugees to select their destination may also be key to maximising the chances that they will integrate well and feel at home. Complementary pathways, while still small scale, are the current means by which some governments, with support from NGOs, UNHCR, and International Organization for Migration (IOM), are seeking to strike a balance between protecting refugees on one hand and selecting refugees with high potential to integrate into society on the other hand. While traditional resettlement programs offer more permanence than complementary pathways, governments are simply not going to resettle a large number of people in need of protection, particularly when there is significant vocal public opposition to their arrival.
Van Selm, J. (2023). Whose pathways are they? The Top-Down/Bottom-Up Conundrum of Complementary Pathways for Refugees. <i>European Journal of Migration and Law</i>, 25(2), 137–163. Annotation written by Carla Bassil Keywords: <i>complementary pathways; resettlement; Global Compact on Refugees; communities; UNHCR</i>	Context: The contrast of ‘top-down’ vs. ‘bottom-up’ approaches applied in contemporary refugee protection regimes. Aims: To reflect and ask questions about the role and effectiveness of complementary pathways in the context of ‘top-down’ vs. ‘bottom-up’ initiatives designed to respond the global humanitarian crises. Methods: Desktop research using a model of four interested ‘actors’: communities, national authorities, the international refugee protection regime, and refugees Findings: 1) Communities: sponsorship is the most active form of community engagement and is often the driving force behind the development of complementary pathways. Sponsors typically engage in programs with strong justice and human rights motives. Active sponsorship starts with expressions of a desire to act on the part of the community – with pressure from below. The arrangement involves a transfer of responsibility from government agencies to private actors for some elements of the identification, pre-departure, reception, or integration process of beneficiaries. Community sponsorship generally expands numbers and has the potential to extend selection (e.g. to family of people already in the destination country), but does not necessarily deviate from the resettlement/ vulnerabilities model. Community sponsorship requires government engagement for regulatory and safeguarding purposes;

	however, as a ‘bottom-up’ initiative it has the potential to push the envelope – on numbers, style of programme, content, and determination of who benefits. 2) <i>National Authorities</i>: governments experience a combination of ‘top-down’ and ‘bottom-up’ pressure for action and can themselves act with varying degrees of ‘top-down’ vs. ‘bottom-up’ authority. Governments are increasingly required to respond to ‘top-down’ pressure from the UNHCR, the European Commission and the collective Compact on Refugees to address what is perceived as a politically stalled approach to refugee protection. Governments also receive ‘bottom-up’ pressure from countries of first asylum. Ultimately, governments are central for the administrative, status and legal issues surrounding complementary pathways. They are also responsible for ensuring sufficient controls are in place to protect the personal security of beneficiaries of complementary pathways. 3) <i>International protection regime</i>, including asylum and resettlement systems: the international protection regime, represented concretely by UNHCR, offers top-down encouragement to states to establish complementary pathway programmes. The UNHCR can be involved in and deliver programmes where governments have established admissions, or where new arrivals fall under immigration regulations that operate in tandem with community sponsorship programs. However, action from governments is ultimately required to support and participate in the international protection regime. Developing complementary pathways could support expanded resettlement, but there is a constant need to remind states that these pathways are additional to resettlement. 4) <i>Refugees</i>: The actual stories and personal perspectives of people who have migrated on complementary pathways are difficult to find. Application processes are, in a sense, a form of ‘bottom-up’ participation by refugees. However, lack of awareness about opportunities, and the widespread access to that information, means refugees remain dependent on organisations to signal programme possibilities. A useful bottom-up approach would be to develop systems that include refugee input into the types of programmes most needed by humanitarian migrants, as well as feedback on accessibility from both those who apply successfully and those who do not gain access. Conclusions: This brief exploration of the interests, inputs and expectations of actors involved in complementary pathways shows the consistent centrality of national authorities. Yet these actors

	can clearly be swayed by communities, which, in functioning democracies, have a voice. In other words, there are both ‘top-down’ and ‘bottom-up’ forces at play. Governments, and national authorities broadly, are ultimately the actors with all the decision-making power, yet they have not increased capacity in such a way that a meaningful impact can be made either on specific displacement situations, or on the overall refugee protection system. Although there is evidence of the practical application of complementary pathways, it is not clear whether their long-term impact will include any significant expansion of resettlement. A lot of questions have been posed in this article, few of which have immediate answers. Complementary pathways are only one part of a much bigger protection puzzle, but recent initiatives have placed significant emphasis on them.
Vickers, M., McCarthy, F., & Zammit, K. (2017). Peer mentoring and intercultural understanding: Support for refugee-background and immigrant students beginning university study, <i>International Journal of Intercultural Relations</i>, 60, 198–209. http://dx.doi.org/10.1016/j.ijintrel.2017.04.015 AUS Annotation written by Sally Baker HIGHER EDUCATION MENTORING	Context: Explores the effects/ impacts of the Equity Buddies Program (OLT-funded project that = “intercultural cross-level mentoring course designed to link more advanced university students, as mentors, with first year refugee-background or immigrant students” (abstract). Argues that there is a dearth of literature that examines issues relating to sfrb in HE, and much of it ‘catalogues’ issues; there is less that specifically. Reviews literature on intercultural communicative competence approaches (with international students), including pedagogical approaches, community psychology, and peer mentoring. Equity Buddies = for-credit student mentoring elective in Education degree (Year 2/3 students mentor Y1 students). 7 SfRBs acted as student leaders in initial design – detailed description on p.3. Aim: To “investigate (i) to what extent sustained interaction between peer mentors and mentees leads to greater intercultural understanding on the part of mentors and (ii) the potential for creating more supportive social environments on campus for refugee-background students” (p.2), asking 3 RQs: • In what ways did mentors enrolled in a peer mentoring support program develop broader intercultural understandings of refugee background students and other immigrants on a university campus? • What was the nature of the interpersonal relationships that developed between mentors and mentees? • In what ways did the participation of mentors in debriefing groups and their experience of collective learning contribute to intercultural understanding? (p.2)

	Methodology: Qualitative. Data includes mentors' (n=32) written reflections (assignments for degree course for mentors), logbooks and a demographic survey – paper focuses on impacts on mentors. Data analysed with 'a priori' analytic category of 'intercultural understanding' (ICU), as well as relationships (R), and learning communities (LC). Analytic codes: <i>Intercultural understandings</i> - 2 sub-categories: widened perspective (WP; recognition of need for respect for all cultures = abstract/ general) and new level of personal understanding (PU; internalised/ change in personal outlook, appreciation for students from culturally different backgrounds in seemingly long-term ways). Other sub-themes = questioning stereotypes (QS), first encounter (FE), and 'support acculturation of mentee' (SM). <i>Relationships</i> had 2 sub-themes: friendship (F) and comfortable relationship (CR). Four of participants did not mention any kind of relatedness. <i>Learning communities</i> had sub-categories: collective learning (CL), wider social network (WSN), good solutions (GS = mentors providing what mentees perceived as options/ useful possibilities to resolve issues = trusted; see p.7) Findings: ICU – mentors generally increased PU or gained WP; 9/32 had substantial shift in PU; 4/32 = no mention of difference of mentees. Purposeful mixing of cultures in Equity Buddies increased the likelihood of 'first encounter'. R – 17/32 said their relationship developed into friendship; 11/32 noted development of CR Core argument: Equity Buddies (as a cross-cultural mentoring program) = increased the mentors' intercultural understanding, which is significant in view of the broad support in the literature for the idea that domestic and international students do not easily integrate. In contrast, "Equity Buddies contributed to the breaking down of resistance to cross-cultural friendships as well as ameliorating apprehension and reluctance of students to interact with or befriend someone from another culture, an immigrant or someone from a refugee-background" (p.207)
Valtonen, K. (2004). From the margin to the mainstream: Conceptualizing refugee settlement processes, <i>Journal of Refugee Studies</i>, 17(1), 70-96. FIN Annotation written by Sally Baker	Context: Settlement processes and challenges for newly arrived refugees in Finland, with a focus on societal and institutional contexts. Settlement defined as "the activities and processes of becoming established after arrival in the country of settlement" (p.70). Finnish context described on p.72-3.

Keywords: *settlement, integration, conceptual frame of integration, emancipation, parity, interdependence, cultural integrity*

INTEGRATION CONCEPTUAL FRAMEWORK

Aim: To ask question of “how the formal status granted to refugees translates into actual participatory activity and linkages in the society” (p.70); to develop a conceptual frame for integration

Methodology: Based on two qualitative studies (1993-1994 and 1997-1998) = total 181 participants: individual, family, focus group interviews. Participants all had refugee or subsidiary protection status (more detail on p.71). Cross-sectoral, collective case study methodology. Participation = explored along the lines of 4 societal spheres/dimensions: labour market participation; inter/ intra-group social interactions/ relations; cultural encounter and adaptation; involvement in civil/ political activity (see also Kallen, 1995).

Findings:

Settlement goals – general consensus that goals were: 1) employment, 2) study, 3) retention of own culture, 4) family reunification, 5) rights and duties, 6) reduction of negative stereotyping (but family reunification = primary goal for separated families). Finding a place to study = more important for younger Iraqis, Iranians and Somalis (particularly those who already had academic/ professional experience and qualifications) in this study.

Conceptual frame for integration (p.87):

Pre-flight struggle for human rights – pursuit of settlement goals and substantive citizenship rights (involving *emancipation, parity, interdependence, cultural integrity*) - integration

Emancipation: “freedom from systemic and structural oppression, and the openness or access of societal spheres to resettling refugees and migrants” (p.87)

Parity: parity of recognition of personal and social resources that settled peoples bring with them (recognised as of equitable value to resources of host country)

Interdependence: “social bonds of reciprocity” (p.90), as well as tie of reciprocity at institutional level

Cultural integrity: “the settling person’s ability to shape the terms and pace of cultural adjustment... a condition in which the old and new cultures have been satisfactorily combined” (p.91)

Core argument: Integration = “project of continuity, which is rooted in the struggle for human rights in the country of origin, and later re-focused in settlement conditions on citizenship rights” (p.86). Settlement efforts = multifaceted (p.86) – one facet = participatory activity with goal of re-establishing/ forging links; another facet = emerging settlement logic, which is “informed by the

	awareness, acknowledgement and understanding of social forces as they impact negatively or positively on the integration process” (p.86).
Villegas, P., & Aberman, T. (2020). Now I Constantly Challenge Society by Bringing My Existence Forward. Creating Counter-Spaces/Stories with Sanctuary Students Transitioning to Higher Education in Toronto. In Bhabha, J. Giles, W., & Mahomed, F (Eds), <i>A Better Future: The Role of Higher Education for Displaced and Marginalised People</i> (317-338). Cambridge University Press. CAN Annotation written by Carla Bassil Keywords: <i>Migration; youth; higher education; counterstories; counterspaces; resistance; inclusion; Toronto; precarious; immigration status; sanctuary students</i>	Context: Complementary education pathway in Canada. Aims: Applying lenses of ‘counterspaces’ and ‘counterstorytelling’ to assess the utility of a Canadian bridging course, ‘Critical Approaches to Migration and Uprootedness’, which allows migrant students previously unable to access higher education (HE) due to their immigration status, to enrol in York University (YU) in Toronto. Methods: The study involved interviews, as well as course assignments including essays, creative projects and reading reflections with eleven students who successfully completed the bridging course in 2017. Participants came from different regions including Africa, the Caribbean and Latin America. Some had university experience in their countries of origin while others completed their secondary education in Canada. Legal statuses included refugee claimants (n=5), non-status (undocumented) (n=5) and one person transitioning from non-status to permanent residence. Most participants were women (n=8). Interviews focused on participants’ experiences attempting to enrol in HE prior to the bridging program, their perceptions and evaluations of the course, and their future plans. The term ‘sanctuary student’ was adopted as an umbrella term for all migrants who wished to enrol in HE but faced barriers because of their legal status. Findings: The bridging course offers semester-long (three month) academic and social support, solidarity-building between students who had few previous interactions with peers in similar legal status situations, and introductions to university procedures and services. Once students complete the bridging course successfully, having demonstrated their academic capabilities, they are eligible to transition into the larger Access Programme and pursue a variety of undergraduate degrees, without study permit requirements and at domestic fee rates. Findings within the frameworks of ‘counterspaces’ and ‘counterstories’ are summarised below. <i>Counterspace:</i> The YU access program was located at the university. Students explained feeling proud to be taking courses at the university, stating that they felt like ‘real’ students travelling to and from campus and walking among other students. Students welcomed the fact that their peers in the bridging course shared some of their immigration status challenges. The counterspace created through the course permitted students to expand their understanding of the systemic issues and

power relations at play in their immigration experiences and status, as well as connect with others in similar precarious and illegalised situations.

Counter stories: The course presented students with critical migration studies scholarship including historical and contemporary explanations for migration, theorisations of migrant precarity, borders, detention, deportation, immigrant and refugee education, and social movements. Students combined what they learned in the course with their own experiences to challenge specific conceptions of migrants, including challenging the ‘divide and conquer’ immigration environment in Canada. Sanctuary students are often pitted against each other and pushed to present themselves as more deserving than other immigrants; however, participants in the bridging program began to reflect on the ways such practices prevent solidarity. Overall, four categories of ‘counterstories’ were identified in the study: borders and status; race and the myth of multiculturalism; precarious work and status; and migrant activism.

- **Borders and Status:** students’ counterstorytelling targeted the links between borders and the ways global practices of exploitation and capital accumulation intersect with racist practices through colonialism, imperialism, and neoliberalism. For example, participants articulated a link between economic displacement in the Global South and border regimes that work to keep displaced migrants out of the Global North.
- **Race and the Myth of Multiculturalism:** students critically analysed their preconceived ideas of Canada’s open and welcoming multicultural society. Students disrupted inclusive understandings of multiculturalism through their observations of the experiences of racism they had encountered.
- **Precarious Work and Status:** students refuted the notion of immigrants as alienated, isolated, workers noting that under current economic conditions, employers and nation-states need precarious exploitable labour. Through their counterstorytelling, students disrupt neoliberal framings of personal responsibility and meritocracy.
- **Migrant Activism:** students challenged the expectation for migrants to transform from ‘needy’, vulnerable victims, to resourceful, active participants of social change. Instead, they called for collective solidarity, advocating a flexible process where everyone participates according to their abilities.

	Conclusions: Participants’ counterstories emerged as a result of their participation in the counterspaces created within the course where they linked their personal experiences with course texts, class discussions and their community cultural wealth. In doing so, the counterstories disrupt normative understandings of migrant belonging. The YU access program is in its second year. The course has been buoyed by students’ relative success, as well as positive media coverage; however, the programme has faced challenges. Students have struggled due to financial pressures and the stress of dealing with immigration processes and officials. Only a little over half of the sanctuary students who enrolled in the bridging course were able to complete it successfully. Most participants continued to engage in precarious work after the bridging course and did not see the potential for their situation to improve until they received secure immigration status. Despite these challenges, YU considers the programme a success, and three additional bridging courses have since been launched. Within the first bridging cohort, six of the eleven students have since acquired a more secure status, either having their refugee claim or permanent resident application approved. For some of these students, their participation in HE helped their applications by showing establishment in Canada. While the bridging course and other sites within the university can be understood as counterspaces, the university remains an inaccessible and exclusionary space for many sanctuary students given the interlocking of legal status and financial situation (among other factors). As such, it is imperative the Canadian government and participating universities act to conceptualise access as more than getting sanctuary students through the door.
Voutira, E., & Doná, G. (2007). Refugee Research Methodologies: Consolidation and Transformation of a Field, <i>Journal of Refugee Studies</i>, 20(2), 163–171. UK Annotation written by Sally Baker METHODOLOGY	Context: Editorial for Special Issue on Refugee Research Methodologies. Authors discuss label of ‘refugee’, arguing for its complexity and as a central concept in the SI, which emerged out of panels at an International Association for Study of Forced Migration (IASFM) conference. It also corresponded with 20th anniversary of the journal, warranting the need to take stock of the field. Authors discuss inter-/ multi-disciplinarity of the field: “interdisciplinarity and multidisciplinary functioned as a methodological framework, which brought together scholars from different disciplines under a common roof by introducing the complexity of the subject matter involving ‘refugees’” (p.166). Authors discuss the emergence of ‘bottom-up’ (refugee-centric) approaches, which gave refugees more agency in how they research/ were researched (as opposed to state-centric).

	Authors also note the important relationship between research and advocacy — see Jacobsen & Landau’s (2003) argument about ‘the dual imperative’. Authors query whether advocacy needs a more developed conceptualization to mitigate tensions between scholarship and advocacy – authors give example of refugees as resources as an example of where scholarship and advocacy can inform each other. Authors argue that there had been 3 profound shifts that had impacted on refugee research at the time of writing – the increasing securitization of migration/ concern with ‘security issues’; the temporalisation of protection (moves away from permanent protection to temporary protection); and the growth of supra-national actors (e.g., INGOs/ human rights and non-gov’t organisations). Increased mobility and concerns about security meant that researchers needed to find new ways of mapping communities – increased mobility and dispersal necessitates new methodologies and forms of data collection.
Wache, D. and Zufferey, C. (2013). Connecting with Students from New and Emerging Communities in Social Work Education. <i>Advances in Social Work and Welfare Education</i>. 15(1), 80–91. AUS Annotation written by Dr Georgina Ramsay HIGHER EDUCATION <i>Social work; higher education; African; WIL placements</i>	Context: University of South Australia, African students in particular from HEB backgrounds enrolled in the School of Psychology, Social Work, and Social Policy. Aim: What barriers do students from HEB face when enrolled in social work degrees at HE institutions, specifically? How can HE institutions improve their learning experience? Increase understandings and improve teaching practices when working with students from ‘new and emerging communities’ (80) Conclusions: Support to HEB students in first year needs to be culturally appropriate and take into account the specificities of refugee experience; these students may need support to develop ‘academic’ English and computer literacy skills; the transition from TAFE and other education settings needs to be further supported, particularly given expectations can be quite different to university. Further research is needed with larger samples of students, across different universities, to further explore this experience of HE and to improve the experiences of HEB students in HE. Another particular focus would be on the barriers that African students specifically face when going on WIL placements (potential for the future?). Core argument: Directly situates the gap in the literature we are addressing. Provides recommendations that we can platform from, and compare and contrast to.

Walden, M. (2015). Supporting higher education key to resettling Syrian refugees. <i>Australian Policy Online</i>. Available online: http://apo.org.au/node/58011 AUS Annotation written by Sally Baker COMMENTARY HIGHER EDUCATION	Context: Media release/op-ed? 12,000 additional Syrian refugees to be accepted into Australia on top of existing commitment to resettlement. 7000 to be housed in NSW (most likely to be settled in SW Sydney) – poses a challenge to schools and social services. Education “Education is a vital aspect of humanitarian resettlement in that it offers opportunities to develop cultural understanding, psychosocial wellbeing and employability skills” (p.2). Given the numbers, policymakers will need to prioritise resources. Schools and HEIs: responsibility and role to play. Sfrb = underrepresented in HE Suggestions: Mentoring high school sfrb; EAS; importance of special pathway programs; importance of community organisations; equity scholarships; engaging parents of school sfrb. Contribution of sfrb to economy/community (p.4)
Walker, I., Tilbury, F., Volet, S., Tungaraza, C., & Hastie, B. (2005). Pathways to Apprenticeships and Traineeships for People from Culturally and Linguistically Diverse Backgrounds. Murdoch University: Perth, WA. AUS Annotation written by Dr Megan Rose. EMPLOYMENT APPRENTICESHIPS TRAINEESHIPS	Context: People from culturally and linguistically diverse (CALD) backgrounds undergoing traineeships in Western Australia. Aim: Explore barriers that people from CALD backgrounds experience in accessing apprenticeships and traineeships and to recommend strategies to address these barriers. Methodology: Literature review, focus groups with CALD communities, semi-structured interviews key stakeholders and stratified random sample of people from CALD communities undergoing apprenticeship or traineeship, reference group. Findings: • The rates of participation and success in vocational educational and training found in those CALD backgrounds differed between cultural groups. • Those from CALD backgrounds currently undergoing a traineeship or apprenticeship are well integrated into mainstream communities. 90% attended an Australian secondary school which enhanced their social network, and knowledge of Australian education and employment systems. • Recognition of previous experience and skills is limited. • Knowledge specific to the Australian job markets and workplaces is limited amongst CALD groups. • Perceptions of additional training requirements for migrants results in a reluctance to hire them.

	• Cultural and parental values of university education limit second generation CALD groups understanding of the value of apprenticeships and traineeships. • Placements for migrants are enhanced by pre-existing social networks. Core argument: Four major recommendations for the state government include: • Promoting diversity in communities and workplaces through public campaigns, tailored information on apprenticeships and traineeships and develop mechanisms to support pathways for those from CALD backgrounds to access apprenticeships and traineeships. • Greater coordination and dissemination of informational materials about apprenticeships and traineeships that is accessible to CALD communities. Further cooperation and communication between State and Federal governments. • Add emerging CALD background communities to the priority-funded category of the Group Training Scheme. • Develop sustainable target programmes in training and apprenticeships that are accessible to and specifically cater for CALD communities.
Walker-Dalhouse, D., & Dalhouse, A. D. (2009). When two elephants fight the grass suffers: Parents and teachers working together to support the literacy development of Sudanese youth. <i>Teaching and Teacher Education</i>, 25(2), 328-335. US Annotation written by Priyanka Bose Keywords: <i>Sudanese, Refugee Literacy development, Home-school relationship, Education, Youth, Immigrants</i>	Context: Migration, in U.S., increased among the Sudanese due to the socio-political and economic conflict from the time of their independence: June 1, 1952 (p. 329). Authors recorded the challenges the Sudanese refugee students (children and adolescents) faced in their academic performance after entering the public-school system in the U.S. There remains a scope for the home environment to contribute to their education along with teachers. Aim: To identify the academic challenges faced by Sudanese youths/students and the role played by teachers and parents in helping them overcome these challenges. Methodology: Data were collected through two to three structured interviews lasting between one to two hours (depending on the group: teacher/youth/parent) over six months and evaluated using qualitative content analysis. Interviews were transcribed, themes identified with literature-based consolidation, and triangulation of the themes between teachers-parents-students. Findings: Overall, a positive image of Sudanese students, their culture, and educational needs evident among teachers. Four themes of interest were identified: • Cultural differences/practices, that impeded the reading and writing development in English among Sudanese students

	• Parent roles and expectations (parents perceived themselves as “encourager/supporter”, “disciplinarian”, “provider” and “cultural historian”) • Home-school relationships/interactions (Sudanese students’ low school performance due to the inability of their parents to help them in their homework, and sometimes teachers’ negative home notes cause dissatisfaction among these students) • Teacher instructions and practices (Teachers found English Language Learner/ELL instruction to be effective to prepare Sudanese students for mainstream classes, where they could improve their oral language, vocabulary and reading skills through direct instruction; resource classes to assist these students with their homework etc., content-area specific classes, such as, mathematics etc., to help them with their vocabulary and basic concepts). Core argument: Author recommends that for Sudanese refugee youth both teachers and parents be involved and provide support as required to these students to develop literacy and academic proficiency at all grade levels.
Warriner, D. S. (2007) Language Learning and the Politics of Belonging: Sudanese Women Refugees Becoming and Being “American”, <i>Anthropology & Education Quarterly</i>, 38(4), 343–359. US Annotation written by Dr Rachel Burke LANGUAGE LEARNING; LANGUAGE IDEOLOGY; IMMIGRATION; BELONGING; MEMBERSHIP	Context: The author contends that the experiences of recently arrived African immigrants and refugees in the United States are underexplored and untheorized in research, noting the complexities regarding language learning, access to education, and notions of identity and belonging for African women with refugee experiences. Asserting that “Questions of belonging and membership, as well as how to claim a voice that is heard, become salient and influential for these women—particularly in the realms of school, work, family, and community” (p.344), the author emphasises the importance of interdisciplinary approaches to examining relationships between globalization and immigration. Aim: In this article, the author explores the experiences of three refugee-background women from the Sudan – Mary, Moira, and Ayak – who, following their graduation from upper-level English as a Second Language (ESL) classes, attempt to access sustainable employment in the US. In particular, the article focuses on whether the women’s English language learning experiences prepared them for engaging in society, and contrasts ideologies of language, language learning, and discourses of immigration and belonging, with the three participants’ lived experiences. Theoretical Framework: The study conceives of discourse as “an activity and a practice”, as well as “a social, cultural, or political phenomenon” (Bucholtz 2003)” (p.346).

Methodology: The study is based on a two-year project involving participant-observations, interviews, and document and narrative analysis.

Findings: The author relays how students and staff at the English language school considered the classes to be primarily intended as preparation for employment, explaining “one of the school’s stated goals is to help its students find entry-level employment in as short a time as possible” (p.354). Mary, Moira, and Ayak all express a desire to undertake further studies and attain employment in their chosen professions following the completion of their English language program. All three women studied and held employment in their professions in the Sudan, yet when they attempted to seek employment in the US, they encountered constraints regarding childcare and transportation. These issues were exacerbated by limited finances and separation from extended family.

In recounting the three women’s experiences, the author notes that despite their professional experience and commitment to “enact[ing] the identity of a responsible and contributing citizen by studying English and obtaining employment, the quality and nature of their educational and work-related experiences results in a continued exclusion from networks and communities of practice that would help facilitate their integration into society” (p.355). In this sense, the author identifies contrasts between ideologies of language learning and immigration, which emphasise the importance of English proficiency to inclusion, and the participants’ experiences of exclusion, illustrating “the complicated, situated nature of belonging and exclusion in the U.S. context” (p.355).

The article reports that only one of the women attained employment, although not in her chosen profession, and did so without assistance from the language school. The author describes how this student informed her new employer that she wanted to organise her work hours around English learning and childcare responsibilities, which the author suggests “sheds light on her own ideologies of language and language learning—where speaking English is equated with other social and material goods—while offering a nuanced critique of that ideology, of the (inadequate) services provided by the school to help students find employment, and of the ways in which minimum wage jobs that thrive on low-skill labor do not promote economic self-sufficiency” (p.354). The author suggests that the language learning program’s focus on preparing students for employment and high school completion, combined with the emphasis on English as the language of instruction,

	“creates a situation in which short-term goals are prioritized at the expense of helping students achieve authentic language learning, true economic self-sufficiency, and social mobility” (p.355). Core argument: The author asserts that the three women’s experiences illustrate that English language competence does not necessarily result in societal inclusion, suggesting “Mary’s, Ayak’s, and Moría’s positions in society are like those of many immigrants and refugees who remain excluded from meaningful participation in local communities even after they demonstrate a long-term commitment to studying English full-time, working long hours in dead-end entry-level jobs, and contributing to the daily functioning of local and national economies” (p.355). The overarching argument is that these women’s experiences contradict the notion that immigrants only need to learn English to “access educational and economic opportunities, political rights, and membership in local and national communities of practice” (p.355). The author argues that there is need to explore teaching and learning approaches that enable genuine educational engagement and inclusion, citing McSpadden (1998) in advocating “a longer-term view that takes into account the steps involved in attaining true economic self-sufficiency along with social mobility and individual rights” (p.356).
Watkins, M., Lean, G., & Noble, G. (2016). Multicultural education: the state of play from an Australian perspective. <i>Race, Ethnicity and Education</i>, 19(1), 46–66. AUS Annotation written by Sally Baker Keywords: <i>multicultural education; multiculturalism; teacher education; English as a Second Language (ESL)</i> SCHOOL MULTICULTURALISM	Context: First comprehensive survey of public school teachers in NSW on issues around multiculturalism and ESL (characteristics of the labour force). In context of public appetite for multiculturalism but anxiety about immigration. Multicultural education may need to be rethought. In NSW, 30% school students = LBOTE and 5% = Indigenous; 12,000 = sfrb and 18% of total student population require ESL Aim: To ‘take stock’ and document “the changing cultural profile of the profession and highlights gaps in pre-service training and professional learning of teachers in terms of meeting the needs of Australia’s increasingly culturally and linguistically complex school populations” (p.46) Theoretical frame: Methodology: Discussion of methods on p.48-9; survey of NSW public school teachers (n=5128, which is almost 10% of total teacher population). Paper reports on teacher backgrounds. Findings: • Cultural/ linguistic profile of staff: 10.9% of NSW teachers = born in non-English speaking countries

- 86.5% = English as first language: “In all, a total of 97 first languages were reported with the top five after English being: Hindi (1.6%), Greek (1.2%), Chinese languages (Mandarin and Cantonese 1.2%)6, Arabic (0.8%) and Italian (0.8%)” (p.49).
- 28% could speak another language (lots = European languages)
- 92.2% = teacher trained in Australia
- Self-chosen descriptors for cultural background suggest a much more diverse/ hybridity in teachers’ cultural identifications, which is “also suggestive of teachers’ own awareness of the quite fluid and hybridised nature of cultural identity” (p.50)

Experiences of multicultural and ESL education:

47.5% said they had pre-service training in multicultural education (slightly more primary than secondary teachers; more for newer teachers with less than 6 years of service)

Only 27.4% of teachers = expertise in ESL (much more for primary teachers than secondary), but these ESL = allocated to schools with high LBOTE populations. ESL support = traditionally allocated in NSW by a specific allocation of ESL teacher positions to schools on the basis of LBOTE student numbers; however, “This targeted support, however, changed at the beginning of 2014 when a new neoliberal inspired resource allocation model was introduced in NSW schools. Under this new policy of Local Schools, Local Decisions, while the relative need for ESL support in each school will continue to be determined by an ESL Annual Survey, schools now receive funding rather than a teaching allocation and it is up to them to then determine how best to use their resources to meet the needs of their ESL students” (p.52).

20% of respondents said they had taken no professional training relating to multicultural education (compared to 4.5% of non-teaching executive and 2.3% for ESL teachers)

Professional development needs = identified: “When respondents’ first three preferences were taken into account, it was ‘teaching a culturally inclusive curriculum’ (67.9%), ‘developing intercultural understanding’ (66.4%) and ‘teaching ESL’ (52.9%) that were identified as the top three areas of need” (p.56), again with higher responses from primary school teachers who are more likely to see LBOTE students at beginning of English learning journeys. Regional teachers more likely to seek help with incorporating anti-racism strategies than teaching ESL: “Given 90% of LBOTE students are located in the Sydney metropolitan area; it is understandable that teaching ESL is a pressing professional development need in these schools” (p.56).

	Needs of LBOTE students: Proficiency in English language = recurrent theme and seen as key rationale for differential achievement of LBOTE students and language seen as impacting on parental engagement (see p.60). Two thirds of respondents viewed LBOTE students as needing help with language and literacy, rather than content knowledge (3.5%) or understanding Australian society (6.5%) – see p.57. A similar response rate was had for ‘developing a sense of inclusion and belonging’.
Watkins, P.G., Razee, H., & Richters, J. (2012). ‘I’m telling you ... the language barrier is the most, the biggest challenge’: Barriers to education among Karen refugee women in Australia, <i>Australian Journal of Education</i>, 56(2), 126–141. AUS Annotation written by Sally Baker Keywords: <i>refugees gender issues women’s education migrant adult education cultural awareness non-English-speaking background</i> AMEP ADULT EDUCATION	Context: Examines experiences of Karen women studying (part of wider focus on refugee well-being). Notes the gendered experience of learning English – refugee men more likely to develop proficiency with language than women: “Women are disadvantaged by pre-immigration education as well as post-immigration socio-economic factors, including unequal opportunities for social, vocational and educational participation” (p.126; see Hou & Beiser, 2006). Authors note that refugee experience is not homogenous; also scope psychological impacts of trauma. 13.4% of Australia’s humanitarian intake in 2009-10 = women at risk category, with Burmese women the second largest national recipient of these visas. Scopes context of AMEP (p.128-9) – notes how AMEP used to have research arm but this no longer exists. Aim: Stated aims are: • to explore Karen refugee women’s experiences and perceptions of suffering and distress in relation to their emotional or psychological well-being, or both, and within the broader psychosocial context of forced emigration; • to analyse the major psychosocial needs of Karen women in Sydney as identified from different perspectives (Karen women, the wider Karen community and service providers); • to propose action-oriented and pragmatic recommendations that can be implemented by community organisations (p.129-30) Conceptual frame: Draws on Bourdieu (habitus/ field) Methodology: Qualitative/ ethnographic project involving 10 Karen refugee women + 23 community/ agency stakeholders in Sydney – interviews and observations between 2009 – 2011. 33 other Karen women plus one Karen man took part in group interviews (between 5-11 participants per interview). Interview schedule designed in consultation with Karen community. Female interpreter used. \$20 food voucher = incentive. Observations in community, at cultural/religious events, informal socialising, education classes. Analytic frame = grounded theory.

Findings: Difficulties with English language proficiency uniformly reported as ‘number one’ problem impacting on well-being (and education)

Pre-immigration barriers: general literacy – lack of access to formal schooling in Burma for women meant many were illiterate in first language, which impeded their language learning in the AMEP (e.g., issues holding pens, using bi-lingual dictionaries, limited experience of sitting in classrooms)

Post-immigration barriers: childcare, caring responsibilities and managing household take time away from learning English (but ironically require English) – health and social factors mean that they may start AMEP classes but they do not continue. Karen culture = barrier in Australian system/culture – “Karen culture values compliancy and respect towards elders and authority figures” (p.133); therefore Karens = unlikely to complain if they are missed off a list or if they are unhappy. Also, prior negative experiences of authority impact on confidence to interact for fear of misunderstandings or persecution. Shyness = important culture factor impacting on well-being (and ability to be educated/ learn English), especially when working with people from other cultures. Also, Karen women’s quietness and reluctance to express dissatisfaction = overlooking of their needs.

Habitus of Karen women = described as ‘living in the kitchen’

Raise question about cross-cultural awareness of AMEP providers (and Karen women unlikely to complain if they are misunderstood or marginalized), “cultural customs, gender, the effects of forced emigration and aspects of AMEP service provision come together to produce a series of beliefs, behaviour and contexts that work against Karen women optimally benefiting from English language education opportunities in Australia” (p.137). Observations show that some AMEP teachers teach in English and other languages (not necessarily a common language). Authors argue that English should be taught in English with bilingual teaching assistants as much as possible

Core argument: Language = core to issues Karen women face with settlement, leading to misunderstandings, anxiety, feelings of helplessness: “Language proficiency is an essential part of resettlement and both directly and indirectly affects well-being through increasing self-efficacy, reducing social isolation and enhancing educational and vocational opportunities” (p.137).

Language learning/ proficiency = gendered.

A one-size-fits-all approach = not useful [aka = don’t treat all refugee/ CALD students as homogenous]

	AMEP program needs to be reviewed; consider training sfrb to be tutors; consider more activity-based and visually-based learning opportunities for illiterate students
Watson, T. (2011). Refugees as Citizens, Employees and Customers: Settlement Support in an Australian Town. New Issues in Refugee Research Paper #209. Geneva: UNHCR. AUS Annotation written by Sally Baker SETTLEMENT LANGUAGE EMPLOYMENT	Context: Small Australian country town of ‘Castlemaine’ (pop. 8000) and the settlement of African refugees (approx. 100) in mid-late 2000s, who moved because of work opportunities in local factory. To address the dearth of specific/ responsive supports, Castlemaine council set up African Settlement Project (author = project coordinator), which ran from 2008-2010. Interactions between project and other agencies/ institutions were all recorded, and a formal evaluation was conducted. Aim: To argue that more sustainable benefits could be achieved if resources/ thinking = based on working in mainstream settings to facilitate uptake of rights relating to citizenship, employers and customers Methodology: Written by community practitioner, based on 5 years’ of observations Discussion: New arrivals begin interacting with public services after arriving in Australia (e.g., hospital or Centrelink), but these services will not always be set up to cope with CALD issues, and refugees are often challenged by lack of familiarity with systems and developing language proficiency. Further issues are caused by assumptions about ‘common knowledge’ (e.g., installing child seats), and by the public/private divide when it comes to accessing funding for things like interpreting (e.g., private childcare). Other assumptions noted by the author include: • age-based curriculum for school, which is difficult for children who arrive and need to spend time catching up on language and literacy • assumptions that all people know how to use systems (e.g., make appointments at a GP) or have prior knowledge about health • assumptions that new arrivals will have someone who can help them learn to drive/ meet the requirements for gaining an Australian licence • communications with new arrivals assumes functional level of literacy Author notes that in bigger centres/cities, three approaches have been developed: 1) direct transferral of information to new arrivals via cultural groups/ case management, often employing people from refugee backgrounds to engage 2) develop better ‘in house’ responses to refugee needs (e.g., Victoria Police employ Multicultural Liaison Officers; ditto for Centrelink – at least in 2010)

3) developing capacity building that other services/ institutions can buy in (e.g., Belonging in Australia project for early years education).

However, author notes limitations which include not disseminating specialist knowledge throughout service/ institution, and localisation of specific services (e.g., MLOs employed in metro areas but not regional/rural).

Author also discusses importance of employment opportunities. Approach taken in Castlemaine = analysis of strengths and weaknesses, helping new arrivals to write better resumes and demonstrate prior experience more clearly (using bilingual community worker), Author discusses challenges caused by language – he compares Australia’s AMEP provision with other national contexts (up to 1300 hours in Canada, 300 in Austria, 3000 in Norway and Denmark). Author notes difference between language and literacy, and notes challenges of dominant model (classes in the day, which are foregone if work becomes available). Programs like AMEP often do not offer language useful in workplace – author gives examples of international programs that are more responsive to language/ employment preparation (see p.12). Author argues (following Colic-Peisker & Tilbury) that for refugees in Australia, it’s necessary to engage employers and ideally arrange work experience to help refugees gain experience in Australian workplaces and gain references (at the local level), or following the Californian CET’s example, undertake research of labour patterns to ensure skills taught to refugees will lead to employment in short-medium term (larger-scale level). Support needs to be given to refugees and employers in short term (see example of New Hope Foundation and factory in Castlemaine as broker and mediator).

Author notes there is also a mediator role for helping new arrivals to interact with private companies, many of whom do not provide interpreters (e.g., insurance companies)

Core argument: Author argues for 3 areas of focus which could improve long-term settlement outcomes:

1. Developing public service responses to citizens¹ with settlement needs.
2. Enabling employers to better support employees from refugee backgrounds.
3. Working with private sector organisations to increase accessibility to customers from refugee backgrounds.

Author argues that existing policies that refer to community responsiveness, multiculturalism, equity/ equality, acceptance can be leveraged to demand better services for refugees (in areas that don’t

	already have them): “If interpreted strategically, they could be used to argue for resources required to meet the aims they purport, such as interpreters or well-trained staff who understand and respect diverse health beliefs” (p.9). Author argues that refugee organisations should act as an ombudsman at local (rather than existing national) level to ensure provision of necessary services
Watts, M. (2007). Widening Participation in Higher Education for Refugees and Asylum Seekers, <i>Race Equality Teaching</i>, 25(3), 44–48. UK Annotation written by Sally Baker HIGHER EDUCATION WIDENING PARTICIPATION RECOMMENDATIONS PROFESSIONALLY-QUALIFIED REFUGEES AND ASYLUM SEEKERS	Context: UK/ East of England project based on response to 2005 <i>Regional Refugee Employment, Skills and Lifelong Learning Strategy, 2005-2015</i>. Author states premise for focusing on education is its “significant role in enabling refugees and asylum seekers to develop their employability” (p.44), also noting that participation in education facilitates development of social inclusion and well-being. Aim: To “the findings of an East of England Development Agency (EEDA) funded project examining the opportunities for refugees and asylum seekers with good skills and high qualifications, or the aspiration to achieve them, to participate in higher education (HE) in the East of England” (p.44). Methodology: ‘In-depth’ research with refugees and asylum seekers in East England who were participating in some form of higher education. The research sought to explore what opportunities were available for refugees and asylum seekers, and what barriers they faced. It also sought to make recommendations for better enabling refugees [with prior qualifications and professional experience] to better utilise their skills. Findings: Some universities had adopted strategies similar to the recommendations made in the 2005 strategies, but often not all and take up was variable Many staff were involved in supporting refugees and asylum seekers in a voluntary capacity Most universities had refugees and/or asylum seekers in their student bodies, but information was rarely captured about status No universities surveyed offered ways of validating/ recognising prior qualifications or experience of refugees or asylum seekers Volunteering opportunities were generally ad hoc Most refugee/ asylum seeker students were un- or under-employed, and many were experiencing multiple barriers to finding employment. “including: the trauma of resettlement; non-recognition of their existing skills, qualifications and experiences; poor language skills; and being under-employed or unemployed, so exacerbating their social and economic poverty and further undermining their professional identities” (p.46).

Many reported experiencing challenges with accessing correct information/ guidance on how to resume previous professional careers. The small number that had generally described high levels of well-being

Core argument: Author offered the following recommendations (all p.47):

“1 Liaison with agencies working with refugees and asylum seekers

Widening participation

2 HEIs should be asked to include explicit reference to refugees and asylum seekers in their institutional widening participation strategies if they do not do so already.

3 Actions addressing the needs of refugees and asylum seekers and their access to HE should be explicitly included in the plans being developed by the Adults Advisory Board for the Regional Skills and Competitiveness Partnership (RSCP).

4 This approach should be extended to FE colleges, so that they are asked to consider what they can do to enable refugees and asylum seekers to access HE, either in their own institutions or by smooth progression to HEIs.

5 HEIs should consider allowing refugees and asylum seekers to attend lectures and seminars for taught courses without having registered (and paid for) the course.

6 Agencies supporting refugees and asylum seekers should be asked to assist in distributing the contact information provided in this report (and available as a free- standing pamphlet) to their clients.

7 As there is no obligation on HEIs to charge the higher rate, consideration should be given to making it standard practice to charge asylum seekers at the home student rates to which refugees and EU nationals are entitled.

Specific learning programmes

8 HEIs in the East of England should be asked to establish at least one APEL (Accreditation of Prior and Experiential Learning) based programme designed to meet the needs of refugees and asylum seekers.

9 The RSCP should be asked to establish a modest bursary fund designed to enable refugees and asylum seekers to access such an APEL based programme.

Volunteering and employment opportunities

10 The AUEE should initiate an examination of the possibility of one or more of its members engaging in mentoring programmes – possibly in association with TimeBank and with advice from East Mentoring Forum.

	11 GradsEast should be asked to consider ways in which it can extend its remit to provide services and assistance – collectively or as individual careers services – to refugees and asylum seekers. <i>English language support</i> 12 English language support is offered to registered students and visiting academics and HEIs should be asked to consider extending this service to refugees and asylum seekers, perhaps by offering them associate membership. <i>Associate membership of HEIs</i> 13 Consideration should be given to allowing refugees and asylum seekers with high level skills and qualifications, or the aspiration to achieve them, to become associate members of HEIs. <i>Access to university libraries</i> 14 Agencies working with refugees and asylum seekers should be asked to assist in making more widely known the opportunities already open to refugees and asylum seekers to access university libraries, museums and certain other facilities. AUEE should continue to assist in collecting information together for future dissemination”
Webb, M. (2013). Experiences of African Refugees who Transition to University: A Question of Resilience. Edith Cowan University. <i>BSc Hons Thesis</i> HIGHER EDUCATION	Abstract: We know little about the transition experiences of African refugees entering university. 11 case study participants + meanings ascribed to social support. Interpretive phenomenological analysis of 4 themes: Superordinate theme of resilience - Pre/post-migration impact - Formal & informal support “Due to personal resilience and the desire to acculturate and be classified with mainstream students they were in less need and reticent of university support” (abstract)
Webb, S. (2015). “It’s Who You Know Not What”: Migrants’ Encounters with Regimes of Skills as Misrecognition. <i>Studies in Continuing Education</i> 37(3), 267–285. AUS Annotation written by Dr. Megan Rose	Context: Skilled migration in non-metropolitan areas of Australia Aim: To use empirical data from Australia to contribute to current discourse around the “broken promises” of education, migration, jobs and income instigated by Australian migration policy. Methodology: Qualitative case study, theoretical analysis using Bourdieu’s theory of capital. Findings: Social networks play a crucial role in ensuring employment. Employers and employment agencies prioritise local knowledge and native English accents which in turn results in the misrecognition of skill migrants experience and skills Core argument:

Keywords: <i>skilled migration; deskilling; skill underutilisation; Bourdieu; social networks</i> SKILLED MIGRATION	Bourdieu's concept of misrecognition can be used to analyse the processes in which skills are presented as 'neutral' cultural capital/currency by the Australian migration policy and the skills shortage occupation list. This currency is valued differently by employment gate keepers and does not factor in the role social networks (social capital) plays in privileging certain skilled migrants over others in terms of access to employment.
Webb, S. (2015). The feminisation of migration and the migrants VET policy neglects: the case of skilled women secondary migrants in Australia, <i>Journal of Vocational Education & Training</i>, 67(1), 26–46. AUS Annotation written by Dr. Megan Rose Keywords: <i>VET and deskilling; skilled female migrants; narratives; secondary migrants</i> VET GENDER	Context: Australia's skill shortage occupation policy and its impact on highly skilled female migrants (from English speaking countries, the Asia-Pacific region and Africa) working in the health and human service sectors. Aim: Explore the experiences of highly skilled female secondary migrants Methodology: Qualitative case study, in-depth narrative interviews n= 24 migrant women and 12 migrant men with tertiary educated female partners, intersectional analysis. Findings: Successful transition was influenced by the ability of the migrant candidate to maintain their professional networks as a means of ensuring their pre-existing skills and experience were recognised. For those without networks, work around re-framing their qualifications and experience was required, along with downgrading their expectations, so as to ensure their successful transition and employment. Female migrants found their skills under-utilised by employers who did not recognise their qualifications and experience on the grounds of race. Female migrants also found the gendered labour of motherhood resulted in the under-utilisation of qualifications and experience. Core argument: The interplay of temporality, gender and race in migration and education policies result in disruption, deskilling and intensification of domestic responsibilities for female migrants. VET policy does not factor in the practices of labour markets in socially excluding female migrants. Skilled migration is not a linear process where skill shortages are filled by migrants, but instead is multifaceted and multilinear.

Webb, S., Hodge, S., Holford, J., Milana, M., & Waller, R. (2016). Refugee Migration, Lifelong Education and Forms of Integration, <i>International Journal of Lifelong Education</i>, 35(3), 213–215. Annotation written by Dr Georgina Ramsay LIFELONG LEARNING REFUGEES	Context: Review of policy responses and debates related to refugees and HE Aim: Problematising the role of lifelong and adult education in light of the European refugee crisis Methods: • Editorial - review of refugee and asylum seeker policy Conclusions: • Access to education is deemed essential in European policy responses to new waves of refugees, in which labour market participation is considered essential to refugee integration • There are few active support mechanisms for adults to enter HE and ensure labour market integration. Need to rectify this, because lifelong education is a way to support societal engagement and increased mobility.
Webb, S., Dunwoodie, K., & Wilkinson, J. (2019). Unsettling equity frames in Australian universities to embrace people seeking asylum, <i>International Journal of Inclusive Education</i>, 38(1), 103–120. AUS Annotation written by Sally Baker Keywords: <i>Higher education; refugees; access; organizational theory; forced migrants</i>	Context: Australia. Transnational migration/ forced migration = “unsettling the literature on widening access to university education” (abstract), whereby equity/ WP assume stable/ domestic populations Aims: To explore “how institutions, such as universities, understand the concept of equity and how their practices involve boundarying processes that determine the membership categories for inclusion and exclusion in such policies” (p.2) through the lens on people seeking asylum; to consider “how one university applied its equity frames to a new target group by opening up access to its scholarship programmes to people seeking asylum” (p.2). RQs: 1. What processes and procedures do Australian universities have in place to admit RPSA applicants? 2. How are RPSA’s prior educational qualifications and experiences assessed in Australian universities? 3. How are the positions of people from asylum seeker backgrounds recognised and understood in Australian universities’ equity policies? (p.3) Theoretical frame: Organisational theory/ Scott’s 3 pillars of neo-institutional framework (regulative, normative, cultural-cognitive) – see p.6–7. Methodology: Qualitative, narrative case-study of admissions practices in one Australian university. Data collected via semi-structured interviews with four admissions/ equity practitioners (questions based on regulative, normative, cultural-cognitive pillars), and three prospective PSA students (based on experiences of trying to access higher education). Discussion of specific university context on p.8. Findings: Interviews with staff confirmed that government policy drove university context and practices. The regulatory pillar = public funding determining who teaching and learning funds can be

	spent on. Staff participants “recognised that the juxtaposition of asylum seekers with the education of international students who are regarded as the third biggest Australian export industry” (p.9), which contradicted the equity messaging of the university (the normative pillar), and the cognitive-cultural recognition of the staff interviewed that PSA are highly vulnerable. In addition to the constraints at the regulatory level, authors note tensions for students at the middle level. Admissions process based on procedure developed for domestic students. Regulatory framework for admissions required visa and English language evidence. Initially only 2 scholarships were created, but ultimately 21 people were offered scholarships: “The awarding of 11 scholarships when initially only 2 were advertised alerted the researchers to the way that practices and policies were evolving through staff workarounds and reflections on their experiences. Some understanding of these shifts in behaviour was revealed in the comments staff made about the cultural norms that affected their practices” (p.11). ‘Working around’: “Staff committed to supporting RPSA students were able to forge alliances with others and ‘workaround’ the regulatory pillars because they could recognise connections between people’s cultural-cognitive experiences and beliefs and the organisational narrative of the university as an equity-focused institution” (p.14).
Weidinger, T., Kordel, S., & Kieslinger, J. (2019). Unravelling the meaning of place and spatial mobility: analysing the everyday life-worlds of refugees in host societies by means of mobility mapping. <i>Journal of Refugee Studies</i>, 34(1), 374–396. GER Annotation written by Neriman Coskun Keywords: <i>Mobility, access, exclusion, everyday life, rural areas, participatory research</i>	Context: The study introduces a visual method which is called mobility mapping to understand the spatial mobility of refugees as part of their everyday life. The participants (refugee background) draw to show the places they go or do not with the reasons. Aim: It aims to introduce a method to collect data from people with refugee backgrounds based on the research given. Methodology: Using the mobility mapping visual tools, observing the visualisation (drawing) process and interviewing the participants help the researchers understand where refugees go and why. Participatory research. Theoretical Framework: Investigating refugees’ mobility in various destinations shows the constructions of relations between refugees and the places which can be give information about inclusion and exclusion in host countries. The tool overall help to understand everyday life experiences of refugees based on phenomenological interpretations. Discussion/Findings: The researcher suggested that mobility mapping is useful for various purposes research and practices. For research it can be a data collection tool as a finished product or a part of

	an ongoing process. Using the tool in practical systems can help to take perspective from the people and identify the areas of development in the provisions.
West, A., & Reeves, H. (2015). Under-resourced, undervalued, and underutilized: Making the case for teachers in refugee and emergency contexts. <i>The International Education Journal: Comparative Perspectives</i>, 14(3), 150–164. Algeria and Ethiopia Annotation written by Anna Xavier Keywords: <i>Refugee teachers; displacement contexts</i>	Context: Teachers are a crucial resource for children in emergency and refugee contexts. However, there are limited studies exploring factors that motivate or demotivate teachers in these contexts. Aim: To explore key factors influencing teacher retention and attrition in emergency and refugee contexts. Methodology: Overall methodological approach: Qualitative study – field research; Data collection methods: Focus groups and semi-structured interviews during 10-day fieldwork in each camp; Research setting: Somali refugee camps (n=2) and Eritrean refugee camps (n=2) in Ethiopia, Sahrawi refugee camps (n=2) in southwestern Algeria; Research participants: representatives from the ministry of education, regional supervisors and educational directors, head teachers, parent-teacher associations and teachers; Data analysis: Thematic analysis. Findings: 1) Teacher recruitment, selection, and deployment – In Ethiopia, there is often limited transparency in the selection process for teachers; Teachers remarked that they were not allowed to see the required criteria for selection, and perceived nepotism among the school management; In both Algeria and Ethiopia refugee camps, teacher turnover was perceived as an issue; According to parents in the Sahrawi camps in Algeria, often the teachers and potential teachers who are qualified lose interest in teaching due to the lack of incentives, a declining teaching environment and family responsibilities, which consequently led to the selection of unqualified teachers. 2) Teaching environment – In Algeria, there was no standardised safety or inspection regulations, and standard measures for the repair or construction of a school; There were lack of proper toilets, tables

and chairs for students, termite infestation and scarcity of material resources; In both Ethiopian and Algerian refugee camps, teachers had little (if any) access to updated curriculum or teaching content; Schools in both countries' camps also lacked classroom equipment, visual aids, organisational resources and facilitation tools; Teachers also expressed the psychological stress from the poor environments for teaching and learning, which often led to feelings of demotivation.

3) Certification – For the Somali refugee teachers in Ethiopia, the teaching certification obtained is not officially recognised by Ethiopia; In the Sahrawi camps, while teacher qualifications increased over time, in the last 10 years, the quality of teachers has decreased due to limited access to teacher training institutes that are accredited.

4) Professional development – In Ethiopia, there were lack of opportunities for professional development training and interactions with teachers beyond the camps due to geographic isolation; In the Sahrawi camps in Algeria, teachers highlighted the limited teaching materials available; Additionally, there was limited formal professional development training for in-service teachers.

5) Incentives – In all camps, teachers complained about compensation; In Ethiopia, low pay was a crucial issue for refugee teachers, especially when compared to national teachers; In Sahrawi, teachers also have low pay, and 95% of teachers are unable to work a second job due to their teaching commitments.

6) Management structures – In Ethiopia, several teachers in both Somali and Eritrean refugee schools perceived limited support from their school management, including limited observation and feedback of their classroom teaching; Teachers also reported limited access to administrative camp services; However, challenges in the Sahrawi camps mostly revolved around management support structures; Parents in the camps highlighted the varying accountability and management in different schools.

7) Status and social recognition – the absence of the “formal right to work” undermines the professional status of the teachers; Nevertheless, the Sahrawi community displayed exemplary attitudes towards teachers; However, in Ethiopia, while refugee and national teachers were positively acknowledged by their communities, teaching was not regarded highly.

Core argument: Addressing teacher retention in the seven critical areas discussed can help in mitigating the challenges related to teacher motivation and retention. It is important to implement cost-effective policies and responses that can address the challenges identified, consequently promoting teacher retention and attract new teachers to teach in challenging contexts.

Westoby, P., & Ingamells, A. (2010). [A Critically Informed Perspective of Working with Resettling Refugee Groups in Australia](#), *British Journal of Social Work*, 4, 1759–1776.

AUS

Annotation written by Sally Baker

Keywords: *refugee resettlement, sociology, trauma, healing/recovery, critical practice, reflective practice*

RESETTLEMENT

Context: Examines impact of trauma on resettling refugees when disclosure of trauma can create opportunities and challenges = “identifying themselves as vulnerable is a pathway to resources, yet, who then find themselves caught in processes that have precarious effects for agency” (abstract). Authors argue that although recognizing trauma is useful and legitimizing, but caution against overuse of individually-experienced/ medicalised notions of trauma: “This serves to justify modes of practice focused on individual needs and has meant that diverse forms of engagement with families and communities to rebuild social and cultural life are less clearly articulated, less well theorised and less well positioned to attract funding and organisational support” (p.1761).

Authors note the impacts of Australia’s racist history (White Australia), conservative and protectionist politics, and encroachment of neoliberal/austerity policies on giving new arrivals time and space to acclimatize (example of being pushed into private rental market more quickly). Simultaneously, progressive advocates advance the vulnerability agenda when calling for more compassionate policies.

Aim: To reflexively examine complicity of narrow discourses around trauma and “to add weight, power and authority to articulations of practice that embrace long-term, multidimensional engagement as professionals, volunteers, citizens, community members and fellow travellers with people who arrive as refugees” (p.1762).

Methodology: Essay

Discussion: Authors offer extended discussion of the providence of trauma discourse around experiences of war and note criticisms but say, “Whilst the biomedical model simplifies and reduces complex realities and underplays the extent to which refugee experiences vary in nature and significance, it does provide a clear method of approach, which is reported as helpful by some people at some points in their journey” (p.1765).

Authors explore trauma from cultural, philosophical and socio-political dimensions:

Cultural dimension: individualistic notion of trauma = underpinned by Western cultural understanding of trauma; “Where a community’s own resources for coping are overridden, rather than acknowledged and engaged, the community itself loses strength” (p.1765-66).

Philosophical dimension: Authors draw on Bracken (2002), who uses Heidegger to argue for more contextualized and phenomenological accounts to understand the construction of meaning (see

p.1767). Bracken argues “that meaning-making maps are incredibly complex within cross-cultural work and are best rebuilt through people’s engagement with the practical world—particularly their cultural, community and economic worlds” (p.1767). Western trend towards therapy = related to the postmodern unstructuring of certainty (Bauman, Beck, Giddens), which produces anxiety (which is different from the kinds of feelings generated by forced migration and experiences of violence). *Socio-political dimension*: notions discussed by authors include cultural trauma (Sztompka, 2000), and the colonizing effects of therapy (Pupavac, 2002), and the linguistic turn away from using labels like ‘victim’ to using terms like ‘survivor’ (but maintaining the vulnerability): “Practitioners draw on the rhetoric of resilience, but indigenous/ endogenous coping strategies are disempowered, and the community itself is pathologised and politically de-legitimised” (p.1769) – which is related to governmentality (Rose, 1999; Furendi, 2004).
A culturally informed cultural approach to healing:
Requires “multiple and simultaneous practice pathways” (p.1771)
Maintain personal recovery goals from VFST report (1998) and make connections to cultural and social safety in new country/ context
Recognise that practice landscape = dialogue between two cultures (of refugee and of practitioner) with reflexive engagement/ “critical awareness of one’s own cultural biases and unconscious complicities with institutional power” (p.1771)
Engage in political activity where possible to challenge the unequal access to powerful spaces of newcomers
Recognise the importance of mundane interactions (as opposed to formal therapeutic interventions): “Lots of social interactions around activities that engage existing strengths—such as food, soccer, music, sewing, with families of host culture—enable strengths to be harnessed and provide social strengths as a basis for addressing the very challenging issues that must be faced by every refugee family” (p.1772).

Whelan, M., Wright-Brough, F., Hancox, D., & Browning, Y. (2023). [The Generous Boys and the Nice to Meet You Band: students from migrant and refugee backgrounds as leaders in reshaping university values](#)

Context: Rethinking transition/orientation for university for equity groups such as migrants and refugee background students and reshaping values through changing university policies and practices, including the use of creative art-based programmes for diversity groups in post-school transition programs.

through creative arts-based programmes, <i>International Journal of Inclusive Education</i>, 27(1), 1–7. AUS Annotated by Phillipa Bellemore Keywords: <i>Inclusive higher education; CALD students, creative practice researcher; peer mentoring; post-school transition</i>	Theoretical frame: Strengths-based approach and relational learning, including ‘prizing’ (Rogers, 1969) where educational facilitators trust learners to develop content and ideas (p. 10). Methodology: Qualitative research, including art-based methods (a week-long creative workshop), semi-structured interviews, career counselling, consultation workshops and peer mentoring. Pre and post interviews about student knowledge of and attitudes to university. Arts-based methods selected as a way to privilege the experience and interests of students, develop meaningful outcomes and address power issues. Arts-based methods provide a way for students to more deeply become involved with the university because it entails a deeper connection that enable students to build capacity, display their agency and collaboratively solve problems. Findings: Migrant and refugee background students valued relationships formed through participatory practices such as film, singing, dance and drama and they became clearer and more positive about what study at university involves. The ‘Room 17 Goes Large’ week of creative activities was a transformative experience where students gained increased confidence of navigating the university experience and the creative methods enabled an ‘indirect symbolic space that fosters inclusion’ (p. 14). The methodology enabled students to feel more relaxed and connected. Shared meals and presentations strengthened the connections between staff, peer mentors and students. While aspirational, prior to intervention students were less confident about what university studies involved and viewed it as somewhat inaccessible. Staff and peer mentors were also transformed by the experience and valued the teamwork and collaboration. The students increased their knowledge of post-school pathways. Use of creative intervention meant a reduction in power relationships between students and facilitators. A community of learners which include university and school staff and students was promoted. Core argument: Universities must investigate ways to recognise and share the values of diverse cohorts such migrant and refugee background students to promote inclusive higher education. This approach challenges the perspective that it is students who must adapt to university values, but rather emphasises the university needs to shift current practices towards a best practice model. Diverse students require a supported transition process. Universities should increase their engagement with diverse communities to develop best-practice model for diversity and inclusion. The ‘Room 17 Goes Large’ program is a model that can be adapted by other universities to create inclusion, belonging and increase the voices of diverse groups in society.

White, J. (2017). The banality of exclusion in Australian universities, <i>International Journal of Inclusive Education</i>, 21(11), 1142–1155. AUS Annotation written by Sally Baker Keywords: <i>Exclusion; asylum seeker; higher education; national identity</i> HIGHER EDUCATION PEOPLE SEEKING ASYLUM	Context: Exclusion of asylum seekers from higher education in Australia; author argues this reflects current day Australia. Set in context of internationally unprecedented numbers of refugees travelling across the world. “Hardened attitudes towards refugees and those seeking asylum have significant implications for Australia, which was formerly seen as a responsible and compassionate international citizen” (p.1). Outlines offshore/ onshore humanitarian program (and critique of offshore detention). Focuses on legacy caseload and the continued ‘tough stance’ on ‘illegal’ asylum seekers, pandering to socially conservative politicians and voters. The compassionless system is distinct from previous times when Australia opened its borders to Vietnamese and Chinese in need (see p.3). Outlines the options for legacy case load – released from community detention on Bridging Visa E, which no longer offers a pathway to permanency. People seeking asylum can choose from a Temporary Protection Visa (TPV) or a Safe Haven Enterprise Visa (SHEV), which last between 3-5 years, and then PAS need to apply for another visa. These visas offer different levels of access to healthcare and welfare, and the right to work. Author argues that “educational issues certainly get lost” (p.3). Author compares Australia and Canada – Canada resettles a far greater number of people. Author characterises Australia’s approach to asylum seekers as “system-level deliberate exclusion” (p.5), supported by nationalistic behaviours and mindsets. In reference to the metaphors propagated by politicians and in the media, White writes “The more embedded a metaphor becomes in our language, the more invisible and subtle its effect can become” (p.5). Aim: Theoretical frame: Hannah Arendt’s theory of the banality of evil – evil as unquestioning and uncritical ordinariness Methodology: Essay Discussion: Educational exclusion – has received little attention. RCoA figures estimate approximately 7000 of the legacy case load were between 18-25, and would—by virtue of their age and recent experiences of schooling—would therefore likely want to access higher education. Paradox = they are considered to be international students: “Despite individual students earning places at government funded universities because of their performance in the Australian school and examination systems, enrolment is not possible because of bureaucratic and political imperatives” (p.7). Hirsch & Maylea (2016) argue that, while Australia is not alone in its policy of not including PAS in higher education

	schemes (e.g., HELP/ CSP), they are alone in deliberately doing this as a deterrent to others thinking about coming to Australia. “Excluding all but the fortunate few, who receive charitable scholarships from higher education institutions, means that the trajectory for the majority of these students is predetermined. Destined to a precarious existence and limited economic security is a high price for individual young people to pay. And as the vast majority of them will eventually be processed and become Australian citizens, over a period of about 10 years, what will this mean for Australia in the longer term? This motivated group of capable students continues to be denied hope and the chance to envisage futures for themselves, for no discernible reason” (p.1151). Core argument: Australia’s asylum seeker policy is supported by normative uncritical thinking and rule following, administered through bureaucracy and processes, which can be read as the banality of evil (Arendt). “This banality – predictability, ordinariness, dullness, unoriginality – embraces the compromised politicians, the compliant officials, the complicit media as well as the complacent and uncritical amongst the rest of us” (p.9).
Wilkinson, J., & Langat, K. (2012). Exploring educators’ practices for African students from refugee backgrounds in an Australian regional high school, <i>The Australasian Review of African Studies</i>, 33(2), 158-177. AUS Annotation written by Sally Baker HIGH SCHOOL REGION	Context: Australia/ regional resettlement of refugees (particularly African refugees) and increase of CALD students in previously monoethnic schools, and the complexities that these students and schools face. Authors’ review of literature outlines the following patterns of challenge: policy has been ‘piecemeal’, teachers have to balance competing demands (content knowledge/ literacies), lack of intensive language support, views of ‘mainstream’ teachers that language is not their responsibility, challenges for ESL teachers with supporting students with literacy development (when L1 literacy is underdeveloped). Aims: To explore “how [one] school, and in particular, the teachers at classroom level, were responding to and addressing this changing student demographic, socially and academically” (p.161). Theoretical frame: Practice architecture: examination of ‘mediating preconditions’ that shape how practices hold together through exploration of sayings, doings and relatings. Authors use PA framework to identify enabling and constraining shifts in teachers’ practices Methodology: Focus groups with ‘mainstream’ and ESL teachers in a NSW regional high school, which had 5% LBOTE students (mostly from Sudan). Two analytic frames applied: 1) thematic analysis; 2) practice architecture analysis of discursive, material and social preconditions

Findings: Arranged into four themes: the role of leadership in fostering a whole school approach to inclusion; access to appropriate professional development; the increasing diversity of learners in mainstream classrooms; and the enhanced role of ESL teachers.

Leadership: educators described range of sayings that described environment/ constructed leadership in the school (e.g., ‘comprehensive,’ ‘inclusive,’ ‘diversity,’ ‘tolerance,’ and ‘acceptance’). Doings included senior leadership helping at welcome bbq, which was important for shifting relatings with the rest of the teaching staff/ with students. At the material level, the school leadership engaged in executive level meeting with other schools to encourage recent arrivals to attend the study site, to comprise a critical mass that warranted the establishment of an IEC.

Access to professional development: mainstream teachers perceived a need to access professional development; ESL teachers had existing opportunities to access PD and networks. Mainstream teachers perceived a need for raising their awareness of students’ cultures and languages, pedagogical strategies to support refugee students.

Increasing diversity of students in mainstream classrooms: relating to increased diversity (not just refugee students) in classrooms and the challenges that the teachers faced: “Lack of training and lack of access to additional support were constraining teachers’ doings, when it came to providing differentiated classroom instruction for highly diverse classrooms” (p.170).

Enhanced role of ESL teachers: linked to the establishment of the intensive English class gave more resources to ESL teachers in the research site. ESL teachers were not just teaching language and literacies, but also acting as “cultural mediators”, helping the new arrivals to ‘learn how to do school’ (p,171). Regional context = important here, in terms of the links and networks described in the example of the ESL teacher taking girls to sports

Core argument: Teachers identification of PD needs suggests need for development of pedagogical leadership by the executive team, supported by taking a strengths-based approach (rather than deficit framing). This could be done by drawing more on the ESL teachers, by getting ESL and mainstream teachers to work together to plan lessons and develop teaching materials. Also, PD for regional educators needs to challenge dominant assumptions about students and print literacy, and thus shift reliance on print-centric teaching activities.

Wilkinson, J., Santoro, N., & Major, J. (2017). [Sudanese refugee youth and educational success: The role of church and youth group in supporting cultural and academic adjustment and school achievement](#), *International Journal of Intercultural Relations*, 60, 210–219.

AUS

Annotated by Anna Xavier

Keywords: *Refugee youth; educational success; everyday spaces; church; capital; habitus*

Context: Increasing diversity and increased humanitarian settlement in regional and rural Australia over the last 10 years. However, research related to refugee youth often employs a ‘deficit approach’ (abstract) as it focuses on the cultural and academic challenges faced by these youths in schools.

Aim: To challenge the deficit views of refugee young people, by investigating the everyday spaces occupied by Sudanese refugee youth who live in regional NSW, Australia. Research question: ‘What role do institutions outside school play in supporting Sudanese refugee youth as they move from one culture to another?’ (p. abstract)

Theoretical framework: Bordieuan concepts (Bourdieu, 1986) – a) Cultural capital: ‘values, beliefs, tastes and preferences learned in families in the first instance and embodied in accent, dispositions (habitus), and cultural practices’ (p. 3); b) Social capital: ‘social connections and networks that an individual (or group) has access to and which confer power and authority’ (p. 3); c) Habitus – ‘relatively durable dispositions learned through one’s earliest socialisation and ongoing interactions in a range of contexts’ (p. 4).

Methodology: Overall methodological approach: Qualitative – in-depth case studies of eight Sudanese refugee youth; Data collection methods: Photo-stimulated interviews & semi-structured interviews; Research participants: Sudanese refugee youth (n=8); parents & guardians of Sudanese refugee youth; key community personnel (two sports coaches, two youth group workers, one church minister, one volunteer service provider and two refugee service provider workers); key stakeholders from NGOs; Data analysis: Situational analysis (Clark, 2005).

Findings: Overall findings: a) Individuals who supported the refugee young people’s sense of educational achievement: ‘family; friends; members of church and youth groups; volunteers from local community groups; and Sudanese community members’ (p. 5); b) Networks and activities which supported the young people’s sense of educational achievement: ‘social and welfare support provided by churches; involvement in a range of faith-based activities such as a church youth group; religious faith; and the social support of sporting groups’ (p. 5). 1) Building social capital: ‘We call each other brothers and sisters’ - importance of church & youth groups as sources of social capital – act as a ‘bridge into the white Australian community’ (p. 6) and have values that align with the Sudanese community; positive feature of the youth group – heterogeneity; factors contributing to educational success - experience of success and sense of achievement in out-of-school activities which developed fundamental leadership skills; 2) Building cultural capital: In youth group, “we learn with

	<i>fun</i>” – key features of out-of-school activities that contribute to successful educational outcomes: ‘a safe and nurturing environment and reinforced by other activities which developed less formal, but equally critical, forms of embodied cultural capital’ (p. 8), including team work and collaborative skills; state-wide, cross-cultural youth camp participated by the Sudanese refugee youth built included a wide range of activities: ‘formal study skills sessions, physical recreation, camping, jointly creating cross-cultural performances, ...socialising with a broad spectrum of young people and adults’ (p. 7) – the activities reflected the skills and assets of the refugee young people and their families. Discussion: Findings from the study highlight the key impact of religious affiliation and involvement on accessing social and cultural capital; Implications of findings: Theoretical – role of community engagement in shaping refugee youth’s habitus; Practical – more attention is needed to recognise and foster links between schooling and out-of-school institutions. Core argument: ‘A dual focus on the interconnections between schools and the role of other informal institutions such as church and youth groups is particularly important and previously unrecognised in terms of refugee youth resettlement’ (p. 9); Out of school institutions help students develop particular types of social and cultural capital by providing moral directives, role models and intergenerational closure (p. 9).
Willott, J., & Stevenson, J. (2013). Attitudes to Employment of Professionally Qualified Refugees in the United Kingdom, <i>International Migration</i>, 51(5), 120–132. UK Annotation written by Sally Baker EMPLOYMENT	Context: Professionally qualified refugees enrolled on a course to enhance ‘employability skills in the UK. Gaining employment = critical for integration and settlement of refugees (for individuals and communities) but conflicting policies restrict access to employment for refugees. Barriers to employment are either characterised as internal (insufficient English proficiency/ unfamiliarity with UK job market) or external (status/ legal recognition). It appears that refugee unemployment = above the national average and refugees are paid less on average. Mostly, refugees do not have their prior qualifications and experience recognised in the country of settlement. Failure to find commensurate work is linked to low self-esteem Aim: To explore experiences of highly qualified/ professional refugees in accessing the labour market Theoretical frame: Draws on transition model (Marshall, 1992) – see p.122 (disorientation-optimism-disillusionment-trigger-opportunity-direction = suitable employment/ underemployment/ unemployment. Also draws on Colic-Peisker & Tilbury (2003), categories of resettlement styles = ‘active’ or ‘passive’ – ‘achievers’ (usually professional), ‘consumers’, ‘endurers’, ‘victims’.

Methodology: Employment course was designed as consequence of earlier research with unemployed and skilled refugees. Courses designed in 2 phases – first = 31 refugees from 18 different countries (25 completed the training); second phase = 19 refugees from 14 countries. Refugees aged 25-54; most (44/50) were professional, held high status roles,. and had postgraduate qualifications but were unemployed/ underemployed at time of attending the course. All spoke intermediate to advanced level English but had no English language qualifications. 50 refugees were interviewed (6 had been in the UK for less than 2 years; 7 had been in the UK for 5 or more years) and they completed detailed questionnaires about engagement. Research conducted in English. Participants happy to be identified (but not identified in paper)

Findings: Attitudes toward employment: when speaking about previous roles, participants regularly used terms such as “satisfaction”, “enjoyment”, “being trusted”, “confidence”, “responsibility”, “being able to help”, “contributing to my family and myself and to my community” and “happiness” (p.124) but these feelings contrasted starkly with their experience of finding work in UK (describing unemployment as “a nightmare” and being “very low and depressed” (both p.124) – some described it as boring; others described dislike of being on benefits/ relying on the state and inability to contribute. Experiences of these refugees = significantly more complex than the transition model put forward by Marshall (1992) – “there is no common pathway for refugees” (p125). Willott & Stevenson identify different types of optimism in participants: “different categories of optimists: those prepared to work in any job; those determined to find work in their original profession; and those resigned to retraining or using their skills in a transferable manner” (p.125).

- Smallest group = prepared to work any job;
- Group who had been in UK the shortest = determined to find work in original profession (such as doctors/ accountants)
- Refugees who had been in UK for longer = resigned to retraining (too difficult/ expensive to wait to get work in original profession in short-medium term). These people were aware of services available/ job search media but found it difficult to move beyond refugee-based networks
- The disillusioned – most had been unable to attain a high enough English language qualification (passing IELTS at Band 7 or above) or couldn’t afford the fees – many had taken the test several times; others had not been able to get a job despite many interviews (feelings of betrayal, bewilderment; p.128)

	Core argument: Marshall’s model of transition = too linear/ simplistic; Colic-Peisker & Tilbury’s model = “persuasive”, but the ‘achievers’ in this study = but were in danger of moving into passive ‘victim’ model because of their disappointment. Authors suggest a better model would blend the two. Data illuminated “a severe (but not surprising) lack of awareness of work culture and the process of job applications in the UK” (p.129) – none had sought feedback on an application, or asked about reasons for not being short-listed. Authors also acknowledge recognition that services = lack the specialist knowledge, and question seeming reliance on voluntary and community sector. Authors “argue that missing components for professional refugees are the professional bodies that are independent of employers but that can provide the specific advice and mentoring that is required, and whose association would legitimize the refugees in the eyes of employers” (p.130).
Wilson, E., Kenny, A., & Dickson-Swift, V. (2018). Ethical challenges of community based participatory research: exploring researchers’ experience, <i>International Journal of Social Research Methodology</i>, 21(1), 7–24. Transnational (researchers were based in AU but participants were from various countries) Annotation written by Bonita Cabiles Keywords: community-based participatory research, ethics, ethics in practice, blogs/blogging as method	Context. Internationally, there is a growing interest on the ethical implications of Community-Based Participatory Research (CBPR). CBPR can be defined as a collaborative research approach that aims to empower communities to elicit social change especially in addressing issues of inequity and disadvantage. However, the authors note the lack of attention on the ethical challenges, as perceived and experienced by researchers who engage in CBPR. This article endeavoured to address this (then) identified gap by examining the experiences of researchers conducting CBPR. Characteristics of CBPR include: (1) “requir[ing] partnerships between community members, organisation representatives and academic researcher; (2) full participation of all members and sharing equal control in decision-making; (3) shared data ownership and decisions about how data will be used and disseminated; (4) translational in nature, meaning that “research findings lead to action applied in community for health or environmental benefits and to build community capacity” (p. 8). Aims. The research aims to capture the “<i>experience</i> of ethical challenges of researchers” (p. 7, emphasis in original) who engage in CBPR in different countries. Methodology. The project was underpinned by two methodological principles. First is the “transactional subjective epistemology” that understands “constructions of reality” as “based on interactions between the inquirer and inquired” (p. 9). Secondly, the project employed an “interpretive descriptive methodology to extend interpretation to an exploration of matters beyond” (p. 9) what is obvious or taken-for-granted. The authors recognised social media as offering a platform for participant recruitment and data collection that addresses the identified methodological underpinnings. In particular, they utilised

blogs as way to connect and engage with participants who were geographically distant. The blogs afforded a space for participants to share their “experiences and personal reflections” about the ethical challenges in conducting CBPR. Using the open source blogging platform, WordPress, a blog site was developed (www.cbprethics.wordpress.com).

Recruitment of participants was conducted through social media promotions in “Twitter”, “Facebook”, “ResearchGate”, “MethodSpace”, “Academia.edu”, and other research blog sites. The data collection took place for 20 months with a total of 14 researcher-participants joining the project.

“Participants were encouraged to write freely and were provided with the following guiding questions on the blog’s ‘Welcome’ page:

- What were your experiences of ethical considerations in setting up your CBPR project?
- Outline some of the challenges you encountered at key stages (start up, conduct, closure and dissemination).
- What were the factors related to ethics that either limited or enhanced your ability to achieve the aims of your CBPR project?” (p. 10)

The participants engaged with each other’s blog entries through comments. Researchers also asked further questions for clarification or more information.

Findings. Some key terms: (1) researcher-participants: the researchers who participated in the study by posting blogs about their projects; (2) participants: the respondents/participants/communities who were part of the researcher-participants’ projects

Thematic analysis was employed to generate three overarching themes to unpack and understand the perspectives and experiences of researcher-participants about the ethical challenges of conducting CBPR.

The first theme that emerged from the data relates to issues around “balancing participant protection and autonomy” (p. 11). The respondents’ narratives raised some barriers in responding and engaging with their participants resulting from a “biomedical model of ethics review” (p. 11). Researcher-participants highlighted the impact of numerous paperwork as intimidating, hindering research possibilities, and increasing their distance from the participants by presenting them as “experts from a nearby ivory tower” (p. 12). Furthermore, the researcher-participants also expressed issues with language where participants were referred as ‘*human subjects*’ (p. 12, emphasis in original). Overall, this theme raised the problem with an ethics process that is fixed and narrow; thus

inadequate in attending to the diversity of participants and experiences that may be encountered in fieldwork. The responses “highlight how institutional ethics review can differ and potentially clash with the more localised and cultural lens of community level ethics while also pointing to a gap in ethics committee member’s knowledge in relation to participatory research” (pp. 14-15).

The second emerging theme revolves around “partnership tensions: research goals vs. community and stakeholder goals” (p. 12). One of the issues that researcher-participants raised was the challenge of shifting traditional power dynamics in research and participant relationships. This comes in conflict, however, when protection of participants can seem to contradict the cultures of communities, such as cases of gendered roles and issues. Furthermore, within the community, there are also power dynamics between community members who are positioned more powerfully and those positioned relatively marginally. These issues complicate negotiating who are afforded a voice and how are participants’ diverse roles in the community negotiated as they participate (or not) in the research.

The third theme relates to the “researcher’s role and enduring impacts” (p. 13). A major issue raised by the researcher-participants involves the dilemma of reporting to the partner institutions issues that may “stoke conflict”; however, non-reporting may also be unethical to the project and “the information needs of the project” (p. 14). Another important issue raised under this theme relates to the researcher’s disengagement from the community which is expected at the project’s completion. The researcher-participants expressed that the ethical concerns remained and reflections continued long after the project concluded. These perspectives highlight the need for CBPR researchers to deepen understandings about the process and how they can navigate the tensions between the realities of *doing* CBPR and what is often defined as ‘scientific rigour’ in research.

Conclusions. CBPR researchers encounter critical ethical challenges in the conduct of their research. For one, they “struggle with the incompatibility of an orientation to risk minimisation of the biomedical research model and the social justice values of CBPR” (p. 20). The experiences shared by the researcher-participants emphasise the emotional labour and relational nature of CBPR. This highlights the need for stronger ethical considerations that protect both participants and researchers.

Core argument. CBPR is a complex approach with a range of both potentials and challenges. “The implication for research ethics review is that without intimate knowledge,” CBPR will continue to be misunderstood and receive inadequate ethical review. Ethic review process, therefore, needs to be informed by the philosophy and ideologies of qualitative research approaches such as CBPR instead of

	solely subscribing to a biomedical ethical framework which the study demonstrates has been inadequate.
Windle, J. (2017). The public positioning of refugees in the quasi-education market: Linking Mediascapes and social geographies of schooling. <i>International Journal of Inclusive Education</i>, 21(11), 1128–1141. AU/BR Annotation written by: Ciara Hoyne and Savannah Smith Key Words: <i>Refugees; critical discourse analysis; school choice; racialisation; media representations</i>	Context: This article discusses the implications associated with the presence of non-white refugee populations in Melbourne schools. The article begins by offering some background information about the demographics of neighborhoods in Melbourne and explains the phenomena of marketized education. The article goes on to explain that the presence of refugee populations in Australia has created two contrasting public discourses, one perceiving refugees as violent threats and the other perceiving refugees as an “enriching presence”. The article then discusses the influence of media and police narratives in constructing negative perceptions of refugees, and the resulting racial segregation of refugee populations in schools. After highlighting racial segregation, Windle highlights several parent perceptions surrounding the presence of refugees within local schools and the implications this has for the quality of education refugees receive. Aim: Windle aims to explain the elite and local discourses surrounding the presence and geographical placement of refugee youth populations within schools in the city of Melbourne, Australia. By explaining these discourses, Windle aims to make connections between media narratives of deviating local events, parent perceptions, and the construction of racial hierarchies in Australian schools. Methodology: Windle utilizes a critical discourse analysis and relies on media reporting on refugees, as well as parent interviews about selecting a secondary school for their children. Findings: Two trends in international scholarship were realized when defining the relationship between refugees and schooling. First, that there is “moral panic” around both minority groups and migrants. This “racialized anxiety” is connected to schools that have minority groups. Second, this “racialized anxiety” is connected to “geo-spatial” anxieties, which explain that social and racial divides are greatly defined by access to types of schools and the “organisation of urban space” (p. 1138). Windle argues that these trends are intensified by policies that promote competition for students and school choice, particularly in places like the U.S., Canada, Australia, and England. Additional findings include: ● Contrast between an “inner circuit” of schools that have economic and academic barriers (“socially restricted schooling) to access and outer-circuit schools with open enrollment and mixed population of students (socially exposed schooling) (p. 1137)

	● Inner-circuit schools receive ample academic resources and are geographically central; outer-circuit schools have few resources, are located in the periphery, and often in poor neighborhoods ● African refugees are typically associated with outer-circuit schools, which influences the reputations of these schools (often associated with violence in the media) ● Melbourne media “sensationalising ‘African gangs’” (p. 1137) ● Media portrayal of ‘African gangs’ as violent, animalistic, and usually surrounding males ● Portraying refugee violence in the media, associated with outer-circuit schools, caused “flight” of families to inner-circuit schools, which weakens outer-circuit schools that still have large refugee populations Conclusions: Refugees in Australia are vulnerable because of the inverse relationship between privileged student populations and available school resources. Refugees attend drastically underfunded public schools but possess high educational needs that cannot often be met in these conditions. Thus, policies are needed for the entirety of the international community to promote greater equity in terms of school funding and enrollment. Additionally, Windle argues that the influence of the media makes it difficult for schools alone to “resolve” these issues. Core argument: Refugee students in Australia often attend outer-circuit schools, which are located in periphery communities and in poor neighborhoods, that lack adequate resources to meet their educational needs. The Australian mediascape also portrays refugee violence, causing families to flock to inner-circuit schools and weaken outer-circuit schools.
Windle, J., & Miller, W. (2012). Approaches to Teaching Low Literacy Refugee-Background Students, <i>Australian Journal of Language and Literacy</i> 35(3), 317–333. AUS Annotation written by Dr Georgina Ramsay/ Sally Baker SCHOOL	Context: 39 Victorian schools in receipt of funding for refugee-background students. Surveys conducted with teachers involved in the teaching of HEB students from a variety of subject areas. Authors use the term ‘low literacy refugee-background’ (LLRB). Hammond (2008) found little evidence of adapted pedagogy with regard to language and literacy with increasing diverse student groups in Australian schooling, despite the majority of teachers surveyed (84%) considering diversity as a positive. Aim: How do teachers respond to the needs of students from a LLRB who may have limited literacy in the mother tongue and low proficiency in the language of instruction? What challenges emerge, and how do teachers respond to these challenges?

	Findings: Draws heavily on Cummins (2011). Following literacy strategies as themes discussed: engaging students' prior knowledge (not common due to lack of multilingual aids), comprehension and linguistic awareness (decoding meaning and unpacking texts), scaffolding: students = text producers (teacher modelling, deconstruction of texts and composition), scaffolding through discussion. "More than 9 out of 10 (93%) of teachers believed that it is the role of subject specialists to teach English language or basic literacy skills" (p.323). Overall = strong endorsement of many aspects of literacy strategies for LLRB – particularly scaffolding with discussion preferred over scaffolding through texts Conclusions: Teachers in secondary school contexts require additional time, resources, and strategies in order to build the autonomy of HEB students as learners (developing a 'learner' identity, perhaps?). Core argument: Implications are that the needs of HEB students involve more intensive engagement with teaching staff in order for success.
Wiseman, M., & O’Gorman, S. (2017). Seeking Refuge: Implications when Integrating Refugee and Asylum Seeker Students into a Mainstream Australian School, <i>Discourse and Communication for Sustainable Education</i>, 8(1), 53–63. AUS Annotation written by Sally Baker Keywords: <i>refugee, asylum seeker, pastoral care, asylum seeker students</i> HIGH SCHOOL CATHOLIC ASYLUM SEEKERS	Context: Australian/ Queensland education; school responses to inclusion of asylum seeker children in one Australian Catholic high school. Authors immediately set out the ‘fraught complexity’ of including children from asylum seeking backgrounds in mainstream schools, which is caused by “concerns such as minimal knowledge relating to how schools are able to best support young people and the challenges associated with integration” in to the [assumed culturally homogeneous] mainstream (p.54) Aim: To present authors’ observations/ perceptions on what schools can learn from one case study; to thematically group staff perceptions so as to “seek to articulate the cultural considerations that likely influence the sustainability of an inclusive and liberating approach to integrative school enrolment” (Abstract). Conceptual frame: Akinsulture-Smith & O’Hara (2012): 5 therapeutic conditions to working with people seeking asylum: <i>employment barriers, medical challenges, language barriers, social services and legal challenges</i> Methodology: Thematic organisation of authors’ observations (lead author = Ass. Principal Pastoral at the case study school) from working in the school. Findings:

	<i>Employment: Educational Barriers</i> – relating to disrupted education and inconsistencies between a person’s age and their educational level. Students could be over the age of 18; consequently, child protection issues need to be reconsidered/ reconfigured <i>Medical: Trauma</i> – everyday school/ classroom practices might trigger traumatic memories. Furthermore, school staff need to be tactful when supporting asylum seeking children, given the limitations on their employment/ educational futures as a result of their visa status. Authors outline other somatic symptoms that can result from prior trauma. <i>Language: Receptive/ Expressive Skills</i> – students may be studying English as one of several languages. Students are likely (in the short term) to decode written texts. Parents may be unable to support children with their literacy development, so schools may need to use interpreters (but resources are unlikely to be made available to pay for this). Other children might be asked to interpret. <i>Social Services: Independent Students</i> – for unaccompanied minors, many other challenges go alongside attending school (e.g., finding and paying for accommodation), meaning that there could be a bigger gap between the structured system of school and the autonomy they have in their own lives. School staff are likely to operate as a first point of contact/ pseudo-guardian. <i>Legal: Child Protection</i> – staff might be hesitant when reporting child protection concerns, given the precarious situations that the families live in/ the additional scrutiny that will follow Core argument: A range of staffing implications emerge when children from asylum seeking backgrounds are enrolled in mainstream schools – interpreting for equitable access to information, sharing information about the new children, availability of ESL teachers, employing someone who has responsibility for refugees. Key staff would also benefit from receiving specialist training and support – for example, careers counsellors need to be updated on visa types and work/study restrictions. Authors argue that schools cannot offer/ be all things to all students; rather “the task for the school is to provide a corrective emotional experience — such that the student has developed their own resilience — ready to face a world in which access to further study or even work may be prohibited due to visa conditions” (p.62).
Witthaus, G. (2018). Findings from a Case Study on Refugees Using MOOCs to (Re)enter Higher Education. <i>Open Praxis</i>, 10(4), 343–357.	Context: “This paper examines the learning experience of refugees and asylum seekers (who are included in the term “refugees” in this paper for brevity) within the context of a German non-governmental organisation, Kiron Open Higher Education gGmbH, which supports refugees to learn from massive, open, online courses (MOOCs)” (p. 343).

UK Annotation written by Tim McLennan Keywords: <i>MOOCs, refugees, Community of Inquiry, developmental evaluation, Kiron</i>	Aim: “To help Kiron, and other organisations that support refugees and other MOOC learners in disadvantaged circumstances, to develop systems and strategies for effective learner support” (p. 343). Theoretical frame: Uses Community of Inquiry (CoI) framework for online learning developed by Garrison, Anderson and Archer (1999). “It comprises three interdependent dimensions in a process model for learning and teaching in a community: teaching presence, social presence and cognitive presence” (p. 344). This was augmented with the construct of learner presence developed by Shea et al. (2010) and Shea et al. (2012). Methodology: Qualitative study. Participants were asked four questions: 1. What helped you to succeed in learning online? 2. How do you know whether you succeeded or not? 3. What kinds of challenges did you face, and how did you overcome them? 4. What else would have helped you succeed? Questions 1, 3 and 4 were asked in initial focus groups with 13 learners. Questions 1, 2, 3, and 4 were included in an email inviting participants to a follow up interview. Data from 10 interviews were included in the study. Used a ‘denaturalised’ coding process that focused on meaning rather than exact replication. Findings: Teacher presence was referred to in just under half of the depictions. Seven depictions related to social presence, with “learners focusing mainly on the value of face-to-face interaction and the difficulties of sustaining meaningful interaction with others online” (p. 350). A face-to-face study weekend was well received. Online communication was usually described negatively, but there were some positive examples. Six depictions noted cognitive presence, with learners emphasizing that they used different sources of information to understand the course content. 11 depictions related to learner presence (one quarter of the depictions). The augmented COI framework was found to be useful for describing learners’ experiences – however, some issues not adequately addressed “such as how the distractions of life as a refugee, being separated from one’s family, and feeling uncertain about the future, made it difficult to focus on their studies” (p. 352). Other aspects that are insufficiently addressed in the COI framework include factors related to culture and online learning (Bozkurt, Yazici & Aydin, 2018), and how learners’ perceptions of agency (Archer, 2007) affect their decision-making around learning (p. 352). Conclusion/Core argument: “The study demonstrates that the Community of Inquiry framework, augmented with the construct of Learning Presence, is useful as a partial model for analysing the

	learning experience of learners in disadvantaged circumstances on MOOCs, although it does not account for the impact that structure and agency have on the learning process. In conclusion, the Kiron learners' depictions of online learning presented here should dispel the myth that MOOCs are only suitable for privileged learners with substantial experience of higher education, while also offering insights for organisations that want to widen participation in higher education through MOOCs" (p. 353).
Woods, A. (2009). Learning to be literate: Issues of pedagogy for recently arrived refugee youth in Australia, <i>Critical Inquiry in Language Studies</i>, 6(1), 81–101. AUS Annotation written by Sally Baker SCHOOL – LITERACY/ SOCIAL JUSTICE	Context: Literacy learning for socially just schooling for refugee youth – making argument that reliance on ESL pedagogy is not enough and government policy has resulted in challenges for schools with regard to students who may be attending school/ learning print literacy for the first time in their lives, and who have varying levels of English language proficiency: “the current complex visa system in Australia, along with a severely limited funding and resource base within mainstream schools, limits the possibilities of education for a large number of newly arrived refugee young people” (p.83). Aim: To argue that the experiences and needs of refugee youth needs a “qualitatively, and not just quantitatively different from, or additional to, traditional ESL instruction” (p.88); to offer “some preliminary thoughts on a socially just approach to solutions for refugee education in the current Australian context” (p.89) Methodology: Reports on findings from ARC-funded ‘Schooling, Globalization and Refugees in Queensland’ project – school study, policy analysis and study with young refugees. Paper presents on aspects of the school study: interviews with school staff (teachers, guidance counsellors, liaison officers and administrators) from 5 schools in SE QLD with high enrolments of refugee students. Woods presents analysis of talk from one ESL teacher (discusses need to avoid positioning teachers as in deficit for a ‘good story’) Theoretical frame: Draws on Nancy Fraser’s conceptual framework of social justice (recognitive and redistributive) Findings: Underlying assumption under mainstream/western notions of schooling = “students within classroom spaces have been involved in continuous, print-based textual engagement with school subjects across the compulsory years of schooling” (p.89) – opens conditions for othering and sustains deficit framing of students from refugee backgrounds. Based on recognitive/ redistributive notions of social justice, schools should have 3 roles:

	1) Pedagogical and curricula role 2) Building citizenship/ civil society 3) Welfare Background of refugee students means that some come with no experience of formal schooling and therefore limited/ no understandings of western education system and expectations of behaviour, and they may not be print literate in any language. In Australian schooling, primary focus = language acquisition rather than literacy competence (p.92). Researchers have called for increase to IEC provision – issues exist because of assumptions made about educational backgrounds of students who need IEC (therefore doesn't account for needs of pre-literate refugees). More ESL = not the answer because students need literacy not more language programs. Teaching literacy = “beyond the experience of most high school teachers” (p.93). Teachers in study recognize this and need to ‘fill the gaps’. One school in the study recognized the need for literacy (aside from language) instruction but used ‘reading recovery program’ (Early years pull out intervention), which is more basic and age inappropriate for students, and success was minimal (despite best intentions of teachers and their efforts). This demonstrates ‘disjuncture’ between needs and capacity to teach basic literacy in middle/ secondary schools and is compounded by lack of appropriate materials. Interviews with ESL teachers suggest they did recognize these issues but assume that intensive/effective pedagogy will ‘make a difference’ (because of definitions of roles). <i>Citizenship</i>: schools should be places “for the development of cultural citizenship once settlement into the community has been achieved” (p.95) and ‘Students and families must have a sense that the school values the idea of building community with them, but schools must also be a place for learning important cultural content that will have currency in current and future life opportunities” (p.96), as well as explicit teaching of values within context of reconciliation – not integration (p.96). Schools must have 1) clear set of values; 2) reciprocity of respect; 3) opportunities to learn cultural content and awareness Providing safe spaces for students’ welfare (from respect, tolerance and a shared belief Core argument: Socially just schooling requires 3 roles: pedagogy (esp.: literacy instruction), citizenship, welfare
Wrench, A., Soong, H., Paige, K., & Garrett, R. (2018). Building spaces of hope with refugee and migrant-	Context: Australian school context – tendency of literature to focus on English language development rather than social and educational resources. Context = Australia’s post-colonial legacy of whiteness/

background students, <i>International Journal of Inclusive Education</i>, 22(11), 1197–1212. AUS Annotation written by Sally Baker Keywords: <i>Refugee/migrant-background students; space; justice</i>	othering: “This logic represents a political impulse to buttress the legitimacy of ‘white’ Australia, whilst denying Aboriginal sovereignty, and concomitantly rendering problematic the presence of ‘non-white’ refugees and migrants” (p.2). Schools are structured along white lines, but are also key sites for “enhancing educational outcomes and requisite capacities for negotiating change, imagining possibilities and framing aspirations”, as well as “pivotal spaces for the security and settlement of refugee and migrant-background students” (p.3) Aim: To add to a “growing discursive field that recognises the significance of space-based investigations of schooling and the construction of racial hierarchies” and to offer “an analytic focus that brings together space and justice” (p.2) Theoretical frame: Relational view of space (Foucault = heterotopias as counter-narratives/ Lefebvre = spatial triad/ thirdspace) and Fraser’s conceptualisation of justice Methodology: Draws on data collected as part of larger study of educational, cultural and social resources in three schools in Adelaide. This paper focuses on data collected in a Catholic school (aka ‘Parish school’), which has a majority refugee/ migrant-background student body. School leadership team = keen to collaborate. Data collection = conversations/ interviews with school principal and psychologist over 10 weeks. Analysis = socially critical standpoint (drawing on Fraser’s 3-part conceptualization of justice, and using heterotopic discourses – perceived, conceived and lived spaces). Findings: <i>Parish School</i> Perceived space (evident in public statements about diverse profile of school – describing a school community that incorporates families from 22 cultures, 40 different home languages and 83% of students speaking English as an Additional Language (EAL) – p.6. Head teacher draws on expertise of various experts (multi-disciplinary approach), including child protection, artists, psychologists. Targeted funding helps to pay for this approach, including psychologist and OT. Authors discuss projection of perceived space by <i>My School</i> website (p.7-8) <i>Connecting to student lifeworlds</i> Investment in school staff through professional development. Authors argue that the head teacher “takes a political stance in appealing to a moral and ethical imperative of working <i>for</i> students” (p.8,

	italics in original). This included taking students to faith institutions (e.g., Mosque/ Temple), thus recognizing the students’ cultural and faith-based backgrounds. <i>Moving beyond trauma</i> Emotional vulnerability – trauma not contained to the students’ journeys to settlement but include the precarity/ poverty they currently live in, which indicates the head teacher was “not drawing on psychological discourses of trauma to label or categorise students in deficit terms” (p.10). Head notes that it is a challenge to get teachers to see students’ emotionality is part of their work. <i>Teachers as knowledge producers</i> Discussion of strategies to aid students (e.g., yoga, breathing spaces) – p.12. Teachers invited to reflect on how they run their day, and to reflect on how students’ emotional reactions are not personal Core argument: Discourses of recognition when translated into practice can represent and enact hopeful imaginings “We argue that an interplay of spatial, contextual and localised 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. As a consequence, we conclude by calling for further spatially based research that expands upon our endeavours to incorporate the perspectives and voices of refugee and migrant-background students and teachers for whom these advantages and disadvantages are a lived reality” (p.13-14).
Wright, L. and Plasterer, R. (2010). Beyond Basic Education: Exploring Opportunities for Higher Learning in Kenyan Refugee Camps. <i>Refuge</i> 27(2), 42–54. CAMPS Annotation written by Dr Georgina Ramsay	Context: Students from a refugee background in protracted refugee situations in Kenya Aim: Seeks to understand what opportunities for higher education exist for those living in Kenyan refugee camps, and what social benefits does the pursuit and opportunity of higher education bring more broadly, beyond individual refugees? Conclusions: - Opportunities for higher and adult education in protracted refugee situations in Kenya create social benefits: strengthen quality of the teaching in the camps, bolster parental support for engagement with their children’s education and especially in regard to the education of women, promotes primary school and secondary school attendance more broadly - Important to remember that enrolment in higher education in Africa is broadly is quite low, that is the context of providing HE in camps or to refugees more broadly

	- Higher education provided in protracted refugee situations can provide refugees with the skills and knowledge needed to increase the effectiveness of durable solutions (whether repatriation, local integration, or resettlement) - HE can enable refugees to become empowered to participate in planning and policy making regarding their situation, and not just be passive within it - Belief in education is bolstered when the education system is fully functioning and holistic: and should include pathways to HE for that reason alone
Yohani, S. (2013). Educational Cultural Brokers and the School Adaptation of Refugee Children and Families: Challenges and Opportunities, <i>International Migration & Integration</i>, 14: 61–79. CAN Annotation written by Sally Baker Keywords <i>Cultural brokers, Refugees, Children and families, Mental health, School adaptation</i> SCHOOL	Context: Role of educational cultural brokers – from community/ settlement agencies – to help refugee children settle into Canadian schooling. Cultural brokers = “individuals who take on the role as a bridge or advocate on behalf of individuals or groups (Jezewski and Sotnik, 2001; see p.62). Author points to limited research on role of community-based cultural brokers, who can be teachers, aids, counsellors, after-school staff, paraprofessionals; also, other students and siblings. Questions asked about whether cultural brokers should have same cultural/ language background or be culturally sensitive = no answers offered. Brokerage can be linguistic or cultural (e.g., mediating for student; training staff; translate academic subcultures) – connection made to tacit rules and Bourdieu’s cultural capital: “Educational cultural brokers can make these issues explicit, allowing schools, students, and families to discuss their differences and similarities as they learn from one another” (p.64). In Edmonton, Cultural Brokers = changed to ‘Settlement Practitioners’. Definition = “Educational cultural brokers identified as community representatives who are present in the school system and provide a welcoming environment for newcomer children and their families. 2. By holding the middle ground, brokers assist schools and newcomer children, and families adapt to one another through: (a) Micro-level: day-to-day bridging, support, settlement, and educational activities that assist children’s adaptation through direct contact with families, school personnel, and community. Roles: facilitating school adaptation programs, bridging families and children to services, supportive counselling and prevention, mediation and conflict resolution. (b) Macro-level: slow process of transforming system to be more open and flexible to cultural diversity through activities that are not obvious but whose outcome is seen over time. Roles: cultural interpretation and awareness raising, advocacy.

3. Brokers in this study use their personal life and professional experience to assist refugee children and families. They are mindful of the refugee experience and intentionally act as role models for the children” (p.66).

Aim: To ask: what “strategies that cultural brokers use to facilitate the adaptation of refugee children in school settings, and opportunities and barriers to cultural brokering that exist in educational settings” (p.61)

Methodology: Qualitative case study: 8 educational cultural brokers (4m, 4f; 30-57 years old; from variety of African/ Middle Eastern countries; had been in role between 2-8 years; 6 = student-facing, 2= coordinators). Project called ‘Cultural Brokerage Program (CBP)’ for purposes of this paper. Data collection = FG interviews, critical incidents, document review and individual interviews

Findings: 6 main brokering roles:

- 1) “to create a positive and welcoming environment for newcomer children by bridging cultural and service gaps between schools and families” (p.66). Involves slow building of relationships and legitimizing role. Needs increased presence in school. However, confusion exists between school policy and what happens in practice, disconnections between school policy and CB’s perception of that policy
- 2) to facilitate activities and clubs after school
- 3) to engage in core settlement activities (e.g., appointments, accompanying newcomers to meetings)
- 4) to identify and facilitate access to supports for mental health issues (trust is needed)
- 5) to help “schools, families, and children understand one another as the raising of cultural interpretation and awareness” (p.70) and increasing engagement with parents = leading to slow transformation of systems
- 6) to advocate: “The roles involved both speaking on behalf of, and empowering refugee families and children to advocate for themselves” (p.71) – e.g., designing booklet that explains assessment and placement to families; advocating in expulsion hearings

Core argument: CBs’ roles need to be defined, with clear parameters and guidelines (although this evolves over time and with familiarity with schools). Participants suggested (and one school = had MOU) written agreement with school system. Opportunities for self-reflection and reflexivity are vital to protect CBs, plus guidance on ethical decision-making: “Brokering requires careful and conscious

	decision making and ongoing evaluation of one's actions. Each action can affect the ethnic community's relationship with the school or the broker's relationship with a family, youth, or school. This especially was observed in the area of advocacy. When making recommendations, there are many factors a broker needs to consider (such as the problem or issue, and its source). Brokers are often faced with challenging moral or ethical dilemmas due to their position of negotiating cultural differences" (p.74). CBs also need ongoing professional development (e.g., understanding school board protocols) and conflict management, and self-care and stress support
Zeus, B. (2011). Exploring Barriers to Higher Education in Protracted Refugee Situations: The Case of Burmese Refugees in Thailand. <i>Journal of Refugee Studies</i> 24(2), 256–276. CAMPS Annotation written by Dr Georgina Ramsay	Context: Higher education in protracted refugee situations on Thai-Burma border Aim: Exploratory article that considers whether HE without a nation state is possible, within the context of a protracted refugee situation, in specific terms the case of young Burmese refugees in Thai Burma camps Conclusions: - Overall: disconnect between - HE and protracted refugee situations often seem incompatible: one implies freedom, the other constraint - Human potential being wasted - Education and development are linked - Warehousing has significant human rights implications and prevents them from contributing to their region, they have difficulty sustaining themselves economically or accessing services outside the camp, such as education. A whole generation without access to education - Education has important role for psychosocial, as well as physical and cognitive protection. Without access to higher education, refugees may be easy targets for military recruiters, criminal gangs and the sex industry - Focus on education in camps and protracted refugee situations is primarily basic primary education, HE is not a focus. But HE can mean that refugees can adapt to their surroundings, integrate into host society, and become self-reliant. - In Thai-Burma camps education is highly respected and with few opportunities for entertainment it is also a way to pass time - They face barriers to achieving HE study: financial problems, issues with application processes, political and legal issues related to citizenship and restrictive country policies

	- Often assumed that since refugees rely on external aid they lack capabilities to attend HE - Barrier to HE is, paradoxically, resettlement. Those who do get HE learn about opportunities for resettlement and leave, meaning HE does not end up being return investment for protracted refugee situations. Result is that young people are encouraged to put university dream on hold until they get a durable solution, which never comes - It is neither realistic nor justifiable for agencies to rely on resettlement countries to provide HE. UNHCR avoids “investing” in people who are likely to be resettled, since it is seen as a waste when resettlement country provides HE. Unless refugees possess exceptional track records or language skills, and can slide into special admission schemes or scholarships, their dream of HE seems impossible without external infrastructure. - (Dis)connection of HE expectations between camps and resettlement: Problem with leaving HE up to resettlement is that people have to provide for their family or work, meaning dream of HE is again postponed. Had they received an internationally accepted certification in asylum, they would be more equipped. - Problem is asylum viewed as humanitarian immediate/emergency but HE is a long-term development effort - Dissolving barriers: Dissolving refugee camps may not be immediately possible, but HE requires stronger links with local host community, to create opportunities for refugees and host communities alike.
Ziaian, T., Miller, E., de Anstiss, H., Puvimanasinghe, T., Dollard, M., Esterman, A., Barrie, H., & Stewart-Jones, T. (2019). Refugee Youth and Transition to Further Education, Training, and Employment in Australia: Protocol for a Mixed Methods Study. <i>JMIR Research Protocols</i>, 8(7), e12632–e12632. AUS Annotation written by Jenn Read	Context: Multiple disadvantages have been known to affect refugee youth’s school completion, university entry, and subsequent employment. “Findings from this study aim to contribute new and unique insights and knowledge relating to key facts influencing further education and employment outcomes among refugee youth in Australia” (p.3). Aim: “The main aim of this project is to investigate education and employment outcomes among refugee youth aged 15-24 from three focus regions (the Middle East, South Asia, and Africa) with a view of influencing education, training, and employment policy and practice” (p.2). Methodology: This study uses a survey and qualitative interviews to collect data from refugee youth (ages 15-24) who have arrived in Australia since 2006 and are currently studying some form of education. Learning institutions, community groups, and organisations known for large refugee student populations have been targeted during recruitment. In addition to the survey, the qualitative

Keywords: <i>refugee; youth; education; employment; mixed methods; Australia</i>	component uses interview questions with 60 youth from the larger sample to seek more information about the “key challenges and successes at schools, transitional issues, and their knowledge of the Australian education system” (p.4). Findings: As of March 2019, 635 participants have completed the survey for the mixed methods investigation. The remaining qualitative interviews were scheduled to conclude by 2020, however the official report has not been released as of yet. Core Argument: Few studies have focused on these key transitional phases between school, further education, and employment. Through this research study, contributors hope to find factors hindering young refugees during these processes in order to assist agencies and professionals working with these groups to help them achieve their desired employment goals. This research, once completed, should enable effective planning allowing for sustainable improvements to be made (p.6)
Ziersch, A., Miller, E., Baak, M., & Mwanri, L. (2020). Integration and social determinants of health and wellbeing for people from refugee backgrounds resettled in a rural town in South Australia: a qualitative study. <i>BMC Public Health</i>, 20, 1700. AUS Annotated by Sally Baker Keywords: <i>regional, rural, social determinants of health, resettlement, refugee, health, employment, education, housing, integration, well-being</i>	Context: Resettlement in rural South Australia; rural resettlement = viewed as “an opportunity to revitalise rural communities, to fill the needs of employers in these areas, and to provide a welcoming community within which new arrivals can integrate and settle” (abstract) Aim: To “focus on experiences of people from refugee backgrounds settling in a rural Australian town and examine the interplay between integration and health and wellbeing in this context, in order to inform settlement policy and practice” (p.2) Theoretical frame: Integration + social determinants of health (SDH) Methodology: Qualitative study conducted in 2016 in town with 90% English-language-speaking population (regional resettlement town). Interviews with refugees (n=44): 18–68yo, 22m, 22f. from Myanmar and Congo; most in Australia; all had permanent protection or Aus citizenship. Interpreters used when needed. Grounded theory for analysis. Findings: Participants = largely appreciative of resettlement opportunity. Most resettled directly into the town; some moved by choice after living in a city. Most had existing family connections in the town. Health promoting features: “a sense of safety and security, a quiet atmosphere, a good place to raise children, community support and affordability” (p.5) Health barriers: “difficulties securing employment and a churn in education and employment, barriers to community engagement, experiences of racism, a lack of cultural resources, limitations in settlement support, and difficulties in service access due to travel requirements” (p.5)

Many participants have physical and mental health issues.

Sense of safety/security = impacted by discrimination and feeling of unwelcome – e.g., “(“when you go in a shop, some shops You just enter in there and someone will just look at you as if they haven’t seen you” (Celeste, Africa, female) (p.6).

Social networks = descriptions of intercultural support and help; participants talked about connections through church. Barriers created by limited English language.

Employment = most had worked previously; 60% were unemployed or in pt/ casual work. No one had FT ongoing work. Most worked in meat processing plant or in cultural liaison (e.g., interpreting/ translation). Difficulties with overseas qualification recognition. Discrimination/ racism also barriers, including age and skin colour: “Maybe people here in [The Town], they don’t used yet to Africans I think; I don’t know. Even in aged care where I am working, some residents, they don’t like black skin and they will tell you straightforward ... ‘Don’t get your black skin on me’ (Tatiana, Africa, female)” (p.7).

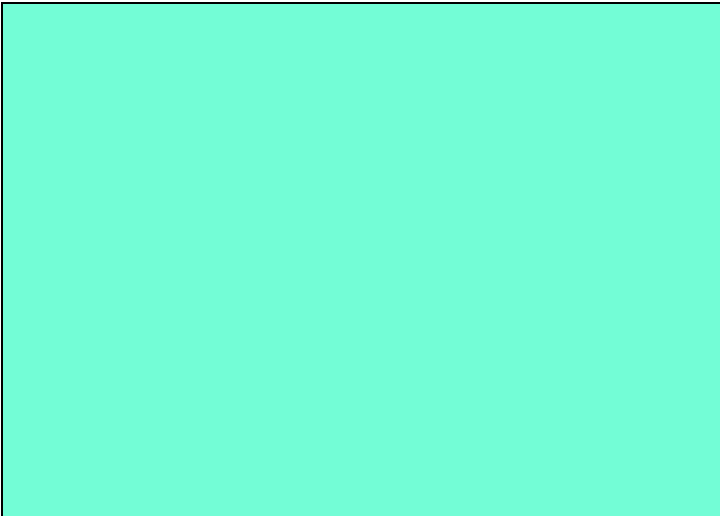
Volunteering = common pathway to employment. Stress of not finding work was prevalent.

Education = many participants (especially Southeast Asian) had low levels of education prior to arrival. English language classes were felt by some to be inadequate because of limited opportunities to converse with English speakers. African participants had more mixed educational experience (secondary/ tertiary education) prior to arrival; these participants expressed frustration with not having their qualifications/ experience recognized, and they were also annoyed by being encouraged to enrol in courses below the level they had previously attained. Engagement with education (especially TAFE) did not guarantee employment in a related field [similar to Mupenzi, 2016].

Health = “challenges included language barriers, difficulties understanding the system, long waiting times for appointments and having to travel to the city for specialist treatment” (p.10). Participants also described issues with understanding the system and rules. Travel for specialist treatment a problem, especially for people who don’t have a car. Language barriers and interpreting also significant challenges.

Settlement services = limited in rural areas; initial tour of town= perceived as helpful but limited. Many participants described seeking support from the services, as well as going to cultural and faith communities, but links between these communities + services were not strong and impeded settlement.

	Core argument: “Conceptually, integration and SDH are directly linked through factors such as employment, education, housing, and social connections, and this study provided further empirical evidence of these links” (p.13) and are more difficult in regional/rural areas.
Zufferey, C., Wache, D., & Wache, K. (2013). <i>The expectations and experiences of African students in the School of Psychology, Social Work and Social Policy at the University of South Australia</i>. University of South Australia: Adelaide, SA. AUS Annotation written by Sally Baker HIGHER EDUCATION	Context: UniSA-funded project report on expectations and experiences of mature age sfrb in School of Psychology, Social Work and Social Policy in UniSA. Set in post-Bradley Review context; notes increase in sfrb in HE. Between 2002-2007, 50-70% of refugees = African – notes significant diversity in this cohort of students. Project initiated after poorer learning outcomes noted (see p.5) Aim: To respond to ‘three key unknowns’: •What were the expectations of African students within the School when they came to university? • What were their experiences once they were studying? • What did they think could be done to better support their learning?” (p.5) Methodology: Qualitative: questionnaires and semi-structured interviews with 36 African students (mostly from Sudan) Findings: From questionnaire: most students had entered university via TAFE pathway, most had been in AMEP, few had completed Year 12 equivalent, all were at least bilingual (some up to 5 languages), mostly= Australian citizens. Interview data: most students = positive about education, were committed to self-improvement and learning, wanted to contribute to own community in Aus and back home. Most found Years 1 and 2 difficult; most found transition from TAFE to university challenging; most struggled with computer literacy; most found it difficult to access institutional support, especially with Learning Advisors because of the need to book well in advance (see p.12); many relied on support from peers. Many found it difficult to socialise – “gaining acceptance from other students took some time” (p.13). Students = aware of difficulty of getting to Honours because of low marks in Years 1 & 2 Core argument: Changes needed: “teaching and learning support for African students from refugee backgrounds should be explicit, streamlined, strategic and socially focused” (p.15), and they need more scaffolded support in early part of degree to encourage independence later on. Learning support should be provided within a course and around specific assignments, so as to “stimulate confidence and motivate students to build on the initial pass and strive for a higher assignment mark subsequently” (p.15). Recommendations:

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- “Lecturers to provide clear outlines for assignments detailing expectations and resources
 - School to engage with LTU and the Library etc. to provide workshops that address broader student needs (such as referencing, computer literacy etc.)
 - Provide a means for African students to receive timely support when preparing assignments e.g., option to pre-submit an assignment for review/discussion with tutor/lecturer or submit an assignment to the LTU online
 - Promote an awareness among teaching staff of issues that affect the learning of African students e.g., group dynamics, teacher/student relationship, not wanting teaching staff to have a lower expectation of their performance
 - Provide immediate support to students entering university (both first- and second-year subjects) and ensure students are aware of GPA
 - Encourage more social interaction with all students within the School e.g., organize debates, talks/seminars, groups to discuss current affairs etc.” (p.16)



Refugee Education Special Interest Group



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