REFUGEE EDUCATION: INTEGRATION AND ACCEPTANCE OF REFUGEES IN MAINSTREAM SOCIETY

INNOVATIONS IN HIGHER EDUCATION TEACHING AND LEARNING

Series Editor: Patrick Blessinger

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REFUGEE EDUCATION: INTEGRATION AND ACCEPTANCE OF REFUGEES IN MAINSTREAM SOCIETY

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SERIES EDITOR'S INTRODUCTION

INNOVATIONS IN HIGHER EDUCATION
TEACHING AND LEARNING

The purpose of this series is to publish current research and scholarship on innovative teaching and learning practices in higher education. The series is developed around the premise that teaching and learning is more effective when instructors and students are actively and meaningfully engaged in the teaching-learning process.

The main objectives of this series are to:

(1) present how innovative teaching and learning practices are being used in higher education institutions around the world across a wide variety of disciplines and countries;
(2) present the latest models, theories, concepts, paradigms, and frameworks that educators should consider when adopting, implementing, assessing, and evaluating innovative teaching and learning practices; and
(3) consider the implications of theory and practice on policy, strategy, and leadership.

This series will appeal to anyone in higher education who is involved in the teaching and learning process from any discipline, institutional type, or nationality. The volumes in this series will focus on a variety of authentic case studies and other empirical research that illustrates how educators from around the world are using innovative approaches to create more effective and meaningful learning environments.

Innovation teaching and learning is any approach, strategy, method, practice, or means that has been shown to improve, enhance, or transform the teaching–learning environment. Innovation involves doing things differently or in a novel way in order to improve outcomes. In short, innovation is positive change. With respect to teaching and learning, innovation is the implementation of new or improved educational practices that result in improved educational and learning outcomes. This innovation can be any positive change related to teaching, curriculum, assessment, technology, or other tools, programs, policies, or processes that leads to improved educational and learning outcomes. Innovation can occur in institutional development, program development, professional development, or learning development.

The volumes in this series will not only highlight the benefits and theoretical frameworks of such innovations through authentic case studies and other empirical research but also look at the challenges and contexts associated with implementing and assessing innovative teaching and learning practices. The volumes

represent all disciplines from a wide range of national, cultural and organizational contexts. The volumes in this series will explore a wide variety of teaching and learning topics such as active learning, integrative learning, transformative learning, inquiry-based learning, problem-based learning, meaningful learning, blended learning, creative learning, experiential learning, lifelong and lifewide learning, global learning, learning assessment and analytics, student research, faculty and student learning communities, as well as other topics.

This series brings together distinguished scholars and educational practitioners from around the world to disseminate the latest knowledge on innovative teaching and learning scholarship and practices. The authors offer a range of disciplinary perspectives from different cultural contexts. This series provides a unique and valuable resource for instructors, administrators, and anyone interested in improving and transforming teaching and learning.

Patrick Blessinger
Founder, Executive Director, and Chief Research Scientist, International
HETL Association

PART I

THE CHALLENGES

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CHAPTER 1

INTRODUCTION TO REFUGEE EDUCATION: INTEGRATION AND ACCEPTANCE OF REFUGEES IN MAINSTREAM SOCIETY

Enakshi Sengupta and Patrick Blessinger

ABSTRACT

This chapter focuses on the concept integration and its wider meaning in the context of refugees and internally displaced people across the globe. The purpose of this volume is to highlight the various interventions used to integrate refugees and the efforts implemented by the non-governmental organizations and local governments toward achieving an optimal level of integration with host communities. Using case studies and other empirical research, this volume presents a broad and in-depth overview of the various methods implemented to integrate the refugees into the society. This chapter provides an overview to this volume and establishes a framework for a better understanding of the nature of integration. It also reveals the complexity of the perception-practice dynamic and the multifaceted factors, which influence the various levels of integration.

 Keywords: Refugee education; refugees; settlement; refugee integration; internally displaced people; social cohesion

INTRODUCTION

A 1st grade teacher asked her class: What do you think is the color of apples? Some said green, some said red; however, one boy stood up and said white. The boy insisted that his answer was right and said firmly, "look inside" (Goldstein, 1999). Just like apples, we are all similar inside; but when put in a basket, we may stand out as green, red or yellow, as we are often classified according to our external appearance.

The term "integration" in many countries is defined as:

> assimilation to a pre-existing, unified social order, with a homogeneous culture and set of values. Integration is not only a reciprocal process. It also consists of complex and multi-layered practices: economic, social and cultural. Successful integration cannot be promoted by designating a specific path and outcome. (Rudiger & Spencer, 2003, p. 4)

The term "integration" places a special emphasis on the concept of unity and stability, resulting in social cohesion. Social cohesion does not advocate homogeneity of culture, but a pluralist society where members from different cultures foster a bond with the help of continuous social interaction.

> Multi-dimensional notions of identity, multiple senses of belonging and attachment often add self-confidence and thus stability to social networks. Far from hampering the process of integration, they can add a layer of respect and recognition to social interaction, thus deepening the cohesion of communities. (Rudiger & Spencer, 2003, p. 6)

"Social integration is not necessarily confined to the entry of individuals into a society but can as well refer to groups or to even much larger social aggregates," (Baubock, 1995, p. 12). The concept of integration has a positive connotation: that the society is experiencing stability and the entry of individuals or groups does not endanger or alter the existing system (Baubock, 1995).

The integration of refugees and internally displaced people (IDPs) is a task that can be confusing and complex. It is a dynamic and multifaceted process which requires constructive efforts by all willing parties, including a state of mind on the part of the refugees that will help them to adapt and accept the host society without having to sacrifice their own cultural identity. On the other hand, it also needs a readiness on the part of host communities and public institutions to welcome refugees without prejudice and meet the needs of a diverse population. The process of integration is gradual; it involves several multi-dimensional aspects such as economical, socio-cultural perspectives, and legalities, which become vital for integrating the refugees, IDPs, and asylum seekers in the mainstream society.

The 1951 Convention relating to the Status of Refugees and its 1967 Protocol place considerable emphasis on the integration of refugees as a part of the acceptance program. The 1951 Convention enumerates social and economic rights designed to assist integration, and, through Article 34, calls on States to facilitate the "assimilation and naturalization" of refugees. Governmental bodies and non-profit organizations are working to formulate strategies to combat racism and xenophobia. Such policies aim at strengthening the concept of equality, chalking out paths to enhance participation in community activities, and several

confidence-building initiatives with host communities recognizing that each individual may need different forms of integration and support. Close cooperation among various actors working in the field of refugee protection, with the help of those involved in the planning and implementation of integration policies at national or regional level, has become the need of the hour.

ALLPORT'S CONTACT THEORY

One of the most comprehensive theories in the field of social integration is that of Allport. Allport's (1954) contact theory states that as contact increases between social groups, it helps the groups to reduce their prejudicial attitudes and move beyond racial and ethnic divisions (Hayes et al., 2007). Allport's contact theory was framed in the post-World War II era; while using this theory, one needs to keep in mind that it was a tumultuous time, when social scientists were seeking avenues to bind the human race in some commonalities amidst hatred and mistrust. This theory still remains one of the most comprehensive frameworks on reducing racial prejudice.

Allport (1954) defined prejudice as "an antipathy based upon a faulty and inflexible generalization. It may be felt or expressed. It may be directed toward a group as a whole, or toward an individual who is a member of that group" (p. 10). The four conditions specified by Allport present the guidelines to eliminate the racial bias prevalent among out-group members. These four conditions are inherent in a society, are not difficult to achieve, and need not be imported from the outside world.

> For the past fifty years the 'Contact Hypothesis' (Allport, 1954, 1958; Amir, 1969; Cook, 1984; Pettigrew, 1998; Pettigrew & Tropp, 2006; Watson, 1947; Williams, 1947) has represented a promising and popular strategy for reducing intergroup bias and conflict. This hypothesis proposes that simple contact between groups is not automatically sufficient to improve intergroup relations. (Dovidio et al., 2000, p. 5)

Allport (1954) challenges the idea that integration occurs merely by sharing the same environment. Successful integration occurs when certain conditions, in which the intergroup interaction occurs, are met. The condition of "equal group status" occurs when the contributions from a group are equal to those from another group (Enoch, 2004). Allport stresses equal group status within a given situation. Most research supports this contention as it is important that both groups expect and perceive equal status in any given situation (Cohen, 1982; Cohen & Lotan, 1995; Riordan & Ruggiero, 1980; Robinson & Preston, 1976). Other conditions that Allport (1954) specifies are a common goal and cooperation that is needed to reduce bias between groups.

> At the individual level, one's personal welfare and goals are most salient and important. At the group level, the goals and achievements of the in-group are merged with one's own and the group's welfare is paramount. (Gaertner et al., 2000, p. 100)

"Support of Authority" is another vital condition proposed by Allport (1954) in reducing prejudice and fostering integration. The Authority supporting the

intergroup contact has been shown to be an important variable inducing a posi-tive affect among groups (Dovidio et al., 2000). The Authority not only provides structure, but also has the power vested in it to promote greater contact (Gilbert, Fiske, & Lindzey, 1988). The Authority helps to create a new social climate that makes people tolerant toward intergroup attitudes (Gilbert et al., 1998). Allport's (1954) "The Nature of Prejudice" remains the most widely cited work on social psychology dealing with prejudice. Allport has defined and dealt with the core issues, and provides insights into the field of prejudice. Allport, however, does not venture to advocate a single "pet theory" of prejudice but works to identify and illustrate a variety of perspectives ranging from macro to micro or individual causes (Dovidio et al., 2000). Nonetheless, Allport acknowledges the functional nature of prejudice and identifies both material gain and self-enhancement as basic motivational processes responsible for prejudice (Dovidio et al., 2000). Allport's theories and frameworks remain the directional guide in further research on the theme of integration.

SCHLOSSBERG'S TRANSITION THEORY

Nancy Schlossberg's transition theory also gives us a foundation to work on integration issues. Schlossberg et al. (1995) define a transition as "any event or non-event that results in changed relationships, routines, assumptions, and roles" (p. 27). When a transition occurs, a process takes place as an individual integrates changes into his or her daily life. There are four aspects of a transition that affect how well individuals deal with change. Schlossberg explains the com-plexity of the situation where all the four factors of "self, support, situation, and strategies" influence an individual trying to adapt to a completely new envi-ronment and situation. Schlossberg (1984), when talking about the transition theory, says that the primary goal of her theory is to formulate a framework that would facilitate an understanding of transitions in any situation. To create this framework, Schlossberg drew heavily on the work and ideas of others, including Levinson et al. (1978) and Neugarten (1979). Schlossberg's work can be viewed as psycho-social in nature from the perspectives of different stages in life (Evans et al., 2010).

Schlossberg (1981) describes her model as the vehicle that will help analyze human adaptation to transitions in life.

> I felt it is necessary in formulating the model to catalogue and categorize the tremendous num-ber of variables which seem to affect the outcome of the transition on an individual. My belief is that it is not the transition itself that is of primary importance, rather how that transition fits with an individual's stage, situation and style. (Schlossberg, 1981, p. 5)

She further adds that adaptation is usually influenced by three sets of varia-bles: the individual's perception of transition, characteristics of the pre-transition and post-transition environments, and characteristics of the individual experienc-ing the transition. The environment and personal characteristic of an individual play a crucial role in determining the individual's ability to cope with a particular

transition such as moving to a new country as a refugee or to another location in the same country as an IDP. Broadly, transition can be classified into three main categories.

The first is "anticipated transition," which occurs predictably. The second is "unanticipated transition," which is not predictable or scheduled, and the third is "non-events," that is, those events which are expected to occur but do not. In this volume series, the relevance of the types of transition begins with "anticipated transition" in moving to a new country as a migrant or to another part of the same country as an IDP. The "unanticipated transition" may consist of facing a hostile environment, rejection, and non-acceptance resulting in a feeling of "marginalization" or being unable to "fit-in" in a given environment. "Context" refers to one's relationship with the transition and the setting in which the transition takes place. Impact determines the degree to which transition can influence or alter one's life in a positive or negative sense.

Policies seeking to integrate refugees should be designed to minimize isolation and separation and make them a part of the mainstream society by providing effective language and vocational skills' training toward self-sufficiency. At times, the process toward integration can be a lengthy and exhaustive one, and refugees suffer from negative impact of an extended period of insecurity. Constructive efforts should be made to integrate the refugees to the host community in order to create an atmosphere of acceptance. Often, refugees do not enjoy the protection of their countries of origin and have to rebuild their lives in new countries of residence, without the option of returning home for an extended period of time. In most cases, these people have to flee at short notice, leaving behind belongings and documents and may have lost contact with family members and social-support structures in the country of origin. Resistance to the local integration of refugee population is also a harsh reality and can be a natural instinct to repel someone who belongs to the out-group.

This kind of resistance is seen in most cases from host governments and local communities. In addition, this sense of discarding others is based on a number of contributory factors, both – real and perceived. Refugee camps have experienced direct attacks and militarization, which has at times become very acute. Such attacks range from a petty and organized crime to physical harm and loss of lives. Such actions cause resentment and clashes between locals and refugees, diminishing chances for successful local integration. Research and advocacy efforts on refugee situations have facilitated dialogue on exploring alternative approaches. The concept of creating local integration has emerged to take prominence in finding durable solutions across the globe where such problems persist. The case studies presented in this volume will help to further promote this valuable dialogue and create a constructive approach toward refugee integration in the mainstream society.

CHAPTER OVERVIEWS

In the chapter "A restorative process of managing trauma," the authors Frida Catharine Rundell, Alia Sheety, and Vidia Vasilica Negrea describe the theoretical

perspectives on trauma and the brain, and share various restorative approaches emphasizing a compassionate witnessing model. It discusses the urgent need of creating safe communities for the citizens and the refugees and suggests restorative practices and approaches to facilitate the process. The authors share real life examples from a refugee – hosting center in a Westerns European country, and demonstrate how the integration of restorative practices in a proactive way allowed trust and respectful communication between staff and refugees to develop and strengthen their relationships, which, in turn, made it possible to use restorative approaches to respond to conflicts. The chapter ends with providing recommendation on how educators could utilize this knowledge to respond with compassion and empathy to traumatized refugees. Some of the suggested restorative strategies could be shared with the higher education faculty who prepares future teachers that work with refugees' students, current teachers who find themselves facing a new challenge of working with unknown refugee population or for staff and volunteers' training. The authors hope that the chapter will provide theoretical knowledge and practical strategies to empower educators to work with refugee population, or staff who work with displaced population. It may also be used in teachers' training programs that can be introduced at a university level for pre-service and in-service educators.

In Alison Prowle and Janet Harvell's chapter, "Supporting children's development in refugee camp," the authors explore the experience of refugee children and the impact on their wellbeing and development as a result of life in warzones, life in transit, and life in camps. The chapter begins by providing a brief overview of the current, wider refugee crisis and discusses the significant increase in the number of child refugees who now make up more than half of the world's refugee population. Children's right to play, and the potential of play-based approaches in supporting their holistic development, is then discussed. The role of play is explored further, including its part in providing respite from ongoing circumstances, and enabling positive learning experiences. Examples from a case study of the children's center, located at the Dunkirk Refugee Camp, will be used to illustrate some of these points. There will be discussion on some of the approaches that have proved successful in supporting children's learning and development, as well as recognizing the challenges faced and the lessons learned. The positive differences that a well-planned and effective play-based provision can make to children's experience are celebrated. It will consider further as to how these approaches may also support transition into mainstream education in host countries. Finally, it will examine the implications for staff training and development. Throughout the chapter, it is intended that the resilience of children will shine through and the conviction that: when provided with adequate support, understanding, and effective practitioner response, the children can go on to achieve positive outcomes in all aspects of their lives.

Eliyahu-Levi Doly and Ganz-Meishar Michal, in their chapter "Non-Formal Education Tackling the Challenge of Integration of Refugee Children," talk about refugee population in Israel including thousands of children belonging to a low socio-economic class. Many of them reside in the area of the central bus

depot, in small crowded apartments. Their parents' major occupations are either in nursing or housekeeping. During the morning hours, the children attend formal educational practice, whereas the later hours of the day are spent in non-formal practices (youth centers and Scouts movement) until late in the evening. The study implemented by the authors is a qualitative-phenomenological research. It examines the studied phenomenon in a specific environment and context: 30 Service Year young volunteers in non-formal educational practices took part in the study. The aims of the non-formal practices are to create a safe, containing, loving, and protective living environment, which will enable each of the migrant children to feel personally loved as well as to take part in fostering in them a sense of self-capability. This study aims at outlining the activities of the young volunteers for the benefit of the refugee children and the implications of this practice on the integration of the children in the receiving society. The research findings indicate that the young volunteers assist the refugee children to overcome their fears of the new place, their different looks, the foreign new language, and new social codes of behavior. They operate in three different focuses of interaction: (1) personal–emotional contacts; (2) value education; and (3) advancement of scholastic success.

Duncan Cross, in his chapter "Refugee Healthcare Professional Education and Training – Reache North West as a Case Study," talks about refugee healthcare professionals who are a particular subset of refugees and usually need to undertake a re-qualification and registration pathway to meet regulatory and professional body requirements in the host country or the country of residence. This process requires proficiency of language (including clinical communication skills), theoretical-clinical knowledge, a practical application of clinical skills and knowledge examination, and usually a supervised placement period before a license to practice will be granted so that they can gain employment and return to their professions. This chapter will give a brief definition of the difference between asylum seekers and refugees, to clarify decisions regarding support/training available, provide a brief overview and comparison of the regulatory pathways for doctors, dentists, and nurses in the UK, and then focus on a UK-based case study. The case study will explore the UK regulatory process for doctors and the journey through REACHE North West's (The Refugee and Asylum Seeking Centre for Healthcare Professionals Education) model of education and training and the provision to provide a framework for successful return to work through language classes, medical equivalency examinations (PLAB), clinical attachments, and intensive training course (Preparing for Work).

Elenore Long and Tarnjeet K. Kang, in their chapter "Reconfiguring Public Life: Refugee Education as Joint Inquiry into the Experiential Narratives of South Sudanese Refugees," discuss an initiative that constructs a partnership between a refugee community with roots in South Sudan and the US's largest university writing program in an international resettlement city. The initiative approaches shared inquiry as a site for authentic literacy learning; it positions such inquiry in public, and approaches difference as a resource for joint problem solving. Here, the inquiry is something that both public-workers-in-training and adult refugee learners do together – with one another and a host of other

stakeholders having vested interests in the capacity of public institutions to become more responsive to diverse constituents resettling in Phoenix, AZ, under conditions of forced migration. The research presented here unfolds across four phases; the first three establish inquiry as a jointly constructed activity, scaffolding mutually attentive self-other relations while producing data-driven materials for specific, more responsive institutional policies and practices attuned to the institutional networks which adult refugee learners navigate. The fourth phase extends the inquiry to take up provocative research findings from South Sudan. In counterpoint to the prevailing narrative of South Sudanese as a people "in need," co-author Tarnjeet Kang's (2014) interviews with citizens across four states in South Sudan bear witness to communities' self-determination that instead casts education not only as their responsibility, but also their desire – one to which they've historically committed significant resources, often at great risk and cost. In this fourth phase, Kang's findings with community members in South Sudan are put in conversation with "critical incidents" that South Sudanese refugees tell of their encounters with credentialing institutions in Phoenix.

In the chapter, "At the Borders of Italian Welfare. The Foster Care Facilities for Unaccompanied Refugee Children in Calabria: Between Persistence and Changes" by Emanuela Chiodo, the author presents a critical analysis of the reception system for unaccompanied child migrant non-asylum seekers in Calabria. Following a brief review of the Italian regulatory framework governing reception policies of main critical issues as well as latest innovations in national and international relationship, the chapter focuses on the main features of local welfare for child migrants emerging from a qualitative research realized mixing different sources: analysis of documentary researches and semi-structured interviews conducted with stakeholders having different roles (politician, local administrators, juvenile judges, social workers, management of foster care communities, and educators). Shortages in individualized planning, lack of resources for qualifying the educational staff, economic difficulties of local administrators, frequent absence of cultural and linguistic mediators, lengthy delays in appointing tutelary judge, weakness of social territorial services to support communities, difficulties in organizing training and creating job opportunities, lack of verification and monitoring of inclusion interventions, organizational isolation of reception communities, fragility of networking and sporadic collaboration between different stakeholders involved in protection system, inadequate collection of data, and information about child migrants hosted in foster care communities are salient limits of the local policies and interventions for child migrant non-asylum seekers. This applies in general to all children out of home care, but even more for migrant children. If for Italian children and adolescents, the most obvious indicator of shortcomings is the long periods of stay in foster care communities and the difficult in recovering families' relationship; for unaccompanied migrant children, the most frequent risk is a further exclusion in and out of receptions system.

In "Teaching One Another: Connecting University Students to Promote Diversity," Heidi Sackreiter discusses how acceptance of diversity and genuine inclusion of all learners often does not happen easily; but with purposeful

attention and effort, cooperative experiences that allow the various groups of students to interact can be valuable. The author briefly shares personal impressions of the importance of diversity in classrooms, as well as a review of some of the related literature, followed by descriptions of two small collaborative experiences in which pre-service teachers connected with refugees and international university students. It has been found that cooperative experiences that engage students across cultures and languages can be beneficial and enjoyable, even in the long term. An especially important focus in this chapter is on how pre-service teachers in particular might benefit from multicultural experiences in order to better prepare to work with refugees, immigrants, and other diverse students and families in the future. Similar to other cooperative projects at the university level, pre-service teachers are encouraged to consider biases and cultural differences when they interact with individuals from other countries, all of which might help them in their careers. International and refugee learners can also feel more connected to the learning community and learn more about life and the English language through social experiences with others. Perhaps, feelings of isolation can be decreased when intentional communication occurs among students who might otherwise not interact, giving all a more well-rounded university experience.

James Hogue, in his chapter "School Leaders and Refugee Students," talks about how schools, and specifically school leaders, can be an integral part of helping students from refugee backgrounds (SRB) to build resilience in their new settings. This chapter has been written to give a brief overview of the refugee resettlement process in the US history, how things have developed with the study of Post-traumatic stress disorder (PTSD), and how school leaders can work with students who may have suffered from traumatic experiences. With a refugee crisis around the globe, this study is part of a growing body of research around the issue of refugee resettlement, and specifically how school leaders can be involved in the resettlement process of refugee students. Mr. Hogue concludes that continued research is needed to continue to build on the current body of knowledge around this vital issue affecting so many today.

Jaswant Kaur Bajwa, Sean Kidd, Abigail Jackman, Mulugeta Abai, Sidonia Couto, Natasha Lidkea, and Kwame Mckenzie, in their chapter "Support for the Transition of Refugees and Victims of Torture into the Labor Market Through Access to Higher Education," talk about contemporary warfare, that is, how governments and security forces around the world have increasingly responded to political dissent using torture as an instrument of political strategy. It is a process designed to destroy the physical and psychological capabilities of survivors to function as viable individuals. Survivors of war and/or torture subsequently often take refuge and seek opportunity outside of their home countries. However, they struggle to avail themselves of meaningful opportunities for social contribution and participation. They access post-secondary education at a much lower rate than other newcomers, limiting their socio-economic mobility. The chapter provides information on the specific challenges, programming needs, and policy and practice guidelines grounded in research for survivors of torture, trauma, war, and political oppression aspiring to pursue higher education. It shares the

evidence-based model developed through this research project that has significant socio-economic implications. It provides a framework for meaningful integration of survivors into Canadian society. Through this work, we have developed an exemplary approach to the social inclusion for survivors through access to higher education. This work is scalable to other settings (e.g., universities and colleges across Canada) and groups with experiences of marginalization (e.g., Aboriginals, visible minorities, etc.). Exploring ways to promote equality in educational and social opportunity can serve to promote the prosperity of the Canadian society as a whole and inform our thinking about how we interact with each other and others around us.

Kara Kavanagh and Holly McCartney, in the chapter "James Madison University Sowing the Seeds of C.A.R.E. (Creativity and Reading Education) within the Harrisonburg Refugee Community," speak about how each year, the university's small, rural community welcomes 200 refugees who have fled their countries because they fear death or prosecution due to their race, religion, or political views. Because the children's schooling is interrupted due to long waits in refugee camps, they need more opportunities, support, and enrichment in literacy. Last year, families from the refugee community and representatives from Church World Services, a local refugee resettlement agency, expressed an interest in partnering with James Madison University (JMU) to create a summer program which provides children from the refugee community with more support in English and Reading. With the request from refugee families in mind, the authors have developed a summer program called C.A.R.E. for Pre-K-3rd grade children in the refugee community that integrates Creativity and English/Reading/Literacy development by utilizing community-based field trips for real-world connections and applications. The pre-service teachers in this six-credit experience, planned daily morning meetings, integrated literacy/creativity activities, read aloud, and vocabulary all centered on that week's field trip. The authors have secured a grant funding, partnered with the local school system for transportation, lunch, and location, and had organized 16 pre-service teachers, 30 children (many of whom had just arrived), and 10 parents who participate in a three-week program. The chapter explicates how the C.A.R.E. program was conceptualized and implemented during its pilot year. The chapter highlights these: developing community partnerships, illuminate challenges, lessons learned, and next steps as the subsequent iteration of the C.A.R.E. program evolves and grows to serve more students and families.

The chapter "Using Art as a Vehicle of Hope and Understanding: Messages of Youth in the US and Africa," authored by Noël Bezette-Flores and Karine Parker-Lemoyne, speaks about their project, "Be the Peace, Be the Hope," wherein they created an instructional program in the arts to provide Houston-area students with an opportunity to interact with and encourage young people in United Nations High Commissioner for Refugees (UNHCR) camps in Africa and other countries. Houston participants ranged in ages from eight to 22, with some who were themselves new arrivals and refugees. From June to September 2016, videos and video footages about the living conditions in refugee camps were shown to approximately 600 Houston-area students; subsequently, they saw

a graphical tree, in which they listed specifics of their own backgrounds in the tree's roots. Students filled in their values in the trunk area of the graphic; in the branch and leaf areas, they listed ways in which they could extend help to others. After being taught more about the international refugee crisis, the students wrote messages and created artworks on canvas as symbols of hope to be sent to the refugee camps to encourage youth living there. In October 2016, the team of 12 flew to Africa and implemented a therapeutic arts program in two refugee camps: Mentao and Goudebou in Burkina Faso. The authors worked with up to 600 children aged 10–16, performed 110 evaluations with 53 completed before and after instruction and trained 20 local teachers to continue the work. The team presented the art pieces of hope to the youth in the camps and asked them to write messages of hope in exchange. After the five-day program, the youth reported feeling more efficacious, resilient, and hopeful about their future. The program has multiple phases and will expand to other countries and sites.

Sandy Bargainnier, Anneke McEvoy, Zarina Smith, Megan Brown, Najah Zaaeed, and Jessica Maureen Harris, in their chapter "Socio-Cultural Factors that Support the Successful Transition of Refugees from Middle School to College," explore, from a practice and a personal perspective, multidisciplinary strategies that promote successful transition from middle school to college among male refugees in urban settings. These best practices are based on the combined experiences of the authors as they have formally and informally worked together to help these young people navigate as they grew up to become young adults in the United States. This opening section will highlight the value of collaborative, formal, and informal networks, comprised of community-based organizations, K-12 institutions, and healthcare providers that support refugee transition into adulthood and higher education in the urban setting. And last, this chapter will focus on the role of sport, social media, and mentors as a framework of support for refugee students as they navigate their way through higher education access, financing, and retention in the United States.

Staci B. Martin, Daud I. Warsame, Christophe Bigirimana, Vestine U. Lajustine, Gerawork Teferra, Abdirahman S. Abdi, and John O. Taban, in their chapter "Kakuma Refugee Camp: Where Knowledge and Hope Reside," report a research done on refugees while exploring the ways refugee youth in a higher education protracted context can become producer of research and knowledge. The lead author has partnered with her co-researchers/co-authors through a community-based action (CBA) approach at Kakuma Refugee Camp to assure their youthful (ages 18–35) voices were included in this study. The CBA approach seeks to speak with participants, not for them. By applying the CBA approach, the authors learned about the research process, why research is needed, and how we can produce it together. Using a critical hope framework and the CBA approach, 30 Psychosocial Peace-Building Education (PBBE) workshops were co-led in Kakuma Refugee Camp and Nairobi, Kenya. Critical hope is a pedagogical tool that uses a critical theory lens to address unjust systems through meaningful dialogue and empathic responses. Data were collected from the researcher and co-researchers' reflective logs on the authors' own perceptions and observations of what happened in the PBBE workshops. A thematic analysis approach was

chosen in order to avoid focusing on the norms and/or creating specific norms that dictate, demand conformity, and silence divergent voices. There were three themes: time, place, and person. This chapter urges policy makers, academics, and governments to take a long-term perspective and understand when there is an investment in higher education in protracted context, conflicts often decrease because communities have the ability to bring their skills, knowledge, and inherent worth back to their countries.

In the last chapter titled "The Role of Colleges and Universities in Providing Support to Students from Refugee Backgrounds in the United States," author Vivienne Felix positions higher education as a tool of social justice that plays a major role in addressing the global refugee crisis. To that end, this chapter is attentive to the intersection of the global refugee crisis and higher education within the context of the United States. The chapter provides a brief introduction to the refugee crisis, followed by a discussion of the relationship between K-12 schools and the structure of higher education in the United States. The historical treatment of refugees resettled in the US is also reviewed along with the current climate and refugee population demography. Data suggest that the majority of the refugee population resettled in the US is below the age of 35 years, and is therefore likely to engage with higher education. These SRBs are a diverse group and face a unique set of challenges in their transition to the United States and the US life overall. This chapter concludes by highlighting some of the challenges faced by SRBs as well as the resources that are available within specific institutions or higher education in general.

CONCLUSION

In this volume, we have presented a diverse range of perspectives, case studies, and empirical research on how refugees are integrated within the mainstream society. Authors have spoken about the interventions that they have put into practice in their home countries to integrate refugee population, hoping that it will be replicated in different countries at different situations.

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