People from refugee and asylum seeking backgrounds: an open access annotated bibliography (2nd Edition)

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Abstract

This open access annotated bibliography 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 Diverse (CALD) 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.

Keywords

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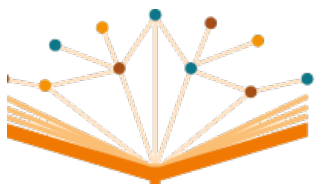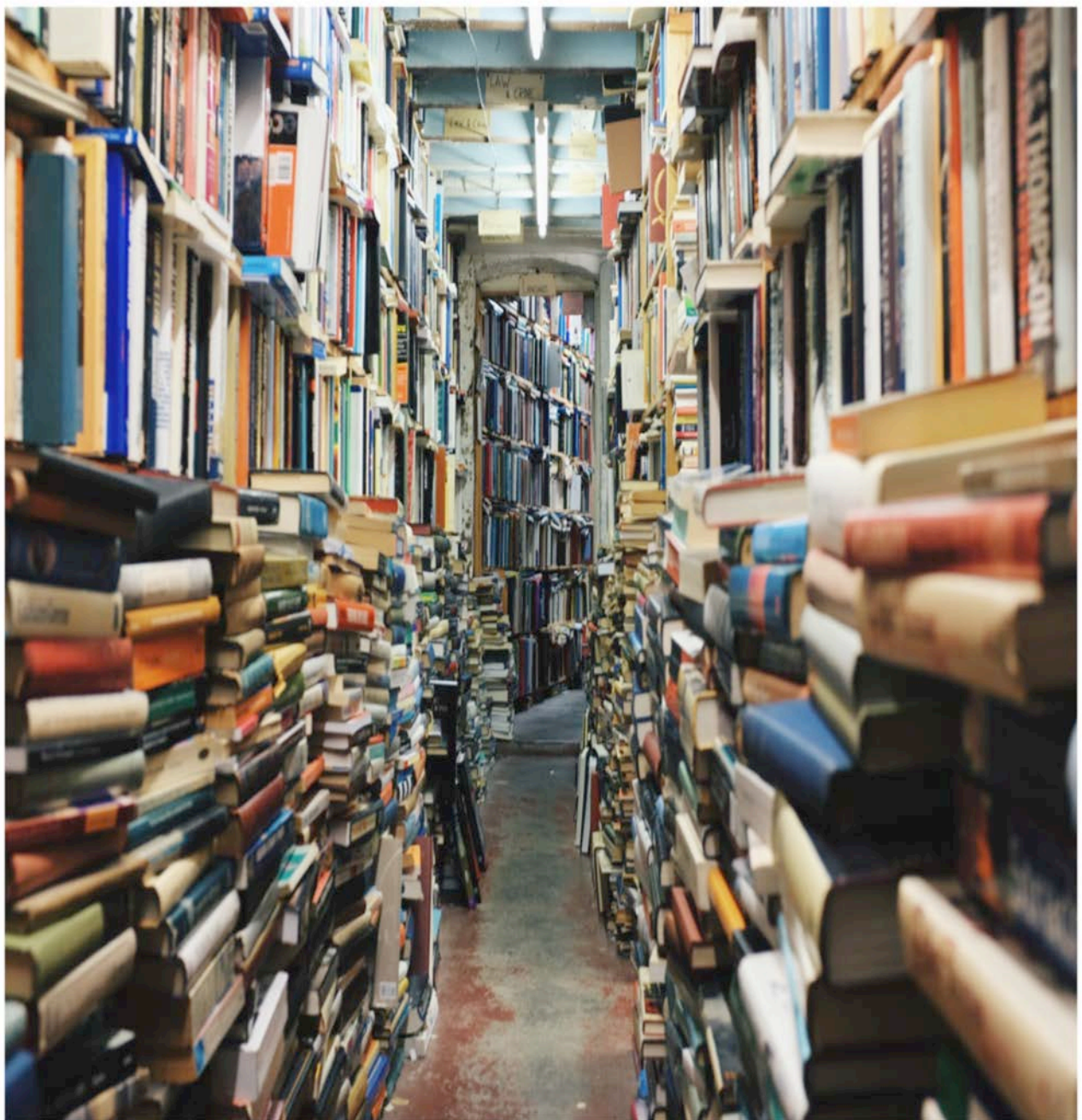
Refugee Education
Special Interest Group

People from refugee and asylum seeking backgrounds: An open access annotated bibliography (2nd 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 Diverse (CALD) 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 CALD migrants
- Employment of refugees and CALD 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

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 CALD 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 three years and have been written by scholars who have all been Australian-based. There is, therefore, 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. The annotated bibliography began as a project shared between Sally Baker and Georgina Ramsay as a way of recording our reading and thinking for a research project we were conducting in 2015,[1] looking at the participation of students from refugee backgrounds in a regional Australian university. We have 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.

August 2019

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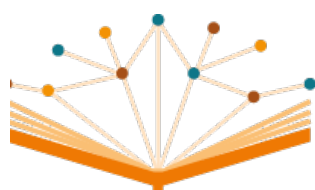Dr Sally Baker (Lecturer, School of Education) — sally.baker@unsw.edu.au
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[1] With Evonne Irwin and Lauren Miles – see Ramsay et al. (2016) and Baker et al. (2018), see below

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Refugee Education
Special Interest Group

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Annotated Bibliography

Key for categories

Higher Education (settlement contexts)
Higher education (displacement contexts)
School
Adult Education
Settlement
People seeking asylum
Methodology or ethics
Employment
Citizenship/ cosmopolitanism
Discourses
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, *Journal of Youth Studies,* 12(2), 185–207.
 	
CAN
Annotation written by Dr 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).
Abur, W. & Spaaij, R. (2016). Settlement and employment experiences of South Sudanese people from refugee background in Melbourne, Australia, *Australasian Review of African Studies*, 37(2), 107–128. AUS Annotation written by Dr. Megan Rose EMPLOYMENT SETTLEMENT	**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. **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 though 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, *Journal of Refugee Studies*, 21(2), 166–191. USA/ UK Annotation written by Dr Sally Baker Keywords: *refugee, integration, perceptions, framework, employment, housing, education, health, citizenship, rights, social connection, language, culture* INTEGRATION CONCEPTUAL FRAMEWORK	**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 • *Markers and means*: 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 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

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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 = <u>cultural knowledge and language</u>; 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. <u>Safety and stability</u> = 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

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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).	
Alford, J. (2014). "Well, hang on, they're actually much better than that!": Disrupting dominant discourses of	**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	

[deficit about English language learners in senior high school](#) English, *English Teaching: Practice and Critique,* 13(3), 71–88.

AUS
Annotation written by Anna Xavier

Keywords: *Critical discourse analysis, critical literacy, deficit discourse, English as an additional language/dialect learners, learner identity, refugee- background learners.*

'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 *et al.* 2009, p. 218).

Teachers attribute failure of students to their individual traits, language & cultural backgrounds, labelling them as 'at risk', 'low achievers' (Gutierrez *et al.* 2009) and "problems" (Cummins, 2001; Guttierez & Orellana, 2006a, 2006b; Sharp, 2012) (p. 72). Core problem of the 'deficit view': The notion of 'difference'- highlights what students from non-dominant communities *are not.* (Gutierrez et al. 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

Shifts in educational approaches with EAL/D learners (p. 73)
*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)
Importance of critical literacy (p. 73)
When effectively taught, can aid in disputing deficit views of EAL/D learners
Controversial status of critical literacy (p. 73)
'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'.
Why critical literacy is resisted by some EAL/D teachers (p. 73): 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, *Information Technology & People*, 28(2), 344-365. AUS Annotation written by Angela Yang	**Context**: Migrant refugee influx in Australia / social inclusion / information and digital literacies are becoming not an interest but a necessity for everyday life (*housing, settlement, employment, social integration and networking, health and education*) / 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 was 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.
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 Dr 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)

Abdelkerim, A. & Grace, M. (2012) Challenges to employment in newly emerging African communities in Australia: a review of the literature, *Australian Social Work*, 65(1), 104–119.
 	
AUS
Annotation written by Dr Megan Rose
 	
Keywords: *Unemployment; Emerging African Communities; Refugee Re-Settlement*
 	
EMPLOYMENT
	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:
	    o Lack of English proficiency
	    o Discrimination
	    o Pre- and post-migration trauma
	    o Refutation of previous qualifications
	    o Lack of knowledge of local employment context and lack of local work experience
	    o Lack of specialist employment services
	    o Lack of transport
	    o Familial responsibility
	    o Lack of access to childcare
	    o 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.
Abkhezr, P., McMahon, M. & Rossouw, P. (2015). Youth with refugee backgrounds in Australia: Contextual and practical considerations for career counselors, *Australian Journal of Career Development*, 24(2), 71–80. AUS Annotation written by Dr Megan Rose Keywords: *Youth with refugee backgrounds, integration, employment, career counselling, culture* EMPLOYMENT	**Context:** Youth with refugee backgrounds seeking employment in Australia **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
Altinkaya, J. & Omundsen, H. (1999). Birds in a gilded cage': resettlement prospects for adult refugees in New Zealand, *Social Policy Journal of New Zealand, 13*, 31–42. NZ Annotation written by Dr Sally Baker SETTLEMENT ENGLISH LANGUAGE	**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 **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 guilded cage'.
Ali, M., Briskman, L. & Fiske, L. (2016). Asylum seekers and refugees in Indonesia: Problems and potentials, *Cosmopolitan Civil Societies: An Interdisciplinary Journal*, 8(2), 22–42. INDON/AUS Annotation written by Dr Sally Baker ASYLUM SEEKERS REFUGEES URBAN DISPLACEMENT INDONESIA	**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 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).

| Anselme, M. and Hands, C. (2010). Access to Secondary and Tertiary Education for all Refugees: Steps and Challenges to Overcome. *Refuge: Canada's Journal for Refugees,* 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 t o 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 Dr 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, *Literacy And Numeracy Studies*, 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 dicussion, classroom observation notes, participant observant, written works, student portfolios, personal narrative and key reflections of important events during the research) *Victoria- adult ed setting - 10 refugee migrant students with minimal literacy skills and history of disrupted schooling* -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. *Policy and Practice*, 34, 104-125. SYR Annotation written by Anja Wendt *Keywords: society building; prevention against radicalization; public good; adapting education* HIGHER EDUCATION	**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).

Baak, M. (2019). Racism and Othering for South Sudanese heritage students in Australian schools: is inclusion possible?, *International Journal of Inclusive Education*, 23(2), 125–141.

AUS
Annotation written by Dr Sally Baker

Keywords: *Racism; inclusive education; South Sudanese; refugee; Othering*

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).

| Bailey, L. & Williams, S. (2018). The Ethical Challenges of Researching Refugee Education, *Qualitative Research Journal*, 18(4), 359–370.

MAL/ UK
Annotation written by Dr Sally Baker | **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 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 |

ETHICS

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

Access and gatekeepers: 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).

Reciprocity: 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.

Confidentiality: 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.
Bajwa, J.; Couto, S.; Kidd, S.; Markoulakis, R.; Abai, M. & McKenzie, K. (2017). Refugees, Higher Education, and Informational Barriers, *Refuge: Canada's Journal on Refugees,* 33(2), 56–65. CAN Annotation written by Dr Sally Baker HIGHER EDUCATION INFORMATION ABOUT EDUCATION	**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).
Baker, S, Irwin, E. and Freeman, H. (2019). Wasted, Manipulated and Compressed Time: Adult Refugee Students' Experiences of Transitioning into Australian Higher Education, *Journal of Further and Higher Education*, AUS Annotation written by Simon Williams Keywords: *students from refugee backgrounds; time;*	**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. *Wasted/ing time* - 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. *Time as a Goal* - Feeling the need to make up for time, participants sought to manipulate it by shortening

temporality; timescapes; higher education (HE); Australia	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. *Compressed time* - 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, *Review of Education,* 7(1), 5–32. AUS Annotation written by Dr Megan Rose MULTIMETHODS QUALITATIVE LONGITUDINAL HIGHER EDUCATION TRANSITIONS PATHWAYS	**Context**: Ethical and effective 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. 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',	**Context:** Set in regional Australian higher education, in relatively monocultural and monolingual

'Cold' and 'Warm' Supports: Towards Theorising Where Refugee Students Go for Assistance at University, *Teaching in Higher Education,* 23(1), 1–16. AUS Annotation written by Dr Sally Baker Keywords: *Students from refugee backgrounds; inclusivity; support; higher education; literacy and cultural brokers* HIGHER EDUCATION SUPPORT	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).
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. Annotation written by Dr Georgina Ramsay AUS HIGHER EDUCATION	**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
 	
Annotation written by Dr Megan Rose
 	
EMPLOYMENT
REFUGEE YOUNG PEOPLE
	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:
	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).
	Strategies for facilitating positive transitions:
	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, *British Journal of Sociology of Education,* 40(2), 222–238. AUS/KEN Annotation written by Simon Williams Keywords: Educational quality; global education policy; inclusion; social integration; refugee	**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, *Journal of Refugee Studies*, 28(3), 297–318.
 	
Annotation written by Dr Sally Baker
ISR/ UK
 	
Keywords: *refugee journeys, exodus, flight, transit, crossing, life-changing events, narratives, trauma, forced migrants, new concepts, methodology*
 	
METHODOLOGY
	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?

	When does the journey start? At point of movement or prior?
	When does the journey end? "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)?
	How long does the journey last? Is there a relationship between duration and meaning for individual?
	Drivers and destinations
	What reasons provide the impetus to flee? "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
	Is the destination important? 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)
	Mode of travel – 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. *New Zealand English Language Partners Annual Conference, Conversations about diversity: inclusion in practice*. Auckland, May 25–27. NZ Annotation written by Dr 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:** *Students*: 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).

	Course tutors: 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. *Bilingual tutors*: 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.
Berry, J. (1997). Immigration, Acculturation, and Adaptation, *Applied Psychology: An International Review,* 46(1), 5–68. Annotation written by Dr Sally Baker ACCULTURATION STRATEGIES ASSIMILIATION-INTEGRATION-SEPARATION-MARGINALISATION	**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 **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
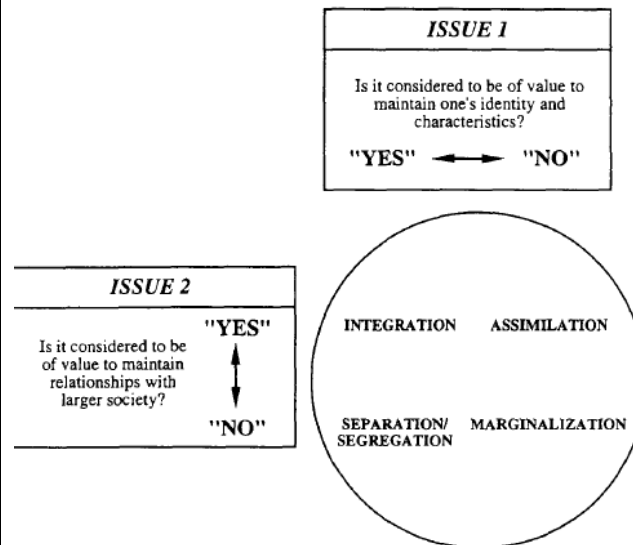

FIG. 1. Acculturation strategies.

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Bigelow, M.; Vanek, J.; King, K. & Abdi, N. (2017). Literacy as social (media) practice: Refugee youth and native language literacy at school, *International Journal of Intercultural Relations*, 60, 183–197. US Annotation written by Priyanka Bose Keywords: *Immigrant, Adolescents, ESL, Bilingualism, Facebook, Social media*	**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. **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.
Blake, H.; Bennetts Kneebone, L. & McLeod, S. (2017). The impact of oral English proficiency on humanitarian migrants' experiences of settling in Australia, *International Journal of Bilingual Education and Bilingualism,* AUS Annotation written by Dr Sally Baker Keywords: *English proficiency; humanitarian migrants; refugees; participation; self-sufficiency; settlement* ORAL LANGUAGE PROFICIENCY	**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.4)

SETTLEMENT EMPLOYMENT	**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.11). - 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, *International Journal of Speech-Language Pathology,* 20(2), 202–215. AUS	**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;

Annotation written by Dr Megan Rose/ Dr Sally Baker Keywords: *Multilingual; participation; cultural and linguistic diversity; English proficiency; intelligibility enhancement; spoken language proficiency; Australia; census*	(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). **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 *very well;* 5.4% of people who spoke English *well;* 0.8% who spoke English *not well;* 0.1% of people who *did not* speak English *at all* (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 *very well*, 25.0% of people who spoke English *well*, 12.6% of people who spoke English *not well*, and 3.5% of people who *did not* speak English *at all*" (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, l. & Riggs, E. (2012). [Addressing Ethical and Methodological Challenges in Research with Refugee-background Young People: Reflections from the Field](), *Journal of Refugee Studies,* 26(1), 69–87.	**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.

AUS Annotation written by Dr Sally Baker METHODOLOGY/ ETHICS	Unpacks notion of ethical reflexivity as "arguably essential when researchers and research participants have disparate lifeworlds" and where "the most 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	**Context:** Set in context of increasing migration, refugee children likely to enter Australian schools as

[schools to create an inclusive environment for refugee students](#), *International Journal of Inclusive Education,* 18(12), 1337–1355. AUS Annotation written by Dr Sally Baker 21-03-16 SCHOOL	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, *Journal of Sociology,* 51(2), 401–416. AUS Annotation written by Dr Megan Rose Keywords: *employment, inter-ethnic relations, labour relations, migration, immigrants* EMPLOYMENT	**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). *Life, learning, and university: An Inquiry Into Refugee Participation in UK Higher Education*. PhD: University of the West of England. UK Annotation written by Dr Georgina Ramsay HIGHER EDUCATION	**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). *Educational and Cultural Challenges of Bicultural Adult Immigrant and Refugee Students in Australia*. *Australian Journal of Adult Learning* 52(1), 66–88. AUS Annotation written by Dr Georgina Ramsay ADULT EDUCATION	**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.
Brown, J.; Miller, J. & Mitchell, J. (2006). *Interrupted schooling and the acquisition of literacy: Experiences of Sudanese refugees in Victorian secondary schools*, *The Australian Journal of Language and Literacy,* 29(2), 150–162. AUS	**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).

| Annotation written by Dr Sally Baker

HIGH SCHOOL
LANGUAGE ACQUISITION
LITERACIES
DISRUPTED EDUCATION | 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).
Academic language – 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.
Social language – 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.
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, *International Journal of Intercultural Relations, 63,* 105–112. AUS Annotation written by Dr Sally Baker Keywords: *Refugee, Perceived discrimination, Adaptation Perceived discrimination, Language proficiency*	**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. 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) **Theory:** **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).
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, *Gender and Education,* 28(1), 128–147. AFG Annotation written by Dr Sally Baker Keywords: *women; gender; higher education; Afghanistan; tertiary access* 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 Report No. 8/17. Bankwest Curtin Economic Centre: Perth. AUS	**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. **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.

Annotation written by Dr Megan Rose EMPLOYMENT	Phase 2: Semi structed 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 Wester 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.
Cassity, E. (2007). Voices shaping education: Young African refugees in Western Sydney high schools, *International Education Journal: Comparative Perspectives,* 8(3), 91–104. AUS Annotation written by Dr Sally Baker Keywords: *transition, education, refugee education, access*	**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

and retention HIGH SCHOOL AFRICAN STUDENTS NSW TRANSITIONS	transitions out of school/ pathways to work or further education. *IEC to high school* = 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. *Pathways to future* = 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, *Youth Studies Australia,* 24(3), 51–55. AUS Annotation written by Dr 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

<table>
<tr><td></td><td>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
3) Encourage students to have variety of educational aspirations</td></tr>
<tr><td>Castles, S. (2003). Towards a sociology of forced migration and social transformation, *Sociology*, 37, 13–34.

UK
Annotation written by Dr Sally Baker

Keywords: *migration / refugees / social transformation*</td><td>**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</td></tr>
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SOCIOLOGY OF FORCED MIGRATION	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, *Asian and Pacific Migration Journal,* 15(1), 7–28. UK Annotation written by Anja Wendt Keywords: *definitions; Southeast Asia; international refugee regime; migrations patterns;* 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).

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<td>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).</td>
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<td>Chao, X., & Mantero, M. (2014). Church-Based ESL Adult Programs: Social Mediators for Empowering "Family Literacy Ecology of Communities", *Journal Of Literacy Research*, *46*(1), 90-114.

US
Annotation written by Angela Yang

Keywords: *Latino and Asian immigrant parents, social mediators, family literacy, home language, power of communities*</td>
<td>**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. *The study focuses on church based ESL programs- linguistic assimilation or social mediator?*
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 (*their perceptions of their learners' needs, their own teaching roles, class content and delivery*) —> 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 - *parents helped others in their own communities*)</td>
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<td>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.</td>
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<td>Cheung, S. Y., & Phillimore, J. (2013). Refugees, social capital, and labour market integration in the UK. *Sociology*, 48(3), 518–536.

UK
Annotation written by Dr Megan Rose

Keywords: *labour market integration, language fluency and literacy, refugees, social capital, social network*

EMPLOYMENT</td>
<td>**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 is 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.</td>
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<td>Christie, P. (2005). Towards an ethics of engagement in education in global times. *Australian Journal of Education*, 49, 238–250.

AUS</td>
<td>**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;</td>
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- 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).
Clark-Kazak, C. (2017). Ethical Considerations: Research with People in Situations of Forced Migration, *Refuge: Canada's Journal on Refugees,* 33(2): 11–17. CAN Annotation written by Dr Sally Baker METHODOLOGY	**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:** *Equity*: 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 *Right to self-determination*: support right of people to make their own decisions by privileging their rights and well-being, by upholding their dignity in representations of them *Competence*: 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 Partnership: 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**

	Voluntary, informed consent = 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. *Confidentiality and privacy* = 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). *Minimise harm/ maximise benefits* = 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
Clarke, J. (2007). Identifying Strategies for Improved Learning Performance of Undergraduate Students from Southern Sudan: Striving for Practical Holistic Approaches. *Second National Conference of Enabling Educations*: 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,	**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

International Journal for Cross-Disciplinary Subjects in Education, 3(4), 844–851 AUS Annotation written by Dr Sally Baker 21-03-16 HIGHER EDUCATION ENABLING EDUCATION	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) **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, *Widening Participation and Lifelong Learning,* 15(1), 22–38. AUS Annotation written by Dr Sally Baker 23-04-16 **Key terms:** *inclusive policy and practice, widening participation, Australia, foundation studies.* HIGHER EDUCATION ENABLING EDUCATION	**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. *Ethnicities* 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 choice of resettlement style, *International Migration*, 41(5), 61–91.	**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, 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

AUS Annotation written by Dr Sally Baker RESETTLEMENT	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. <u>Achievers</u> = 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). <u>Consumers</u> = 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.

<u>Endurers</u>: 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).

<u>Victims</u>: '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, *Journal of Refugee Studies,* 19(2), 203–229.	**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

AUS Annotation written by Dr Georgina Ramsay EMPLOYMENT	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). <u>Integration into the Australian labour market: the experience of three 'visibly different' groups of recently arrived refugees</u>, *International Migration*, 45(1), 59–85. AUS	**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:**

Annotation written by Dr Megan Rose EMPLOYMENT	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?, *Journal of Intercultural Studies*, 32(6), 637–654. AUS Annotation written by Dr. Megan Rose Keywords: *Australia; Employment; Ethnicity/Birthplace; Immigrants; Multiculturalism* EMPLOYMENT	**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

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<td>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.</td>
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<td>Colvin, N. (2017). 'Really really different different': rurality, regional schools and refugees, *Race, Ethnicity and Education,* 20(2), 225–239.

AUS
Annotation written by Dr Sally Baker

Keywords: *Cultural diversity; refugees; regional schools; rurality; settlement*

HIGH SCHOOL
RESETTLEMENT
DIFFERENCE-MAKING
OTHERING
REGIONALITY</td>
<td>**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</td>
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	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). *Sameness/ denial model*: 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 *have*, rather than something we *constantly do*.
Coram, S. (2009). Encountering disregard in Australian academe: the subjective perspective of a disaffiliated racial 'other'. *British Journal of Sociology of Education,* 30(3), 275–287. AUS	**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

Annotation written by Dr Sally Baker ACADEMIC PERSPECTIVE	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, *International Migration,* 53(2), 321–337. AUS Annotation written by Dr. Megan Rose EMPLOYMENT	**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: o Birthplace o Length of time in Australia o Use of employment services and networks o 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, *Social Science & Medicine,* 71(8), 1399–1408. AUS Annotation written by Dr Sally Baker Keywords: *Australia, Refugee youth, Settlement, Wellbeing,*	**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

Social inclusion, Bullying, Longitudinal RESETTLEMENT	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 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.
Correa-Velez, I., Spaaij, R. & Upham, S. (2012). 'We Are	**Context:** Mixed methods study of social exclusion experiences among 233 resettled refugees living in

  AUS Annotation written by Dr Georgina Ramsay RESETTLEMENT	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 refuge 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. (2016). Predictors of Secondary School Completion Among Refugee Youth 8 to 9 Years After Resettlement in Melbourne, Australia, *Journal of International Migration and Integration,* DOI 10.1007/s12134-016-0503-z	**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

AUS Annotation written by Dr Georgina Ramsay Keywords: *Refugees; Youth; Education; Secondary school; Settlement; Discrimination; Longitudinal* RESETTLEMENT HIGH SCHOOL	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
Cranitch, M. (2010). Developing language and literacy skills to support refugee students in the transition from primary to secondary school, *Australian Journal of Language and Literacy,* 33(3), 255–267. AUS Annotation written by Dr 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.

	Observations: unsettled behaviour due to past trauma and settlement into class/ more generally. *Behaviour* "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. LTTP 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. *Learning to learn*: 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. Student work samples: 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, *Journal of Occupational Science,* 23(3), 321–338.	**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.

AUS Annotation written by Dr Sally Baker Keywords: *occupational deprivation; asylum seekers; social structures; refugees; qualitative research; occupational justice* EMPLOYMENT	**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. • 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). Refugee higher education: Contextual challenges and implications for program design, delivery, and accompaniment, *International Journal of Educational Development,* 46, 12–22. KEN-JOR- MAL/ USA Annotation written by Dr Sally Baker Keywords: *International education Development Higher education Refugees Sub-Saharan Africa* HIGHER EDUCATION IN CAMPS	**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: WHOQQL-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, *International Review of Education,* 61: 235-245. doi:10.1007/s11159-015-9484-y KEN-JOR- MAL/ USA Annotation written by Dr Sally Baker Keywords *Refugees, Urban refugees, Refugee camps, Higher education, Service delivery, Jesuit Commons: Higher Education at the Margins (JC:HEM)*	**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

HIGHER EDUCATION IN CAMPS	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. *International Journal of Educational Technology in Higher Education,* 14(43), 1-19. Annotation written by Anja Wendt Keywords: *online education; Jesuit; camps; university access* HIGHER EDUCATION IN CAMPS	**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

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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 re*sources* 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.

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	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 Dr Sally Baker SCHOOL	**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. (2014). 'Language Background Other Than English': a problem NAPLAN test category for Australian students of refugee background, *Race, Ethnicity and Education,* 19(2), 252–273. AUS Annotation written by Dr Sally Baker SCHOOL	**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 *proficiency level*" (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. (2016). A critical analysis of the Language Background Other Than English (LBOTE) category in the Australian national testing system: a Foucauldian system, *Journal of Education Policy,* 31(3), 275–289. AUS Annotation written by Dr Sally Baker Keywords: *LBOTE, ESL, Foucault, governmentality, discipline, national testing, NAPLAN, MySchool*	**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 represents 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)
Cuevas, S. & Cheung, A. (2015). Dissolving Boundaries: Understanding Undocumented Students' Educational Experiences, *Harvard Educational Review*, 85(3), 310-317. USA Annotation written by Dr Sally Baker	**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. (2017) What is "Successful" Resettlement? Refugee Narratives from Regional New South Wales in Australia, *Journal of Immigrant & Refugee Studies,* DOI: 10.1080/15562948.2017.1358410. AUS Annotation written by Dr Sally Baker Keywords: *Refugees; regional resettlement; employment; social networks; support services; resettlement policy; SHEV scheme* RESETTLEMENT	**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 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

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<td>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).

Social networks and relationships: (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.

Support services: 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).</td>
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<td>Dahya, N, and Dryden-Peterson S. (2016). Tracing Pathways to Higher Education for Refugees: the Role of Virtual Support Networks and Mobile Phones for Women in Refugee Camps. *Comparative Education* DOI: 10.1080/03050068.2016.1259877

Annotation written by Dr Georgina Ramsay

HIGHER EDUCATION IN CAMPS</td>
<td>**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</td>
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	- 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
Dallimore, C. (2018). Improving Adult Migrant English Program (AMEP) outcomes for the Afghan community in South Australia. *International Journal of Training Research,* (16)2, 182-191. AUS Annotation written by Skye Playsted Keywords: *Literacy and numeracy, adult migrants, community engagement, action research*	**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). **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

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<td>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.</td>
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<td>De Abreu, G. & Hale, H. (2014). Conceptualising teachers' understandings of the immigrant learner, *International Journal of Educational Research, 63*, 26–37.

UK
Annotation written by Anna Xavier

Keywords: *Teachers' conceptions, Teachers' representations, Immigrant students, Cultural diversity*</td>
<td>**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),</td>
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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:

    a) 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)

- b) 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.

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de Anstiss, H.; Savelsberg, H. & Ziaian, T. (2018). Relationships in a new country: A qualitative study of the social connections of refugee youth resettled in South Australia, *Journal of Youth Studies*,

AUS
Annotation written by Dr Sally Baker

Keywords: *Refugee; youth; integration; settlement; social connection*

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

YOUTH	about young refugees' linking connections or bridging connections via school
INTEGRATION	**Aims:** To explore the integration experiences of refugee adolescents in Adelaide
SOCIAL BONDS	**Methodology:** Part of broader mixed-methods study of refugee youth integration and psychosocial
SOCIAL BRIDGES	wellbeing. Paper draws on qualitative data collected via focus groups with refugee adolescents (n=85).
SOCIAL LINKS	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, fi nancial 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.
	Linking bonds: 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

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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).

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De Giola, K. (2011). <u>'It's really important for them to feel comfortable within the classroom': teachers' experiences of refugee children transitioning into school</u>. In *AARE 2011 Conference Proceedings*, p. 1–13.

AUS
Annotation written by Dr Sally Baker

SCHOOL
TEACHERS' EXPERIENCES
REFUGEE CHILDREN

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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? 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

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- 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.

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

transition	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'.
Devine, N. (2015). The refugee crisis and education: How should educators respond?, *Educational Philosophy and Theory*, 47, 1375–1376. NZ	**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

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Annotation written by Dr Sally Baker

DISCOURSES

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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.

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Doná, G. (2007). The *Microphysics* of Participation in Refugee Research, *Journal of Refugee Studies*, 20(2), 210–229.

UK
Annotation written by Dr Sally Baker

Keywords: *refugee participation, participatory research, representation, refugee voices, Foucault's power, Central American refugees, Rwandan children*

METHODOLOGY

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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:

- *Role of refugee participants*: 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,

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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).

- *Participatory research with refugees*: 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).

- *Microphysics of refugee participation*: 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.

- *Representation*: -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.
- *Power circulates*: 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.) *Understanding Sociological Theory for Educational Practice,* pp. 180–195. Melbourne: Cambridge University Press. AUS Annotation written by Dr Sally Baker Keywords: *refugee education, media club, digital literacy, after-school program, Bourdieu*	**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 purposely 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 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)
Drake, G. (2014). The ethical and methodological challenges of social work research with participants who fear retribution: To 'do no harm', *Qualitative Social Work,* 13(2): 304–319. AUS Annotation written by Dr Sally Baker Keywords: *Anonymity, boarding house, confidentiality, de-identify, ethics, informed consent* METHODOLOGY CONSENT	**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 breeching 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. *Refuge: Canada's Journal on Refugees,* 27(2), 10–18.
 	
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. *Refuge: Canada's Journal on Refugees,* 27(2), 3–9. Annotation written by Dr 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). Refugee Education: The Crossroads of Globalization, *Educational Researcher,* 45(9), 473–482. USA Annotation written by Simon Williams Keywords: *citizenship, comparative education, education policy, globalization, historical analysis, in-depth interviewing,*	**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.

migration, multisite studies, policy analysis, qualitative research, refugees	**Findings**: *Phase 1 (1945-1985) Local Provision Meets New Global Institutions* - Education of this time was largely organised by communities with limited input by aid agencies such as the UNHCR. *Phase 2 (1985-2011) Global Governance of Refugee Education* - 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). *Phase 3 (2012-present) Global Support to National Systems* - 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., 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 Dr 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 SOMALI STUDENTS HIGHER EDUCATION	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_ _Global exo- macro-systems_: made possible via international agencies (e.g. UNHCR, other NGOs) give the structural framework (including physical frameworks in the form of classrooms) _Local micro-system_: family, friends, communities give encouragement, financial support, undertaking household duties. _Meso-system (traveling social capital)_: '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). _Chronosystem_: 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
Due, C., & Riggs, D. (2009). Moving Beyond English as a Requirement to" Fit In": Considering Refugee and Migrant Education in South Australia. _Refuge: Canada's Journal on Refugees_, 26(2), 55–64. AUS Annotation written by Dr Sally Baker PRIMARY SCHOOL	**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 _Refuge_. 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". 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, *Australian Journal of Education*, 59(2), 169–181. AUS Annotation written by Dr Sally Baker PRIMARY SCHOOL Keywords: *Migrant children, refugees, language teachers, English (second language), intensive language, courses, second language programmes*	**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. *International Journal of Inclusive Education* DOI: 10.1080/13603116.2016.1168874 AUS Annotation written by Dr Georgina Ramsay/ Annotation written by Dr Sally Baker PRIMARY SCHOOL Keywords: *Refugees; migrants; diversity (student); education; English (additional language); sociocultural theory*	**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 Vygotksy'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.

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- 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).

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Earnest, J.; Housen T.; & Gillieatt, S. (2007). *Adolescent and Young Refugee Perspectives on Psychosocial Well-being*. *Centre for International Health,* Curtin University of Technology: Perth, WA.

AUS
Annotation written by Dr Georgina Ramsay

WELL-BEING

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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

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	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 *Proceedings of the Australian Association for Research in Education Conference*. 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	**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

AUS Annotation written by Dr Georgina Ramsay HIGHER 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 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) <u>Are universities responding to the needs of students from refugee backgrounds?</u> *Australian Journal of Education*, 54(2), 155–174. AUS Annotation written by Dr Sally Baker HIGHER EDUCATION	**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

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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

Core argument: "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).

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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.

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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

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AUS Annotation written by Anja Wendt Keywords: *Refugee youth, Coping strategies, Resettlement, Resilience, Western Australia* RESETTLEMENT	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 <u>human capacity</u> 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. *Support structures* 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 *connection to family* finding that many missed their family (if left behind). *Parental language and skills* 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. *Aspirations for the future* 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. *Critical Studies in Education,* 56(3), 351–365. AUS Annotation written by Dr Sally Baker SCHOOL	**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, *Kōtuitui: New*	**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

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women are more likely to develop boding 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:

Bonding social capital = 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.

Bridging social capital = 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.

Linking social capital = 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.

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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/

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education; immigrant; nonprofit ADULT EDUCATION	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, *Journal of Language Identity and Education*, 17(3): 152-167.	**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

England Annotation written by Neriman Coskun Keywords: *Language and identity; language socialisation; migration; newcomer EAL students*	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).
"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).

Ferede, M. (2010). Structural Factors Associated with Higher Education Access for First-Generation Refugees in Canada: An Agenda for Research. *Refuge: Canada's Journal on Refugees,* 27(2), 79–88. CAN Annotation written by Dr Georgina Ramsay HIGHER EDUCATION	**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.). *Immigrant and Refugee Students in Canada*, pp. 220-247. Brush Education Inc.
 	
CAN
Annotation written by Dr Sally Baker
 	
HIGHER EDUCATION
	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. *Critical Studies in Education,* 51(2), 149–162. AUS Annotation written by Dr Sally Baker SCHOOL Keywords: *IECs, transition, literacy, support*	**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/)
Fozdar, F. & Hartley, L. (2013). Civic and Ethno Belonging among Recent Refugees to Australia, *Journal of Refugee Studies,* 27(1), 126–144. AUS	**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 kindesses 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, *Refugee Survey Quarterly,* 32(3), 23–51. AUS Keywords: *refugees, Australia, settlement, employment, integration, social inclusion* SETTLEMENT	**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.
	Racism: prejudice towards refugees is an ongoing issue in Australia (public opinion surveys depend greatly on wording) – particularly towards people seeking asylum.
	Culture shock/ intergenerational dispute: adapting gender roles, gulf between children and parents, cultural mismatch with 'mainstream'.
	Spatial dimensions: 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, *International Journal of Migration and Border Studies,* 3(1), 43-66. AUS Annotation written by Dr Sally Baker Keywords: *settlement; resettlement; refugees; integration; Australian refugee policy; acculturation; Australian settlement policy; asylum seeker* SETTLEMENT	**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 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	**Context:** Set in a secondary ESL teacher's (Ms. Ayla) classroom, where newcomer students were to

developing English literacy through historical thinking and digitized primary sources. *Journal of Second Language Writing, 20*(3), 196-210. US Annotation written by Priyanka Bose Keywords: *Historical thinking, Identity texts*	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, *Pedagogy, Culture & Society, 24*(2), 285–299. UK Annotation written by Dr Georgina Ramsay	**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 *for* 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
Gaillard, D. & Hughes, K. (2014). Key considerations for facilitating employment of female Sudanese refugees in Australia, *Journal of Management & Organisation*, 20(5), 671–690. AUS Annotation written by Dr Megan Rose Keywords: *refugees, Sudanese women, humanitarian visa, unemployment, social initiatives* EMPLOYMENT	**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.

Gately, D.E. (2014). Becoming Actors of their Lives: A Relational Autonomy Approach to Employment and Education Choices of Refugee Young People in London, UK, *Social Work and Society,* 12(2), 1–14.
 	
UK
Annotation written by Dr Georgina Ramsay
	Context: Access to higher education and employment for refugee young people in the UK
	Aims: Problematise the lack of support and guidance for refugees attempting to access higher education and employment.
	- 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, *Compare: A Journal of Comparative and International Education* 45(1), 26–46. UK Annotation written by Dr Georgina Ramsay	**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

HIGHER EDUCATION	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, *International Journal of Higher Education,* 6(2), 121–132. AUS Annotation written by Dr Sally Baker Keywords: *Sudanese students, Learning barriers, English Language* HIGHER EDUCATION SUDANESE STUDENTS	**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 2010–2014. 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 that 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.
	Socio-political factors = 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, *Discourse: Studies in the Cultural Politics of Education,* 38(6), 880–891. AUS Annotation written by Dr Georgina Ramsay/ Annotation by Dr Sally Baker Keywords: *Refugees; citizenship; nation state; borders; migration; imagery of suffering; politics* CITIZENSHIP	**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 **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).
Glen, M.; Onsando, G. & Kearney, J. (2015). Education Pathways for Humanitarian Background Refugees in Southeast QLD: Focus on Logan Community. Griffith University: Brisbane. AUS Annotation written by Dr Sally Baker FURTHER EDUCATION	**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) **Methodology:** Literature review, thematic analysis of literature and survey of 160 young people from refugee backgrounds + documentary analysis **Findings:** Review and analysis of literature = thematics: • 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) **Pathways** • 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) **Transition** • 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) **Support Agencies** • 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) **Language Learning** • 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, *Peabody Journal of Education,* 85(4), 469–485. USA Annotation written by Dr Georgina Ramsay SCHOOL	**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.	**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

In Proceedings of the *National Association of Enabling Educators of Australia Conference; Flexibility: Pathways to participation*, Melbourne, Australia, 27–29 November, 2013. AUS Annotation written by Dr Sally Baker HIGHER EDUCATION ENABLING EDUCATION	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, *Quality Inquiry,* 10(2), 261–280. AUS Annotation written by Dr Sally Baker Keywords: *research ethics; reflexivity; research practice* METHODOLOGY ETHICS	**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 *Procedural ethics* = 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, *National Identities,* 12(4), 365–379. AUS Annotation written by Dr Sally Baker Keywords: *citizenship; refugees; Australia; settlement experience* RESETTLEMENT CITIZENSHIP	**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). *Values and Vulnerabilities: the ethics of research with refugees and asylum seekers*, pp.127–150. Australian Academic Press: Toowong, QLD.	**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

AUS Annotation written by Dr Sally Baker Key words: *Methodology, Participant Action Research, ethics* METHODOLOGY	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.
Hannah, J. (1999). Refugee Students at College and University: Improving Access and Support. *International Review of Education,* 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:**

HIGHER EDUCATION	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 studies, 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 University Students in Australia. *International Journal of Teaching and Learning in Higher Education*. 239(3), 186–196. AUS Annotation written by Dr Georgina Ramsay HIGHER EDUCATION	**Context:** South Australian university; students from an African refugee background enrolled at the university. **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	**Context:** African women migrants who are not necessarily refugees in Australian tertiary education –

| Only You Can See': African Australian Women Thriving in Tertiary Education Despite the Odds, *Generos: Multidisciplinary Journal of Gender Studies,* 2(2), 182–202.

AUS
Annotation written by Dr Sally Baker

Keywords: *African women, migrants and education, South Sudan, tertiary studies, qualitative research, CALDB persons*

HIGHER 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 mundaneity
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. *Studies in Higher Education* 40(7), 1226–1238. AUS Annotation written by Dr Georgina Ramsay HIGHER EDUCATION	**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., Spark, C., & Watts, M. (2015). Gains and Losses: African Australian Women and Higher Education. *Journal of Sociology,* 51(2), 370–384. AUS Annotation written by Dr Georgina Ramsay HIGHER EDUCATION	**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, *Race Equality Teaching,* 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). *People seeking asylum in Australia: Access & support in higher education*. National Centre for Student Equity in Higher Education, Curtin University: Perth.
 	
AUS
Annotation written by Dr 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, *Policy Futures in Education* AUS Annotation written by Dr Sally Baker	**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). **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

Keywords: *New migrants, higher education, cultural capital, student diversity, critical race theory, student equity*	(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.
Hatoss, A. (2014). Caught between the policies and the practices: Sudanese migrants' experiences of AMEP in Australia, *International Journal of Pedagogies and Learning,* 9(3), 193–210. AUS	**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

Annotation written by Dr Sally Baker ADULT MIGRANT ENGLISH PROGRAM AUSTRALIA QUEENSLAND SOUTH SUDANESE	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. & Huijser, H. (2010). Gendered Barriers to Educational Opportunities: Resettlement of Sudanese Refugees in Australia, *Gender and Education* 22(2), 147–	**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

160. AUS Annotation written by Dr Georgina Ramsay HIGHER EDUCATION GENDER	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. & Sheely, T. (2009). Language maintenance and identity among Sudanese-Australian refugee-background youth, *Journal of Multilingual and Multicultural Development*, 30(2), 127–144. AUS Annotation written by Dr Sally Baker Keywords: *ethnic identity; language maintenance; language shift; language use surveys; refugees*	**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) **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).
Hek, R. (2005). The role of education in the settlement	**Context:** Foregrounds importance of listening to young refugees when designing educational services

of young refugees in the UK: The experiences of young refugees. *Practice,* 17(3), 157-171. UK Annotation written by Dr Sally Baker SCHOOL	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	**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, *The Australasian Review of African Studies,* 36(2), 110–129. AUS Annotation written by Dr Sally Baker EMPLOYMENT LANGUAGE	**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. (2018). Employment Aspirations of Former Refugees Settled in Australia: A Mixed Methods Study, *Journal of International Migration and Integration,*	**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=

AUS Annotation written by Dr Megan Rose Keywords: *Australia; Ethiopia; Congo; Myanmar; Aspirations; Mixed method; Employment; Refugees* EMPLOYMENT ASPIRATIONS	47). **Findings:** 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). *Hanging in the balance: When refugee learners' naturalization depends on their acquisition of cultural knowledge and English language proficiency*, PhD dissertation: University of Southern Queensland. AUS Annotation written by Dr Sally Baker *PhD thesis* 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). A Case Study of Isolated NESB Adult Migrant Women's Experience Learning English: A Sociocultural Approach to Decoding Household Texts. *International Journal of Pedagogies and Learning* 6(1), 23–40. AUS Annotation written by Dr Georgina Ramsay ADULT LEARNING	**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 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). *Women Learning: Women's Learning:* an investigation into the creation of learner identities, *Widening Participation and Lifelong Learning,* 12: 91–102. UK Annotation written by Dr Sally Baker Key terms: *refugee, asylum seekers, skills, employment, learner identities, empowerment, women, third space.*	**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 *Women Learning: Women's Learning* 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.
Hirano, E. (2014). Refugees in first-year college: Academic writing challenges and resources. *Journal of Second Language Writing,* 23: 37–52. US Annotation written by Dr 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 (!984) 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, *ELT Journal*, 69(2), 178–187. USA Annotation written by Dr 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.) *Educating refugee-background students: Critical issues and dynamic contexts* (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 highschools 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. *Institutional:* 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 highschool. 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). *Barriers to Education for People Seeking Asylum and Refugees on Temporary Visas*. Refugee Council of Australia: Collingwood, VIC. AUS Annotation written by Dr Sally Baker ASYLUM SEEKERS SCHOOL HIGHER EDUCATION FURTHER EDUCATION LANGUAGE FINANCIAL SUPPORTS	**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. 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, *New Community*, 3(55), 19–24. AUS Annotation written by Dr Sally Baker ASYLUM SEEKERS HIGHER EDUCATION FURTHER EDUCATION	**Context:** Australia's offshore detention policy/ *Asylum Legacy Caseload Act*, 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 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 *Barriers to Education For People Seeking Asylum And Refugees On Temporary Visas* 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.
Hughes, C. & Scott, R. (2013). A career intervention for humanitarian entrant students: An example, *Australian Journal of Career Development*, 22(3), 130–138. AUS Annotation written by Dr Sally Baker Keywords: *Career interventions, refugees, career development, culture, adolescence*	**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 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.
	English language: 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	**Context:** Examines issues of informed consent with research with refugees

Agency and the Meaning of Informed Consent: Reflections on Research with Refugees, *Journal of Refugee Studies,* 24(4), 655–671. AUS Annotation written by Dr Sally Baker Keywords: *refugees, research, human agency, informed consent, research ethics* METHODOLOGY/ ETHICS	**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, *The British Journal of Social Work*, 41(7), 1271–1287. AUS Annotation written by Dr Sally Baker Keywords: *ethics, research, refugees, service users, social work*	**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) **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).
	4 main areas of possible contestation: 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) *A Significant Contribution: The Economic, Social and Civic Contributions of First and Second Generation Humanitarian Entrants: Summary of Findings*. 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	**Context:** Employment of humanitarian migrants in Australia.

humanitarian settlers in Australia, *International Migration*, 52(2), 31–52. AUS Annotation written by Dr Megan Rose EMPLOYMENT ECONOMIC CONTRIBUTION	**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**: 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, *International Journal of Population Research*, http://dx.doi.org/10.1155/2012/868230 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, *Higher Education Journal,* UK Annotated written by Dr Sally Baker Keywords: *Health-promoting universities, psychosocial well-being, refugee students, social ecological model, UK* HIGHER EDUCATION MENTAL HEALTH WELLBEING SUPPORT	**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:** *Traumatic experience of flight*: 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). *Benefits of higher education on mental health*: 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. *Perceived barriers to support for student health/ wellbeing*: 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.

	Resource constraints: many of the barriers identified by staff were related to structural and resource limitations, which were evident throughout the system (macro —micro). *Suggested service improvements*: 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, *Disasters,* 27(3), 185–206. SA Annotation written by Dr Sally Baker Keywords: *methodology, refugees, migration, ethics, research*	**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 *how* and *who* 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.

Bias, translation, using local researchers: 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). *An Equitable Education: Achieving Equity Status and Measures to Ensure Equality for Refugee-Background Tertiary Students in Aotearoa New Zealand. Changemakers*. Refugee Forum Discussion Document: Victoria University of Wellington. NZ Annotation written by Dr Georgina Ramsay HIGHER EDUCATION	**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 HIGHER EDUCATION	**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.
Joyce, A.; Earnest, J.; DeMori, G.; & Silvagni, G. (2010). The Experiences of Students from Refugee Backgrounds at Universities in Australia: Reflections on the Social, Emotional, and Practical Challenges. *Journal of Refugee Studies* 23(1), 82–97. AUS Annotation written by Dr Georgina Ramsay HIGHER EDUCATION	**Context:** Focus groups conducted with a students from a HEB from a diverse set of countries, studying in HE in Australia **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.
Kamyab, S. (2017). Syrian Refugees Higher Education Crisis, *Journal of Comparative & International Education,* 9, 10–14. INTERNATIONAL	**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.

Annotaiton written by Simon Williams	**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, 71(1), 111–119. AUS Annotation written by Dr 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, *Journal of Language, Identity & Education*, 9(5), 310–328. US Annotation written by Dr Sally Baker Key words: *immigrants, refugees, English language learners,*	**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

ESL students, college access, Bourdieu, educational policy, language policy FIRST GENERATION IMMIGRANT + REFUGEE STUDENTS HIGHER EDUCATION PATHWAYS COMMUNITY COLLEGE LANUAGE BARRIERS ACCESS SUCCESS	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

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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.

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Kaushik, V., Walsh, C. & Haefele, D. (2016). Social Integration of Immigrants within the Linguistically Diverse *Workplace: A Systematic Review, Review of Social Sciences*, 1(1), 15-25.

INTERNATIONAL
Annotation written by Dr Prasheela Karan

Keywords: Immigrants; *Language; Linguistic diversity; Social integration; Workplace*

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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,

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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 polices and practices.</td>
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<td style="background-color:#40e080">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*</td>
<td>**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</td>
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<td>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.</td>
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<td style="background-color:#b44df0">Kaukko, M.; Dunwoodie, K. & Riggs, E. (2017). Rethinking the Ethical and Methodological Dimensions of Research with Refugee Children, *Zeitschrift fuer Internationale Bildungsforschung und Entwicklungspaedagogik*, 40(1), 16–21.

FIN/ AUS
Annotation written by Dr Sally Baker

Keywords: *Refugee children, research ethics, relational ethics*</td>
<td>**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</td>
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	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).
Kaukko, M. & Wilkinson, J. (2018). 'Learning how to go on': refugee students and informal learning practices, *International Journal of Inclusive Education,* https://doi.org/10.1080/13603116.2018.1514080 AUS Annotation written by Dr Sally Baker Keywords: *Refugee education; informal learning; practice theory; practice architectures; Australia; inclusive education*	**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): *cultural-discursive, material-economic* and *social-political* 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 *sayings, doings* and *relatings*: "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 *practice traditions* (the ways things have previously been done). Certain conditions may *prefigure* 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: *practices in nature, survival practices, social activist practices* 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", *TESOL in Context*, 27(2), 43–63. AUS/ FIN Annotation written by Neriman Coskun Keywords: *praxis, ethics, language schools, TESOL, Finland, Australia, newly arrived students*	**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.
Keddie, A. (2011). Supporting minority students through a reflexive approach to empowerment, *British Journal of Sociology of Education,* 32(2), 221–238.	**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

AUS Annotation written by Dr Sally Baker SCHOOL	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 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, *International Journal of Inclusive Education,* 16(12), 1295–1310. AUS Annotation written by Dr 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)

SCHOOL	**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 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, *Australian Social Work,* 71(1), 71–85. AUS Annotation written by Dr. Megan Rose	**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. **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.
Kirk, J. & Winthrop, R. (2007). Promoting Quality Education in Refugee Contexts: Supporting Teacher Development in Northern Ethiopia, *International Review of Education,* 53(5-6), 715–723.	**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 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, *Australian Journal of Adult Learning,* 56(2), 170–197.	**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

AUS Annotation written by Dr Sally Baker Keywords: *Domestic culturally and linguistically diverse (CALD) students, refugees, Australian regional university, higher education, equity*	refugee backgrounds at the University of Southern Queensland (USQ), Australia" (p.173) **Theoretical frame:** **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. *Language*: 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. *Sociocultural factors*: 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 *Technology*: problematic adaptations; assumptions about access to IT [no clear point of difference here for students in regional universities] *Family/ health issues*: [nothing new here] *Lack of staff awareness*: inadequate cross-cultural training; lack of capacity to identify sfrb
Koyama, J. (2013). Resettling Notions of Social Mobility: Locating Refugees as 'Educable' and 'Employable'. *British Journal of Sociology of Education,* 34(5-6), 947–965. USA Annotation written by Dr Georgina Ramsay EMPLOYMENT	**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, *Policy Futures in Education,* 13(5), 608–620. USA Annotation written by Dr Sally Baker	**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

Keywords: *refugees, risk, ethnography, ESL, workforce training* EMPLOYMENT	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.

Lammers, E. (2007). Researching Refugees: Preoccupations with Power and Questions of Giving, *Refugee Survey Quarterly*, 26(3): 72–81.	**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

NETH Annotation written by Dr Sally Baker Keywords: *young refugees, Uganda, methodology, research ethics, assistance* METHODOLOGY	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, *The Australasian Review of African Studies, 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 orients 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. Conference *Proceedings of the Association for the Study of Africa in the Asia-Pacific*: 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 experience 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?
Lenette, C. (2016). University Students from Refugee Backgrounds: Why Should We Care? *Higher Education Research and Development*, 35(6), 1311–1311.	**Context**: Australia, higher education and support provided to students from a refugee background **Aim**: Problematise 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
  AUS Annotation written by Dr Georgina Ramsay	**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, *Qualitative Social Work*, 12(5), 637–653. AUS Annotation written by Dr Sally Baker SETTLEMENT	**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 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

	processes of resilience rather than internal *traits* (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. *Advances in Social Work and Welfare Education*. 15(1), 64–79. AUS Annotation written by Dr Sally Baker HIGHER EDUCATION	**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 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.
Long, D.; Geer, C. & Zarnitz, M. (2018). An Examination of a University-based Refugee Speaker Series, *Journal of Refugee Studies,* https://doi.org/10.1093/jrs/fey051 US Annotation written by Dr Megan Rose UNIVERSITY SPEAKER SERIES REFUGEES	**Context:** Perceptions of refugees in the United States of America. **Aim:** To identify and describe the of impact of a 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 health-care, social services and education. 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	**Context:** Australian settlement policy and outcomes (poor, according to the author), in the broader

[Discourse, Resettlement Policy and Outcomes in Australia](), *Social Alternatives,* 36(1), 37–42. AUS Annotation written by Dr Sally Baker SETTLEMENT EMPLOYMENT ENGLISH/ AMEP	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, *Journal of Refugee Studies*, 30(1), 47–70. AUS Annotation written by Dr Sally Baker Keywords: *Refugee integration, Australia, Merton, South Sudanese, structural exclusion*	**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

Acculturation strategies model (Berry)	Resettlement styles (Colic-Peisker & Tilbury)	Core domains of integration (Ager & Strang)	Modes of adaptation theory (Merton)	
Behaviour, attitudes, beliefs, values	Active/passive economic and social participation	Employment, education, housing, health	Host country's cultural goals	Integration markers and outcomes
Adaptation strategy / State of conflict / Change in psychological functioning	Support services of host country	Social connections / Facilitators / Foundational principles	Approved pathways facilitated by social structures	Generative mechanisms of integration
Heritage culture	Human and cultural capital			Individual characteristics of refugees

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).
Mackenzie, C.; McDowell, C. & Pittaway, E. (2007). [Beyond 'Do No Harm': The Challenges of Constructing Ethical Relationships in Refugee Research](), *Journal of Refugee Studies,* 20(2), 299–319. AUS Annotation written by Dr Sally Baker Keywords: *ethics, consent, autonomy, relational autonomy, power, confidentiality* METHODOLOGY/ ETHICS	**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 **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. *Refuge* 27(2), 103–110. Annotation written by Dr Georgina Ramsay CAMPS	**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.

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 Dr 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, *International Journal of Lifelong Education,* 36(4), 486–502. UK Annotation written by Dr Sally Baker Keywords: *Higher education; refugees; migration; misrecognition; relational equality*	**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 Bronfenbronner'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 inegalitarian' 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
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. *European Education*, 49(4), 210-230. SA Annotation written by Dr Megan Rose HIGHER EDUCATION POLICY INTEGRATION	**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. *International Studies in Sociology of Education* 18(1), 31–45. AUS Annotation written by Dr Georgina Ramsay SCHOOL	**Context:** Australia broadly, but empirical research from Queensland **Aim:** Exploring refugee experiences in school sector in Australia: largely overlooked **Findings:** - 'It is not refugeeness' 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 **(link to Stevenson and Willott?)** - 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 → **We were going to think about a paper on racialisation right? This article certainly suggests it could be worthwhile, it has precedent** - Whole-school (institution) approaches are absolutely critical: need to consider the ways in which education is integral to the broader settlement/ societal context
Mayne, J.; Lowrie, D. & Wilson, J. (2016). Occupational Experiences of Refugees and Asylum Seekers Resttling in Australia: A Narrative Review, *OTJR: Occupation, Participation and Health,* 36(4), 204–215. AUS Annotation written by Dr Megan Rose Keywords: *cultural, cultural sensitivity, narrative, occupation, vulnerable populations* EMPLOYMENT OCCUPATION WORK EXPERIENCES LOCAL PERCEPTIONS	**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 heath 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.
McCorriston, M. (2011). Twenty-first-century Learning: The Role of Community Cohesion in Refugee Education. In Demirdjian, L. (Ed.) *Education, refugees, and asylum seekers: Education as a Humanitarian Response,* pp. 166–189. London: Continuum International Publishing Group UK Annotation written by Dr Sally Baker SCHOOL	**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, *The Australian Journal of Public Administration,* 68(1), 97–111.	**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

AUS Annotation written by Dr Sally Baker	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:** *Economic participation*: = 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. *Social networks*: = 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.
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. *Journal of Youth Studies, 14*(2), 179-195. AUS Annotation written by Dr Sally Baker Keywords: *refugee; youth; family*	**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).

<u>Challenges included:</u>

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).

Discipline = 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.

Conflict = 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).

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	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. *Journal of Refugee Studies*, 28(2), 238–257.
 	
AUS
Annotation written by Dr Sally Baker
 	
Methodological paper
 	
SCHOOL
	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)
	Dissemination/ impact on policy and practice: 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. *Journal of Refugee Studies*, 23(4), 546–570. AUS Annotation written by Dr Sally Baker SETTLEMENT INTEGRATION/ASSIMILATION	**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 *about* refugees must matter *to* them, be useful *for* 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 Gozdziak, 2004 but not quote)
McWilliams, J. & Bonet, S. (2016). Continuums of precarity: refugee youth transitions in American high schools, *International Journal of Lifelong Education,* 35(2), 153–170. USA Annotation written by Dr Sally Baker SCHOOL	**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)
Mestan, K. & Harvey, A. (2014). The higher education continuum: access, achievement and outcomes among students from non-English speaking backgrounds, *Higher Education Review,* 46(2), 61–80. AUS Annotation written by Dr Sally Baker Keywords: *Higher education; equity; access; achievement; employment outcomes*	**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, *International Journal of Inclusive Education,* 22(4), 339–359. AUS Annotation written by Neriman Coskun Keywords: *school; refugee; student; inclusive education; Australia*	**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.
Milner, H.R. (2007). Race, Culture, and Researcher Positionality: Working Through Dangers Seen, Unseen,	**Context:** Educational research/ inter or crosscultural/ ethnic research. Introduces heuristic of methodological risk: *seen dangers* = "dangers that can explicitly emerge as a result of the decisions

USA
Annotation written by Dr Sally Baker

Keywords: *critical race theory; culture; epistemology; race; research*
NOT REFUGEE SPECIFIC
METHODOLOGY

researchers make in their studies"; *unseen dangers* = "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 *by* 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. (2019). Educational aspirations and experiences of refugee-background African youth in Australia: a case study, *International Journal of Inclusive Education,* AUS Annotation written by Dr Sally Baker Keywords: *African refugee youth; Australia; higher education; educational aspirations; the stress of racism; resilience;*	**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

microaggression; antifragility	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 opportuntiies.
	Lived-experiences
	Stress of racism: RAY are racialised in media discourse in Australia; participants were all aware of negative stereotyping and had experienced racist microagreesions 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).
Moloney, R. & Saltmarsh, D. (2016). 'Knowing Your Students' in the Culturally and Linguistically Diverse Classroom, *Australian Journal of Teacher Education,* 41(4), 79–93. AUS Annotation written by Dr 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, *Journal of Adolescent & Adult Literacy,* 58(1), 59-69.	**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

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	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, *National Geographic*). 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. (2009). Journeys into higher education: the case of refugees in the UK, *Teaching in Higher Education,* 14(6), 661–672. UK Annotation written by Dr Sally Baker HIGHER EDUCATION	**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 = *Ways into Learning and Work* (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). *Being a refugee: learning and identity. A longitudinal study of refugees in the UK*. Trentham Books: Stoke on Trent. UK Annotation written by Dr Sally Baker HIGHER EDUCATION	**Context:** Refugees, settlement and education in the UK (based on Morrice's thesis). See also Morrice (2009, 2012, 2013). **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). *Time/ poor decision-making*: "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). *Family and financial responsibilities*: "[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). *Transition*: "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). *Working (cash-in-hand)*, "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). *'Unbecoming' through learning*: "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).
	Becoming a refugee:
	"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, *Adult Education Quarterly,* 63(3), 251–271. UK Annotation written by Dr Sally Baker Keywords: *refugees, transformative learning, immigration,*	**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 new behaviors, under stand new rules, and to adapt to new values and another type of social organization" (p.252-3). Transformative learning =

identity, immigrant, Mezirow, learning HIGHER EDUCATION EMPLOYMENT SETTLEMENT	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 – 'disorieting 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 *Learning to adapt* – 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. *Learning to live in asylum system*: 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 *Learning who and what you are not*: 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, *International Journal of Lifelong Education* 32(5), 652–668. UK Annotation written by Dr Georgina Ramsay HIGHER EDUCATION	**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. (2017). British citizenship, gender and migration: the containment of cultural differences and the stratification of belonging, *British Journal of Sociology of Education,* 38(5), 597–607.	**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

UK Annotation written by Dr Sally Baker Keywords: *Citizenship; citizenship test; gender; migrants; national identity; belonging* CITIZENSHIP	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
Mthethwa-Sommers, S. K., O. (2015). Listening to Students from Refugee Backgrounds: Lessons for Education Professionals, *Penn GSE Perspectives on Urban Education, 12*(1). USA Annotated by Neriman Coskun (NOT REFEREED) Keywords: *victimization, bullying, resistance, refugee students, coping strategies, xenophobia*	**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 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 appears to be not effective largely to prevent bullying.
Mupenzi, A. (2018). Educational resilience and experiences of African students with a refugee background in Australian tertiary education, *Australasian Review of African Studies*, 39(2), 122–150. AUS Annotation written by Dr Sally Baker	**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

HIGHER EDUCATION AFRICAN STUDENTS RESILIENCE	understandings of the broader resettlement experience for refugee 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).

Murray, K. E. (2010). Sudanese perspectives on resettlement in Australia. *Journal of Pacific Rim Psychology, 4*(1), 30–43.
 	
AUS
Annotation written by Dr Sally Baker
 	
Keywords: *refugee settlement, Sudanese, Australia, mixed methods*
 	
RESETTLEMENT
	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:
	Quantitative analysis:
	   • 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 acculturaltion (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
Nabhan, S., & Hidayat, R. (2018). Investigating Literacy Practices in a University EFL Context from Multiliteracies and Multimodal Perspective: A Case Study, *Advances In Language And Literary Studies*, 9(6), 192. INDONESIA Annotation written by Angela Yang Keywords: *Literacy, Multiliteracies, Multimodality, Writing,*	**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 **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 (*encompassed questionnaires, teacher and student interviews, focus group discussion, classroom observation notes, learner*

Reading, English Language Education, Higher Education Level	*portfolios and other relevant docs)* 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 accomodate 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. *British Journal of Sociology of Education*, 30(3), 261–273. AUS Annotation written by Dr Sally Baker Keywords: *refugees; social capital; cultural capital; symbolic violence; education; tutoring* SCHOOL	**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 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. (2015). Educating refugee-background students in Australian schools and universities, *Intercultural Education,* 26(3), 210–217. AUS Annotation written by Dr Sally Baker Keywords: refugee; education; interculturality; pedagogy; tertiary HIGHER EDUCATION SCHOOL	**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.
	Prior life experiences 'decisively shape' participation in post-school education (e.g. settlement issues, past trauma)
	Language development: intersects with literacy and culture. Naidoo discusses IECs, but notes cuts to provision [where they are available]. Literacy development = structural and individual constraints
	Culture of learning environments: 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.; Wilkinson, J.; Langat, K.; Adoniou, M.; Cuneen, R.; and Bolger, D. (2015). *Case Study Report: Supporting School-University Pathways for Refugee Students' Access and Participation in Tertiary Education*. University of Western Sydney: Penrith. AUS Annotation written by Dr Georgina Ramsay SCHOOL/ HIGHER EDUCATION	**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 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 asserts 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 an caring environment for RBS
Ndhlovu, F. (2011). Post-refugee African Australians' perceptions about being and becoming Australian: language, discourse and participation, *African Identities,* 9(4), 435–453. AUS Annotation written by Dr Sally Baker Keywords: *Australian citizenship; African Australians; citizenship test; refugees; cultural normalisation; literacy-for-citizenship; immigration policies* CITIZENSHIP	**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:** *Benefits of citizenship* 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).
	Language/ literacy: 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, *Journal of Intercultural Studies,* 35(1), 1–17.	**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)

AUS Keywords: *Refugee Studies; Refugee Settlement; Refugee Policy; Knowledge Production; Australia* RESETTLEMENT	**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 **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	**Context:** Vocational behaviour of refugees internationally. **Aim:** To summarise the 12 articles included in the journal special issue and outline implications for

Employment, Overcome Work-related Challenges, and Navigate Their Careers?, *Journal of Vocational Behavior*, 105, 1–5. AUS/ GER/ UK Annotation written by Dr Megan Rose Keywords: *Refugees, Migration, Asylum, Integration* EMPLOYMENT	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.
Nuñez, A.M. (2009). Creating Pathways to College for Migrant Students: Assessing a Migrant Outreach Program, *Journal of Education for Students Placed at Risk (JESPAR)*, 14(3), 226–237. USA Annotation written by Dr Sally Baker MIGRANT STUDENTS HIGHER EDUCATION	**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: 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 enrollment 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 enrollment 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, *Journal of Intercultural Studies*, 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, *Journal of Youth Studies,* 17(9), 1205–1220.	**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

Annotation written by Dr Sally Baker

Keywords: *employment; youth; refugee; settlement; transition*

EMPLOYMENT
REFUGEE YOUTH
ASPIRATIONS
EXPERIENCES
EDUCATION

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.

Aspirations: 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).

Responsibilities: 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.

Family: 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.

Networks: 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. *Education*: 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: Reconceptualizing Refugee-Youth Settlement, *Refuge: Canada's Journal on Refugees*, 33(2), 45–55. AUS Annotation written by Dr Sally Baker RESETTLEMENT	**Context:** Youth resettlement; navigating settlement contexts; the 'Good Starts' program in Melbourne. Resettlement = often considered the last point ('durable solution') on the refugee 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. *Journal of Refugee Studies* 27(3), 434–455. USA Annotation written by Dr Georgina Ramsay SCHOOL	**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](#), *Journal of Immigrant & Refugee Studies*, 16(3), 217–234. AUS Keywords: *Refugees; cross-cultural research; research ethics; bilingual assistants; methodological challenges; research partnership; Australia* METHODOLOGY ETHICS BICULTURAL ASSISTANTS	**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).
Ollerhead, S. (2012). Checkmate or stalemate? Teacher and learner positioning in the adult ESL literacy classroom, *TESOL In Context*, (11), 1-13. AUS Annotation written by Angela Yang	**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 **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 *4 adult ESL literacy classrooms - at 2 large institutes - Students from variety of backgrounds (Vietnamese, Arabic, Congolese, Mandarine etc.)* **Findings:** *example of 1 teacher and 1 learner* Teacher Jaan (European-Australian, late 50s, monolingual) Student Ahmed (Afghani refugee, late 50s, low literacy background) 1) Jaans positioning of herself in her practice => a teacher role incorporating important social responsibility - supportive, empowering and inclusive 2) Ahmed's positioning of himself => marginalised, vulnerable, difficult to find employment, imagined community of social integration 3) Jaan's positioning of Ahmed=> 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 in 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). <u>Pathways and pitfalls: The journey of refugee young people in and around the education system in Greater Dandenong, Victoria</u>. *Youth Studies Australia*, 24(3), 42–46.
 	
AUS
Annotation written by Dr Sally Baker
 	
SCHOOL-AGE
PATHWAYS
	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% if youth refugee settlement in Victoria) and ESL New Arrival Program (NAP). Authors argue = lack of any substantive and current 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, prolonger 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.
	Recommendations from data:
	   • 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). *Finding the Right Time and Place: Exploring post-compulsory education and training pathways for young people from refugee backgrounds in NSW*. Refugee Council of Australia: Sydney, NSW. AUS Annotation written by Dr Sally Baker POST-COMPULSORY EDUCATION TRAINING PATHWAYS REFUGEE YOUTH	**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
	<u>What works</u>: 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
	*Partnership*s: 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 child care 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)
Onsando, G. & Billett, S. (2009). African Students from Refugee Backgrounds in Australian TAFE institutions: A Case for Transformative Learning Goals and Processes. *International Journal of Training Research.* 7: 80–94. AUS Annotation written by Dr Georgina Ramsay TAFE/ VET	**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. (2013). Refugee Immigrants: Addressing Social Exclusion by Promoting Agency in the Australian VET Sector. AUS	**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:**

Annotation written by Dr Georgina Ramsay TAFE/ VET	- 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)
O'Rourke, D. (2011). Closing Pathways: Refugee-Background Students and Tertiary Education. *Kotuitui: New Zealand Journal of Social Sciences Online.* 6(1–2), 26–36. NZ Annotation written by Dr Georgina Ramsay HIGHER EDUCATION	**Context:** Refugee community in NZ accessing HE **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. (2014). Divergent pathways: the road to higher education for second-generation Turks in Austria. *Race Ethnicity and Education,* DOI:10.1080/13613324.2014.911164 AUSTRIA Annotation written by Dr Sally Baker SCHOOL	**Context:** Immigrant educational pathways in Austria. Ethnic minorities = 12.5% of population ('historic immigrants' = Hungarians/Slovaks/Czechs), other European migrants [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
Perry, K. (2008). From Storytelling to Writing: Transforming Literacy Practices among Sudanese Refugees, *Journal of Literacy Research,* 40: 317–358. USA Annotation written by Dr Sally Baker ADULT LEARNING LITERACY/IES STORYTELLING = for education/ for settlement IDENTITIES	**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)

CONNECTION	**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 Dr 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, coworkers, 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
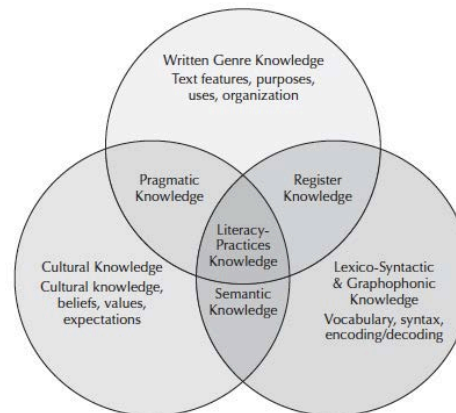
Also suggests interesting patterns in children's role as brokers (see p.274)

Perry, K. (2011). Ethics, Vulnerability, and Speakers of Other Languages: How University IRBs (Do Not) Speak	**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

to Research Involving Refugee Participants. *Qualitative Inquiry,* 17(10), 899–912.

US
Annotation written by Dr Sally Baker

Keywords: *ethics, refugees, LBOTE, vulnerable populations, IRBs*

METHODOLOGY

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. *Power and Education,* 3(3), 249-262. USA Annotation written by Dr 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, *Journal of Adolescent and Adult Literacy,* 56(2), 110–122. US Annotation written by Dr 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, inservice 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, *Community Literacy Journal,* 7(2), 21–38. US Annotation written by Dr Sally Baker	**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

VOLUNTEER TEACHING QUALIFIED V. CREDENTIALED PROFESSIONAL DEVELOPMENT LOW-LEVEL/PRE-LITERATE ADULT REFUGEE LEARNERS	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 'qualifed' 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) *Cross-cultural awareness*: 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). *Reflective Practitioner*: 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. *Philosophy of teaching and learning*: 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. (2016). 'We Have Education, I Can Say That': Worldview and Access to Education for Adult Refugees. *International Journal of Applied Linguistics* doi: 10.1111/ijal.12152 Annotation written by Dr Sally Baker ACCESS TO FURTHER EDUCATION	**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:** - 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, *Educational Philosophy and*	**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

Theory, 47(13–14), 1367–1374. NZ Annotation written by Dr Sally Baker DISCOURSES **Editorial**	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. *Refuge: Canada's Journal on Refugees,* 27(2), 111–121. CAMPS Annotation written by Dr 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
Phillimore, J., & Goodson, L. (2008). Making a place in the global city: The relevance of indicators of integration, *Journal of Refugee Studies*, 21(3), 305–325. UK Annotation written by Dr Megan Rose Keywords: *refugee, integration, indicators, city* RESETTLEMENT EMPLOYMENT INDICATORS OF INTEGRATION PLACE	**Context:** Resettlement of refugees in Birmingham from the 1990s onwards. **Aim:** To explore the effectiveness of "indicators of intergration" (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 or resettlement and how these indicators interact with one another.
Pinson, H. & Arnot, M. (2007). Sociology of Education and the Wasteland of Refugee Education Research. *British Journal of Sociology of Education* 28(3), 399–407. UK Annotation written by Dr Georgina Ramsay SCHOOL	**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:** - 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 emphases 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. *Refuge: Canada's Journal on Refugees, 26*(2), 133-146. AUS	**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)

Annotation written by Dr Sally Baker *Integration, resettlement, Horn of Africa, Ager & Strang* RESETTLEMENT	**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) makes 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 counseling (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 fulfill 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.

Facilitators of integration

	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 analyzing 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). *Values and Vulnerabilities: the ethics of research with refugees and asylum seekers*, pp.151–170. Australian Academic Press: Toowong, QLD. AUS Annotation written by Dr Sally Baker Keywords: *Participatory Action Research, ethics, methodology, power, empowerment not exploitation*	**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 representing" (p.152). An evolving methodology of PAR was develop 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

METHODOLOGY	• 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, *Journal of Higher Education Policy and Management,* DOI: 10.1080/1360080X.2016.1211950 AUS Annotation written by Dr Sally Baker Keywords: *Muslims; religious discrimination; students; university campus* HIGHER EDUCATION	**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 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, *Power and Education,* 4(2), 1501–161. UK Annotation written by Dr Sally Baker ASPIRATIONS FOR HIGHER EDUCATION	**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 notion 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).
Pugh, K.; Every, D. & Hattam, R. (2012). Inclusive education for students with refugee experience: whole school reform in a South Australian primary school, *The Australian Educational Researcher,* 39(2), 125–141. AUS Annotation written by Dr Sally Baker Keywords *New arrivals program, Refugee experience, Whole of school reform, Ethnography, Neoliberal education* PRIMARY SCHOOL	**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) **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. *Journal of Ethnic and Migration Studies,* 38(6), 1007–1023. UK Annotation written by Dr Sally Baker Keywords: ethnography, longitudinal, methodology, methods, SCHOOL-AGE METHODOLOGY	**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. *Refuge*, 27(2), 97–101.
 	
Annotation written by Dr Sally Baker
 	
CAMPS
	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 ran 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.

Ramsay, G. & Baker, S. (2019). Higher education and students from refugee backgrounds: A Meta-Scoping Study, *Refugee Survey Quarterly*, 38(1), 55–82. AUS Annotation written by Dr Megan Rose	**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)

Keywords: *students from refugee backgrounds, higher education, meta-scoping study*	**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.), *Research and Development in Higher Education: The Shape of Higher Education*, 39 (pp. 279–288). Fremantle, Australia, 4—7 July 2016. AUS Annotation written by Dr Sally Baker HIGHER EDUCATION	**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 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, *Social Alternatives,* 32(3), 14–19. Annotation written by Dr Sally Baker AUS CITIZENSHIP	**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 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, everyday) –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
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, *Policy Reviews in Higher Education,* 2(2),198–226. GER Annotation written by Simon Williams Keywords: *Refugees; higher education; integration approaches; diversity; MOOCs; SUCCESS*	**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). **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

<table>
<tr><td></td><td>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 a=.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.</td></tr>
<tr><td>Riggs, D. & Due, C. (2011). (Un)Common Ground?: English Language Acquisition and Experiences of Exclusion Amongst New Arrival Students in South Australian Primary Schools, *Identities: Global Studies in Culture and Power*, 18(3), 273–290.

AUS
Annotation written by Dr Sally Baker

Key Words: *Refugee studies, social inclusion, ethnography, cultural studies*

PRIMARY SCHOOL
IEC
NEW ARRIVALS PROGRAM</td><td>**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</td></tr>
</table>

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. *Australian Journal of Adult Learning* 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. *Journal of Social Inclusion* 5(1), 85–94.	**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 indispensible to avoid social

AUS Annotation written by Dr Georgina Ramsay ADULT EDUCATION DRIVER EDUCATION	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, *Forced Migration Review*, 21: 48–49.
 	
Annotation written by Dr Sally Baker
 	
METHODOLOGY
	Discussion: Reponds 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)
	Methodological benefits of 'hanging out':
	   • 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
	Challenges of small-scale, participatory research:
	   • Packaging research in palatable ways for policy makers
	   • Time needed for trust and relationships
	   • Resisting institutional culture of 'parachute' academic research
	   • Security/ safety concerns
	Ethical concerns (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, *The Australian Educational Researcher*, https://doi.org/10.1007/s13384-018-0280-0 AUS Annotation written by Dr Sally Baker Keywords: *refugee students, refugee education, teacher agency, Australia* HIGH SCHOOL TEACHER AGENCY	**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 Mulitcultural 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 princial 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, *Higher Education Research & Development,* 35(1), 58–70. NZ Annotation written by Dr Sally Baker HIGHER EDUCATION KEYWORDS: *Academia; acculturation; citizenship; inclusion; integration; migration*	**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, *Social Work Education,* 35(4), 387–401.	**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).
AUS Annotation written by Dr Sally Baker HIGHER EDUCATION	**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:** <u>What constitutes success according to literature</u>: 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) <u>Conceptions of success offered by participants</u>: 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 modeling 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. *Democracy and Education* 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

Sampson, R. (2015). Caring, Contributing, Capacity Building: Navigating Contradictory Narratives of Refugee Settlement in Australia, *Journal of Refugee Studies,* 29(1), 99–116. AUS Annotation written by Dr Sally Baker Keywords: *refugees, resettlement, settlement, Australia, settlement services, integration* RESETTLEMENT	**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 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 turn over 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

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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) *Settlement as caring for needy refugees*: 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) *Settlement as Producing Contributing Citizens*: 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) *Settlement as Building Refugee Capacity:* 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) *Settlement as including poor outcomes/ long-term problems*: 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) *Settlement as complex and unruly social process*: 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.

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	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).
Santoro, N. & Wilkinson, J. (2016). Sudanese young people building capital in rural Australia: the role of mothers and community, *Ethnography and Education,* 11(1), 107–120. AUS Annotation written by Dr Georgina Ramsay SCHOOL	**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. *Journal of Ethnic and Migration Studies*, 40(4), 601–618. AUS Annotation written by Dr Sally Baker Keywords: *Refugees; Dispersal Policies; Regional Settlement; Ethnic Communities; Rural Cosmopolitanism*	**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

REGIONAL RESETTLEMENT	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 discoursal 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).

	Integration through work: 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).
Sellars, M. & Murphy, H. (2018). Becoming Australian: a review of southern Sudanese students' educational experiences, *International Journal of Inclusive Education,* 22(5), 490–509. AUS Annotation written by Neriman Coskun Keywords: *Review; Inclusive Education; Politics of Education; Race; Educational Policy; Refugee Experiences*	**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.
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, *Refuge: Canada's Journal on Refugees*, 27 (2), 65–78. CAN Annotation written by Dr 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

HIGHER EDUCATION	**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. & MacDonald, M. (2017). From Deficit to Asset: Locating Discursive Resistance in a Refugee-Background Student's Written and Oral Narrative, *Journal of Language, Identity & Education,* DOI: 10.1080/15348458.2016.1277725
 	
US
Annotation written by Dr Sally Baker
 	
Keywords: *Adolescent; agency; case study; English learner; identity construction; refugee*
	Context: US context = language learning of Somali Bantu refugee. Foregrounds *asset discourse* 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 *needy*. 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 in 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)
Sidhu, R. (2017). Navigating unfreedoms & re-imagining ethical counter-conducts: Caring about refugees & asylum seekers, *Educational Philosophy and Theory*, 49(3), 294–305. AUS Annotation written by Dr Sally Baker Keywords: *Social justice; care of the self; refugees; settlement; asylum seekers*	**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

| DISCOURSES | 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 dimension: ethical substance (the part of the self to be worked on), mode of subjection (what makes individual recognise moral obligations), transformative practices, telos = aspir-ational/-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. Contracturalism = 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	**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 sfrb (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:

Brisbane study: 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).

Refugee Action Support: 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? *Journal of Sociology* 43(3), 283–300. AUS Annotation written by Dr Sally Baker SCHOOL	**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: *How are equity issues for refugee students framed and what language is used?* **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, *Journal of Education Policy*, 24(6), 655–672. AUS Annotation written by Dr Sally Baker Keywords: *partnerships; governmentality; refugees; education; neoliberalisation* RESETTLEMENT PARTNERSHIPS NEOLIBERALISM	**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 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 possibiltiies; "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).
Sieber, J. (2009). Editorial: Refugee Research: Strangers in a Strange Land, *Journal of Empirical Research on Human Research Ethics*, 4(3): 1–2. Annotation written by Dr 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).
Silburn, J.; Earnest, J.; DeMori, G.; Butcher, L. (2010). *"Life": Learning Interactively for Engagement – Meeting the Pedagogical Needs of Students from Refugee Backgrounds*. Final Report to Australian Learning and Teaching Council. AUS Annotation written by Dr Sally Baker HIGHER EDUCATION	**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, *International Studies in Widening Participation*, 2(1), 15–27. AUS Annotation written by Dr Sally Baker Keywords: *mentoring; refugee backgrounds; mentees; mentors* 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, *International Studies in Widening Participation*, 3(1), 68–77. AUS Annotation written by Dr 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 as 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, *Journal of Empirical Research on Human Research Ethics*, 4(3): 59–72. USA Annotation written by Dr Sally Baker Keywords: *Afghan; Afghanistan; refugee; women; female; qualitative; ethnography; ethics; methods; San Francisco, California* METHODOLOGY	**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) **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)
Squires, P. (2018). A scoping review of Australian studies of refugee integration: Popular definitions of integration in the Australian literature, *Migration Studies,* AUS Annotation written by Anna Xavier Keywords: *Australia, integration, refugee, settlement*	**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 occuring 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'
	o 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, *Compare: A Journal of Comparative and International Education* 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 affective 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 perpetuated 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. *Internationalisation and the Student Voice: Higher Education Perspectives.* Elspeth Jones (Ed.) pp.193–202. New York: Routledge. UK Annotation written by Dr Georgina Ramsay	**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

HIGHER EDUCATION	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. *International Migration*, 46(3), 123–159. CAN Annotation written by Dr 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:

Challenges that require support

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

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<td>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).</td>
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<td>Strang, A. & Ager, A. (2010). Refugee Integration: Emerging Trends and Remaining Agendas, *Journal of Refugee Studies,* 23(4), 589–607.

UK/ USA

Keywords: *refugee, integration, perspectives, framework, citizenship, rights, belonging, social connection*

INTEGRATION</td>
<td>**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 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</td>
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'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 *deserving* of the nation's support-- citizens-and those *undeserving* 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).

Streitweiser, B. & Brück, L. (2018). Competing Motivations in Germany's Higher Education Response to the "Refugee Crisis", *Refuge: Canada's Journal on Refugees,* 34(2), 38–51. GER Annotation written by Dr Sally Baker HIGHER EDUCATION 'REFUGEE CRISIS' UNIVERSITIES AS CREDIBLE CIVIL SOCIETY ACTORS	**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 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 (organisationals = 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 discoursal 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 has 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.

Student, R.; Kendall, K. & Day, L. (2017). Being a Refugee University Student: A Collaborative Auto-ethnography, *Journal of Refugee Studies,* 30(4), 580–604.
 	
UK
Annotation written by Dr Sally Baker
 	
Keywords: *collaborative auto-ethnography, higher education, refugee, United Kingdom, student*
 	
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 heath (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.

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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).
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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 Dr Sally Baker

Keywords: *refugee education; schooling; globalisation; forced migration; inclusive education*

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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 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 =
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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, *Journal of Teaching in Social Work,* 37(2), 171–184. USA Annotation written by Dr Megan Rose Keywords: *Case management; continuing education; immigrants and refugees; paraprofessional social work*	**Context:** Education and training of social workers from diverse backgrounds to support displaced peoples. **Aim:** To explore Case Management Certificate program that supports individuals from newly arrived communities move into entry-level positions that provide support to immigrant and refugee communities. **Methodology:** Critical analysis of the theoretical frameworks that inform the Case Management Certificate Program; Participatory action research. **Findings:** The key barriers faced by individuals from newly arriving communities is de-professionalisation or loss of their profession. Rigid systems and discrimination in tertiary sectors make it difficult for them to access education. The social work profession should incorporate participatory and community based practices. **Core Argument:** Continuing education pathways can be used to bridge gaps, provide diversity to the knowledge base of and meet the current demands of in the Social Work profession.
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.) *Doing Research With Refugees: Issues and guidelines*, pp.37–54. Bristol: The Policy Press. UK Annotation written by Dr 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 Dr 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 Dr 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 & Donninson, 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, *Australian Universities' Review,* 60(2), 47–54.	**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.

AUS Annotation written by Dr Megan Rose Keywords: *refugees; corporate academy; ethics in practice; reflexive research*	**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, *Discourse & Society*, 17(5), 651–676. AUS Annotation written by Dr Sally Baker Keywords: *critical discourse analysis, employment, migrants, racism, refugees, responsibility* EMPLOYMENT EMPLOYER PERSPECTIVES RACIAL DISCRIMINATION	**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 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) *Transferring discrimination to other staff*: 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) *Transferring the problem to the potential employee*: 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, *Forum Qualitative Sozialforschung / Forum: Qualitative Social Research, 16(1), Art. 6, http://nbn-resolving.de/urn:nbn:de:0114-fqs150168.* CAN Annotation written by Dr Sally Baker Keywords: *ethics in practice; micro ethics; research on state organizations; ethnography; informed consent; refugee research* METHODOLOGY ETHICS	**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:** 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** *Informed consent:* 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. *Do no harm*: (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 Services and Social Networks in Refugees' Job Search](), *Journal of Intercultural Studies*, 29(2), 135–152. AUS Annotation written by Dr Megan Rose Keywords: *Australia; Employment Assistance; Labour Market Integration; Linking Social Capital; Refugees; Social Networks*	**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 **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 facilitations. 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. & Fozdar, F. (2010). [Negotiating 'Community' in Educational Settings: Adult South Sudanese Students in Australia](), *Journal of Intercultural Studies*, 31(4), 363–382. AUS	**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

  COMMUNITY EDUCATION	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 interdependent 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).
Uptin, J.; Wright, J.; & Harwood, V. (2013). 'It felt like I	**Context:** Explores young refugees' experiences of high school – being identified as different/

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 Dr Sally Baker SCHOOL	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	**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

  AUS Annotation written by Dr Sally Baker SCHOOL	(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. *Finding education – strategic identities*: 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 mundaneity 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).
	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).
Annotation written by Dr Sally Baker Keywords: *Academic achievement; heterogeneous grouping; immigrants; school effectiveness; interactive groups* SCHOOL	**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).
Vickers, M.; McCarthy, F. & Zammit, K. (2017). Peer mentoring and intercultural understanding: Support for refugee-background and immigrant students beginning university study, *International Journal of Intercultural Relations, 60,* 198–209. http://dx.doi.org/10.1016/j.ijintrel.2017.04.015 AUS Annotation written by Dr 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), log books 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:** *Intercultural understandings* - 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). *Relationships* had 2 sub-themes: friendship (F) and comfortable relationship (CR). Four of participants did not mention any kind of relatedness. *Learning communities* 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.10 – check page number in updated version)
Valtonen, K. (2004). From the margin to the mainstream: Conceptualizing refugee settlement processes, *Journal of Refugee Studies*, 17(1), 70-96.	**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. **Aim:** To ask question of "how the formal status granted to refugees translates into actual participatory

FIN Annotation written by Dr Sally Baker Keywords: *settlement, integration, conceptual frame of integration, emancipation, parity, interdependence, cultural integrity* INTEGRATION CONCEPTUAL FRAMEWORK	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** <u>Emancipation</u>: "freedom from systemic and structural oppression, and the openness or access of societal spheres to resettling refugees and migrants" (p.87) <u>Parity:</u> parity of recognition of personal and social resources that settled peoples bring with them (recognised as of equitable value to resources of host country) <u>Interdependence:</u> "social bonds of reciprocity" (p.90), as well as tie of reciprocity at institutional level <u>Cultural integrity:</u> "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).
Voutira, E. & Doná, G. (2007). Refugee Research Methodologies: Consolidation and Transformation of a	**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

Field, *Journal of Refugee Studies,* 20(2), 163–171. UK Annotation written by Dr Sally Baker METHODOLOGY	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 multidisciplinarity 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. *Advances in Social Work and Welfare Education.* 15(1), 80–91. AUS Annotation written by Dr Georgina Ramsay HIGHER EDUCATION *Social work; higher education; African; WIL placements*	**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	**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

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<td>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.</td>
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<td>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. *Teaching and Teacher Education, 25*(2), 328-335.

US
Annotation written by Priyanka Bose

Keywords: *Sudanese, Refugee Literacy development, Home–school relationship, Education, Youth, Immigrants*</td>
<td>**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,</td>
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	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.
Watkins, M.; Lean, G. & Noble, G. (2016). Multicultural education: the state of play from an Australian perspective. *Race, Ethnicity and Education,* 19(1), 46–66. AUS Annotation written by Dr Sally Baker Keywords: *multicultural education; multiculturalism; teacher education; English as a Second Language (ESL)* 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, *Australian Journal of Education*, 56(2), 126–141. AUS Annotation written by Dr Sally Baker Keywords: *refugees gender issues women's 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:

migrant adult education cultural awareness non-English-speaking background AMEP ADULT EDUCATION	• 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: child care, 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 Dr 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, *Race Equality Teaching*, 25(3), 44–48. UK Annotation written by Dr Sally Baker HIGHER EDUCATION WIDENING PARTICIPATION RECOMMENDATIONS PROFESSIONALLY-QUALIFIED REFUGEES AND ASYLUM SEEKERS	**Context:** UK/ East of England project based on response to 2005 *Regional Refugee Employment, Skills and Lifelong Learning Strategy, 2005-2015*. 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.
	English language support

	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. *Associate membership of HEIs* 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. *Access to university libraries* 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. *BSc Hons Thesis* 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. *Studies in Continuing Education* 37(3), 267–285. AUS Annotation written by Dr. Megan Rose Keywords: *skilled migration; deskilling; skill underutilisation; Bourdieu; social networks* SKILLED MIGRATION	**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:** 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, *Journal of Vocational Education & Training,* 67(1), 26–46. AUS Annotation written by Dr. Megan Rose Keywords: *VET and deskilling; skilled female migrants; narratives; secondary migrants* 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, *International Journal of Lifelong Education,* 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: Problematise 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. (2018). Unsettling equity frames in Australian universities to embrace people seeking asylum, *International Journal of Inclusive Education,* https://doi.org/10.1080/02601370.2018.1559891 AUS Annotation written by Dr Sally Baker Keywords: *Higher education; refugees; access; organizational theory; forced migrants*	**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 qualifi cations 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. Journal of Refugee Studies. GER Annotation written by Neriman Coskun Keywords: *Mobility, access, exclusion, everyday life, rural areas, participatory research*	**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.
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 Dr Sally Baker	**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

Keywords: *refugee resettlement, sociology, trauma, healing/recovery, critical practice, reflective practice* RESETTLEMENT	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).
White, J. (2017). The banality of exclusion in Australian universities, *International Journal of Inclusive Education*, 21(11), 1142–1155. AUS Annotation written by Dr Sally Baker Keywords: *Exclusion; asylum seeker; higher education; national identity* 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.10).
	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. *The Australasian Review of African Studies*, 33(2), 158-177. AUS Annotation written by Dr Sally Baker	**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).

HIGH SCHOOL REGION	**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.
Willott, J. & Stevenson, J. (2013). Attitudes to Employment of Professionally Qualified Refugees in the United Kingdom, *International Migration,* 51(5), 120–132. UK Annotation written by Dr 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).

Windle, J. & Miller, W. (2012). Approaches to Teaching Low Literacy Refugee-Background Students. *Australian Journal of Language and Literacy* 35(3), 317–333. AUS Annotation written by Dr Georgina Ramsay/ Dr 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, *Discourse and Communication for Sustainable Education,* 8(1), 53–63. AUS Annotation written by Dr Sally Baker Keywords: *refugee, asylum seeker, pastoral care, asylum seeker students* 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:** Akinsulure-Smith & O'Hara (2012): 5 therapeutic conditions to working with people seeking asylum: *employment barriers, medical challenges, language barriers, social services and legal challenges* **Methodology:** Thematic organisation of authors' observations (lead author = Ass. Principal Pastoral at the case study school) from working in the school. **Findings:** *Employment: Educational Barriers* – 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 *Medical: Trauma* – 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. *Language: Receptive/ Expressive Skills* – 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. *Social Services: Independent Students* – 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. *Legal: Child Protection* – 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).
Woods, A. (2009). [Learning to be literate: Issues of pedagogy for recently arrived refugee youth in Australia](#). *Critical Inquiry in Language Studies,* 6(1), 81–101. AUS Annotation written by Dr 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 counselors, 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).
	Citizenship: 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. (2017). [Building spaces of hope with refugee and migrant-background students](#), *International Journal of Inclusive Education,* DOI: 10.1080/13603116.2017.1420251 AUS Annotation written by Dr Sally Baker Keywords: *Refugee/migrant-background students; space; justice*	**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/ 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:** *Parish School* 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 *My School* website (p.7-8) *Connecting to student lifeworlds* 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 *for* 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. *Moving beyond trauma* 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. *Teachers as knowledge producers* 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. *Refuge* 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 regards 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, *International Migration & Integration,* 14: 61–79. CAN Annotation written by Dr Sally Baker Keywords *Cultural brokers, Refugees, Children and families, Mental health, School adaptation* 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, counselors, 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 counseling 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. *Journal of Refugee Studies* 24(2),	**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

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256–276. CAMPS Annotation written by Dr Georgina Ramsay	**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 posses 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.
Zufferey, C.; Wache, D. & Wache, K. (2013). *The expectations and experiences of African students in the School of Psychology, Social Work and Social Policy at the University of South Australia*. University of South Australia: Adelaide, SA. AUS Annotation written by Dr 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**:

	• "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)
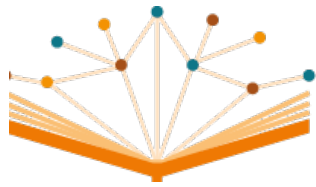
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