

LANGUAGE, TEACHING, AND
PEDAGOGY FOR REFUGEE
EDUCATION

INNOVATIONS IN HIGHER EDUCATION TEACHING AND LEARNING

Series Editor: Patrick Blessinger

Recent Volumes:

- Volume 1: Inquiry-based Learning for Faculty and Institutional Development: A Conceptual and Practical Resource for Educators – Edited by John M. Carfora and Patrick Blessinger
- Volume 2: Inquiry-based Learning for the Arts, Humanities, and Social Sciences: A Conceptual and Practical Resource for Educators – Edited by Patrick Blessinger and John M. Carfora
- Volume 3: Inquiry-based Learning for Multidisciplinary Programs: A Conceptual and Practical Resource for Educators – Edited by Patrick Blessinger and John M. Carfora
- Volume 4: Inquiry-based Learning for Science, Technology, Engineering, and Math (STEM) Programs: A Conceptual and Practical Resource for Educators – Edited by Patrick Blessinger and John M. Carfora
- Volume 5: University Partnerships for Community and School System Development – Edited by Barbara Cozza and Patrick Blessinger
- Volume 6: Emerging Directions in Doctoral Education – Edited by Patrick Blessinger and Denise Stockley
- Volume 7: University Partnerships for Academic Programs and Professional Development
- Volume 8: University Partnerships for International Development
- Volume 9: Engaging Dissonance
- Volume 10: University Partnerships for Pre-service and Teacher Development
- Volume 11: Refugee Education: Integration and Acceptance of Refugees in Mainstream Society – Edited by Enakshi Sengupta and Patrick Blessinger
- Volume 12: Contexts for Diversity and Gender Identities in Higher Education: International Perspectives on Equity and Inclusion – Edited by Jaimie Hoffman, Patrick Blessinger and Mandla Makhanya
- Volume 13: Strategies, Policies, and Directions for Refugee Education – Edited by Enakshi Sengupta and Patrick Blessinger
- Volume 14: Perspectives on Diverse Student Identities in Higher Education – Edited by Patrick Blessinger

INNOVATIONS IN HIGHER EDUCATION TEACHING
AND LEARNING VOLUME 15

LANGUAGE, TEACHING, AND PEDAGOGY FOR REFUGEE EDUCATION

EDITED BY

ENAKSHI SENGUPTA

The American University of Kurdistan, Iraq

PATRICK BLESSINGER

St. John's University, USA

International HETL Association, USA

Created in partnership with the
International Higher Education Teaching and
Learning Association



**Higher Education
Teaching & Learning**

<https://www.hetl.org/>



United Kingdom – North America – Japan
India – Malaysia – China

Emerald Publishing Limited
Howard House, Wagon Lane, Bingley BD16 1WA, UK

First edition 2019

Copyright © 2019 Emerald Publishing Limited

Reprints and permissions service

Contact: permissions@emeraldinsight.com

No part of this book may be reproduced, stored in a retrieval system, transmitted in any form or by any means electronic, mechanical, photocopying, recording or otherwise without either the prior written permission of the publisher or a licence permitting restricted copying issued in the UK by The Copyright Licensing Agency and in the USA by The Copyright Clearance Center. Any opinions expressed in the chapters are those of the authors. Whilst Emerald makes every effort to ensure the quality and accuracy of its content, Emerald makes no representation implied or otherwise, as to the chapters' suitability and application and disclaims any warranties, express or implied, to their use.

British Library Cataloguing in Publication Data

A catalogue record for this book is available from the British Library

ISBN: 978-1-78714-800-0 (Print)

ISBN: 978-1-78714-799-7 (Online)

ISBN: 978-1-78743-938-2 (Epub)

ISSN: 2055-3641 (Series)



ISOQAR certified
Management System,
awarded to Emerald
for adherence to
Environmental
standard
ISO 14001:2004.

Certificate Number 1985
ISO 14001



INVESTOR IN PEOPLE

CONTENTS

List of Contributors vii

PART I SEEKING HIGHER EDUCATION

Introduction to Language, Teaching, and Pedagogy for Refugee Education <i>Enakshi Sengupta and Patrick Blessinger</i>	3
Chapter 1 Asylum-Seeking Students' Experience of Higher Education in the UK <i>Damian Spiteri</i>	17
Chapter 2 Conceptualizing Higher Education Aspirations Formation among Marginalized Migrant Youth in Johannesburg, South Africa <i>Wadzanai F. Mkwanzani and Merridy Wilson-Strydom</i>	27
Chapter 3 Occupation-based Didactic Model for English Language Teaching to Refugees to Improve their Sustainability and Social Integration <i>Haydeé Ramírez Lozada</i>	43
Chapter 4 Post-secondary Education and the Full Integration of Government-Assisted Refugees in Canada: A Direction for Program Innovation <i>Donald Reddick and Lisa Sadler</i>	59
Chapter 5 Literacy Instruction Without Borders: Ideas for Developing Best Practices for Reading Programs in Refugee Settings <i>Matt Thomas, Yuankun Yao, Katherine Landau Wright and Elizabeth Rutten-Turner</i>	75
Chapter 6 “Start Ins Deutsche” – Students Teach German to Refugees at Goethe University Frankfurt <i>Marika Gereke and Subin Nijhawan</i>	91

PART II	
TECHNOLOGY AND HIGHER EDUCATION	
Chapter 7 Refugees, Education, and Disability: Addressing the Educational Needs of Arabic-Speaking Refugees with Learning Challenges	
<i>David Banes, Carine Allaf and Maggie Mitchell Salem</i>	109
Chapter 8 Adaptation of Conventional Technologies with Refugee Language Learners: An Overview of Possibilities	
<i>Heather Smyser</i>	125
Chapter 9 How Social Media Can Play a Role in an Educational Context, in an Informal Refugee Camp in Europe	
<i>Kathy O'Hare</i>	141
Chapter 10 Reaching Refugees: Southern New Hampshire University's Project-Based Degree Model for Refugee Higher Education	
<i>Chrystina Russell and Nina Weaver</i>	157
Chapter 11 Creating a Borderless World of Education for Refugees	
<i>Enakshi Sengupta, Shai Reshef and Patrick Blessinger</i>	181
<i>About the Authors</i>	193
<i>Name Index</i>	201
<i>Subject Index</i>	209

LIST OF CONTRIBUTORS

<i>Carine Allaf</i>	Qatar Foundation International, Washington, USA
<i>David Banes</i>	David Banes Access and Inclusion Services, Milton Keynes, UK
<i>Patrick Blessinger</i>	St. John's University and International HETL Association, New York, USA
<i>Marika Gereke</i>	Institute of Political Science, Goethe University, Frankfurt, Germany
<i>Haydeé Ramírez Lozada</i>	Pontifical Catholic University of Ecuador, Esmeraldas, Ecuador
<i>Wadzanai F. Mkwanzani</i>	University of the Free State, Bloemfontein, South Africa
<i>Subin Nijhawan</i>	Department of English and American Studies (IEAS), Goethe University, Frankfurt, Germany
<i>Kathy O'Hare</i>	University College Cork, Cork, Ireland
<i>Donald Reddick</i>	Kwantlen Polytechnic University, British Columbia, Canada
<i>Chrystina Russell</i>	Global Education Movement (GEM), Southern New Hampshire University, Manchester, USA
<i>Elizabeth Rutten-Turner</i>	Saint Alphonsus Center for Global Health and Healing, Idaho, USA
<i>Lisa Sadler</i>	Langley School District, British Columbia, Canada
<i>Maggie Mitchell Salem</i>	Qatar Foundation International, Washington, USA
<i>Heather Smyser</i>	Independent Researcher, Texas, USA
<i>Matt Thomas</i>	University of Central Missouri, Missouri, USA
<i>Enakshi Sengupta</i>	The American University of Kurdistan, Kurdistan Regional Province, Iraq

<i>Damian Spiteri</i>	The Malta College of Arts, Science and Technology (MCAST), Paola, Malta
<i>Shai Reshef</i>	University of the People, California, USA
<i>Nina Weaver</i>	Global Education Movement (GEM), Southern New Hampshire University, Manchester, USA
<i>Merridy Wilson-Strydom</i>	University of the Free State, Bloemfontein, South Africa
<i>Katherine Landau Wright</i>	Boise State University, Idaho, USA
<i>Yuankun Yao</i>	University of Central Missouri, Missouri, USA

PART I

SEEKING HIGHER EDUCATION

This page intentionally left blank

INTRODUCTION TO LANGUAGE, TEACHING, AND PEDAGOGY FOR REFUGEE EDUCATION

Enakshi Sengupta and Patrick Blessinger

ABSTRACT

Research conducted on refugees and their learning abilities has generally been myopic in nature, highlighting only the challenges and barriers faced, and less focus has been given to the enormous work and achievements accomplished both by non-profit bodies, educational institutions, and refugees themselves. Research has been conducted in the past where learning has been studied from a psychological perspective, as opposed to drawing on the learner theory. Refugees and asylum seekers have been lumped together as a homogenous group, and studies of single language groups have made conclusions that may not apply to others. This chapter, which serves as the introductory chapter to the book, speaks about the inflow of refugees and the growing need of education for an entire generation displaced from their home countries. The chapter highlights educational access, policies, and the importance of language learning. The last section of this chapter is dedicated to present an overview of the chapters in this book which speaks about some exemplary work done by individuals and institutions from Africa to Germany.

Keywords: Migrants; trafficking; multilateralism; students; language requirement; young learners

INTRODUCTION

Displacement tracking matrix flow monitoring data have shown in recent days that an estimated 30,971 migrants and refugees have arrived in Europe between January and April 2018, using different sea and land routes. Although this

Language, Teaching and Pedagogy for Refugee Education
Innovations in Higher Education Teaching and Learning, Volume 15, 3–15
Copyright © 2019 by Emerald Publishing Limited
All rights of reproduction in any form reserved
ISSN: 2055-3641/doi:10.1108/S2055-364120180000015003

represents a 39% decrease when compared to the 50,400 registered in the same period in 2017, the picture still looks very grim. More than half of the migrants and refugees registered this year arrived in Greece (14,352). Italian authorities reported that 9,467 migrants and refugees who attempted to cross the Central Mediterranean in unsafe dinghy boats were rescued and brought to Sicily and coastal areas in the South of Italy. Another 6,690 individuals arrived in Spain through the Western Mediterranean route. The remaining 462 migrants and refugees were registered in Bulgaria and Cyprus. Most of the refugees are using smuggled routes and availing the help of human traffickers from Libya ([International Organization for Migration \[IOM\], 2018](#))

Burdened with the number of existing refugees who arrived in 2017, Europe has been overwhelmed with the flow of migrants again this year and a row has deepened among countries to share the burden of the inflow of refugees. We have witnessed in the recent past the growth of far-right political parties that have refused to house the refugees. Italy has canceled a meeting with France amid a growing diplomatic row over a refugee ship that Rome refused to accept. French President Emmanuel Macron severely criticized the Italian government's refusal, calling them insensitive and irresponsible for having denied entry to the rescue ship containing a number of hapless people seeking refuge. Austrian Chancellor Sebastian Kurz, known for his anti-immigrant sentiments, agreed on the need to curb uncontrolled migration and crack down on people trafficking. Italy did not take President Macron's criticism well and has now challenged France to take in the refugees it promised under a European Union (EU) agreement and has counter accused France of turning back 10,000 migrants at Italy's northern border. Italian far-right Interior Minister Matteo Salvini said that France had committed to accepting 9,816 refugees under a 2015 scheme, but it had accepted only 640 in three years (*The Australian*, June 14, 2018).

German Chancellor Angela Merkel is facing crisis at home and among her neighboring countries due to her policy to accept refugees in Germany. Addressing her parliament, she mentioned that the migration crisis could become the "make-or-break one for the EU." She urged the politicians to manage it and she implores that the people in Africa will still believe that people in Europe and especially Germany are guided by values and believe in multilateralism and not unilateralism. The rest of the world she said will be looking up to the European nations for help and not stop believing in them and in the system of values that has made Europe so strong in the past (Meredith, June 28, 2018, CNBC). While countries are battling out as to who will shoulder the burden of the refugees how and where does it leave those who have walked on foot for days, swam across nation not knowing whether they will survive, fleeing persecution and impending death in their home country.

THE CURRENT SCENARIO

The current wave of displacement is having a choking effect on nations. More than 65 million people around the world have been forced to flee their homes.

Although more than 40 million have sought shelter within their own countries and are now referred as internally displaced people or IDPs, more than 22 million others are seeking new lives as refugees, in neighboring countries or have traveled far, crossing nations and rough terrain to seek refuge in European nations. Although half of all displaced people currently come from just three countries (Syria, Afghanistan, and Somalia), the responsibility for this growing crisis is, nonetheless, a global one, requiring nations and organizations, including educational institutions at all levels, to work together to address the growing problem. The refugee crisis will not go away on its own. The problem will presumably continue to worsen if not addressed in a globally collaborative way (Blessinger & Sengupta, 2017).

The IDPs are more likely to seek protection in cities and among the host communities, rather than in refugee camps. Housing the refugees or the IDPs in the cities or the outskirts has significant consequences for the local authorities who are responsible for meeting their protection and assistance needs. The integration of refugees and IDPs is a task that can be confusing and complex. It is a dynamic and multifaceted process, which requires constructive efforts by all willing parties, including a state of mind on the part of the refugees that will help them to adapt and accept the host society without having to sacrifice their own cultural identity. On the other hand, it also needs a readiness on the part of host communities and public institutions to welcome refugees without prejudice and meet the needs of a diverse population (Sengupta & Blessinger, 2018). The displaced require access to social services in the medium-to-long term. Short-term emergency measures of housing, food, and medical care are not a sustainable means to provide education, skills training, psychosocial support, or health care. In the long term, these refugees will have to be given the right to earn a sustainable livelihood and have to be provided with security without the threat of eviction or impending deportation. These facilities have to be accomplished within an urban context, where there may already be pressure on labor and housing markets as well as social services. Scarcity of resources and fear of losing their jobs to the freshly arrived refugees lead to tension between established residents and new arrivals. Welcoming refugees who arrive spontaneously, or increasing the number of refugee resettlement slots, are political decisions for national leaders, which at times are made without taking into consideration the sentiments of those who are residing in those towns. Balancing the moral duty and responding to a humanitarian catastrophe with the needs and wishes of existing constituents is complex, and increasingly so at a time of rising ethnic nationalism in Europe and other parts of the world.

Popular attitudes toward refugees are also problematized by the views possessed by politicians and media. For every positive narrative, we hear horrific accounts of cases of xenophobia and violence against refugees, often generated by misinformation and lack of cultural understanding. Such unfortunate incidents can be avoided by the outreach potential and communication skills of local authorities where refugees are hosted and by raising awareness of why refugees need safety, security, and compassion to help host communities prepare for new arrivals (Brand & Earle, 2018).

The situation is not confined to Europe or the Middle East alone. Southeast Asia has seen a similar story with the rise of Rohingya refugees fleeing

persecution in Myanmar. Risking death by sea or on foot, nearly 700,000 Muslim minorities have fled the destruction of their homes and persecution in the northern Rakhine province of Myanmar (Burma) for neighboring Bangladesh since August 2017 ([BBC News, 2018](#)).

Housed in make-shift tents and with the advent of monsoon, the Rohingya refugee camps of Cox's Bazar face the risk of water-borne disease among the inhabitants of the congested bases. So far, health authorities have found 873 Rohingya patients suffering from acute watery diarrhea, doubling the number every week. Authorities in Bangladesh are working around the clock to undertake urgent steps to face the emergencies: 169 medical centers equipped with doctors and medical staff are providing treatment to the Rohingyas and even that is not enough to combat such a medical crisis ([Sumon, 2018](#)).

Similar stories are repeated in the other half of the world where thousands of Ukrainians, who have fled war in their own country and are now living in make-shift homes and even hotels as refugees on the borders of Eastern Europe. Their destiny remains overlooked and unknown as their plight remains to be highlighted by politicians and the media. Western parts of Ukraine have become home to several thousand refugees, who have fled the armed conflict in Donbas ([Cincurova, 2015](#)).

EDUCATIONAL ACCESS

Faced with a choice between complete dependence, isolation, humiliation, indignity, and a bleak future, the refugee population is struggling to meet their basic needs. In their struggle, the need for education is losing its priority and this may result in one of the biggest disasters in human civilization, resulting in an entire generation who are barely literate. As refugee children get older, the problem of accommodating them in schools in host countries becomes bigger. Only 23% of refugee adolescents are enrolled in secondary school, compared to 84% globally. The picture is even worse in low-income countries, which host 28% of the world's refugees. The number in secondary education is disturbingly low in these countries, amounting to only 9% as offering education to refugee students is not their immediate priority ([United Nations High Commissioner for Refugees \[UNHCR\], 2016](#)). The plight of refugee girls remains all the more disadvantaged with very few of them enrolling in primary schools. The number dwindles in secondary schools with fewer than seven refugee girls for every 10 refugee boys ([UNHCR, 2016](#)).

In order to find a working solution to the problem, politicians, diplomats, officials, and activists from around the world have gathered from time to time, trying to create a path for addressing the plight of the ever-increasing number of refugees. The outcome of their discussion resulted in the New York Declaration for Refugees and Migrants, which was signed by 193 countries. This declaration gave special emphasis to education as a critical element of the international response. Apart from that, the ambition of Sustainable Development Goal 4 is to deliver high quality education for all people around the world and promote lifelong and life-wide learning. Signatories to the New York Declaration for Refugees and Migrants (2016) declared, "access to quality education, including for host

communities, gives fundamental protection to children and youth in displacement contexts, particularly in situations of conflict and crisis.”

Despite the overwhelming support of these declarations and all good intentions expressed in several drafts and plans, refugees to date remain in the real danger of being left behind in terms of their education.

LANGUAGE LEARNING

Language learning is crucial to refugee children; mainly, the language of the host country. Hence, most of the time, language becomes central to such policies, with a “language requirement” often making the learning of the host language a central element in entry to receive education. Learning the language of the host country is necessary for integration with the host community and other fellow students. Learning a language that was hitherto unheard of can be a very daunting and challenging exercise unless accompanied with some positive learning experience and gaining slow confidence in their effort.

Language learning is a combination of teachers’ efforts, curriculum, and social activity. It cannot be achieved in isolation and needs the company, support, and stimulation of everyone involved. This will help to overcome the multiple challenges faced both by the educationist and the receivers. Undoubtedly, the classroom plays a part in this, but learning does not end within the walls of the classroom. [Vanegas \(1998\)](#) draws on both these areas to propose task-based language learning; more realistic and autonomous activities within the classroom. [Allwright \(1998\)](#) talks about the possibilities of practitioner-led research (“exploratory practice”) in addressing reasons for not learning. Learning of language takes place informally through engagement with others in the local community. Case studies have been showcased in this book to best understand what contributes to the success of these young learners by encouraging them to reflect on their experiences and share their experience with their classmates and teachers. While such projects are being conducted with the refugee and immigrant students,

unexpected alliances were formed, which transcending the boundaries of culture, nationality, class and religion ... students and teachers have multiple, shifting identities and allegiances, which are national, local, gender based and religious and some of these are more salient than others at different times

and they all contribute toward learning opportunity for these students ([Bryer, Winstanley, & Cooke, 2014](#), p. 31).

[Kleinmann \(1982\)](#), who worked in the United States in 1980s with Vietnamese learners, highlighted refugee-specific barriers and challenges, highlighting “survival, prevocational and occupation related language goals.” He also stressed on several external factors which affect learning: “Nesting Patterns” and “Transition Anxiety” (Schuman cited in [Kleinmann, 1982](#)). [Zahirovic \(2001\)](#) in his work with Bosnian refugees suggested low acquisition of English is not only due to difficult learning conditions, but also a reaction to exile. Blake’s research (2003) while commenting on learning abilities of women also suggested that training provision for refugee women is underpinned by ideologies that actually pose a barrier to learning.

Language has been seen as a quick step toward gaining employment in the host countries. Bloch's research suggested language as a barrier to work, and Employability Forum and Refugee Council research look at English as a second or foreign language [ESOL] as a part of a pathway of progression into employment (*Employability Forum, 2003; Shiferaw & Hagos, 2002*).

In this book, case studies are highlighted where universities are striving to create a borderless world of education, a community for the people, built around a democratic, meritocratic model that encourages the very best for every student, without considering whether the students have traversed hundreds of miles on foot to become a keen learner. These universities and access points have opened the gates to higher education for every eligible person, regardless of their origin, their differences in religion or race, and their status as a citizen or a refugee, only to create a better world and a better future for everyone.

CHAPTER OVERVIEWS

Damian Spiteri in his chapter, "Asylum-seeking Students' Experience of Higher Education in the UK," focuses on the perceptions of young men in the United Kingdom who come from an asylum-seeking background. It explores the choices they have in the context of both (i) taking up and (ii) remaining in further/higher education; particularly, in the light of the growing limitations to people seeking asylum in the United Kingdom that have characterized British immigration policy since the 1990s. Care has been taken to relate to their personal narratives and thereby the rich variety of social backgrounds, family structures, ethnic groups, racial identities, belief systems, and religions, each has come from. The chapter shows the insecurities they face as their future is uncertain and how they contribute to enriching the cultural mosaic of universities. It does this by unpacking notions of student identity and refugee identity and shows how the lives of students are influenced by their individual life plans. Their desire to reach these life plans meant that their narratives were located within the context of broader cultural narratives than had their university studies only would have been focused upon, or had they to be seen mainly as "asylum seekers." This chapter also shows the centrality of work in the life of young men. The interviewees explained effectively how they were reframing their self-identity by aiming to graduate in an area of studies that offers them a likely promise of employment, rather than being awarded sympathy for being asylum-seekers or refugees.

David Banes, Carine Allaf, and Maggie Mitchell Salem examine the issues, the needs to be addressed in delivering a twenty-first century digital approach to education for refugees and displaced people through their chapter, "Refugees, Education, and Disability: Addressing the Educational Needs of Arabic-speaking Refugees with Learning Challenges." The chapter reviews published estimates of the numbers of those refugees with a disability or other special needs and recommends a proactive and anticipatory approach based upon a universal design, and a universal design for learning principles across the educational delivery chain. The delivery chain is defined as the process by which a solution is designed and

delivered to learners and seeks to integrate the need for an accessible platform, featuring both hardware and software, accessible content capable of being presented in a range of formats and meeting clear standards, and, where teachers or educational facilitators are involved in the final step of delivery that they should have the skills and knowledge to address individual needs in teaching and learning. The chapter further suggests that the application of such principles has significant benefits to the wider refugee and host population that is engaging in learning. By adopting a social model of disability, the concept of situational disability is introduced. Situational disability describes situations where standard designs of technology and content cannot be accessed as due to the setting the user is in, whether that be briefly or longer term. For displaced people and refugees, the impact of displacement with inconsistent access to education and resources establishes a fluid setting in which many find devices and content inaccessible for periods of time. The importance of engaging with learners with a disability in designing a solution to ensure that all learners have the opportunity to participate and achieve their aspirations.

In the chapter “Conceptualizing Higher Education Aspirations Formation among Marginalized Migrant Youth in Johannesburg, South Africa,” authors Wadzanai F. Mkwanzani and Merridy Wilson-Strydom have conducted studies on youth aspirations which have been growing significantly in recent years. However, there has been little written on sub-Saharan Africa; particularly, on marginalized migrants and their ambitions for school progression. Drawing on a qualitative case study on the lives and educational aspirations of marginalized migrant youth in Johannesburg, South Africa, this chapter outlines how experiences of marginalization shape these young people’s educational aspirations. Using the capabilities approach to analyze the data, the chapter argues for four types of aspirations, namely resigned, powerful, persistent, and frustrated aspirations. This conceptualization of aspirations provides a different way of thinking about aspirations formation in contexts of marginalization, disadvantage, and vulnerability as experienced by migrant youth in the study, as well as others living in similar environments. In doing so, the chapter also highlights the importance of understanding the intersection of individual agency and structural conversion factors and recommends that addressing marginalization requires removing barriers that limit opportunities for these youth.

“Occupation-Based Didactic Model for English Language Teaching to Refugees to Improve Their Sustainability and Social Integration” written by Haydeé Ramírez Lozada highlighted the guidelines of the United Nations, and the objectives directed to end poverty and inequalities, promoting, pacific and inclusive societies, which protect man generically and all his rights. She added that to achieve this, education is a vital dimension. As the official document states among its objectives: there is an emergency to promote and guarantee the right of refugees to have access to work and other forms of sustainable ways of living. With the purpose to contribute to this main aim, a linking project, which consisted of teaching English to a community of refugees in the province, was carried out by the Pontifical Catholic University of Ecuador in Esmeraldas, in collaboration with the UNHCR, and students from the Applied Linguistics School, from 2015 to 2017. The population of

refugees that participated in the project was divided into two groups: enterprising refugees, who lived and worked in Esmeraldas, and those who were going to be resettled in another country, which generally was an English-speaking one, such as the United States of America, New Zealand, or Canada. Those refugees were of different ages and levels of English, and in some cases, they were illiterate even in their mother tongue: Spanish. With the empirical, analytical, and hermeneutic methods, a diagnosis of the teaching-learning process was made, which revealed the necessity to teach English to refugees based on their communicative needs according to their jobs. This chapter presents an occupations-based didactic model for English language teaching to refugees which was designed based on those needs, with its components, principles, and regularities. This theoretical contribution permitted the proposal of a methodology for English language teaching. The results revealed the development of meaningful learning, motivation, and communicative competence in English connected to the refugees' occupations.

Heather Smyser in her chapter, "Adaptation of Conventional Technologies with Refugee Language Learners: An Overview of Possibilities," wrote on research on computer-assisted language learning and mobile-assisted language learning, which generally studies collegiate language learners. Even research on the acquisition of literacy through digital media (e.g., [Chen, 2010](#), and to a certain extent, [Bloch, 2007](#)) privileges academic and digital literacies ([Bawden, 2001](#)). However, it is unclear how well these findings apply to refugee learners, who sometimes have experienced interrupted schooling and had little exposure to technologies found in the resettlement context. Little research concentrates on the use of technology to aid language acquisition among this population. Instead, it generally focuses on the social integration aspect of technology (e.g., [Caidi & Allard, 2005](#)) or the use of mobile technology, both pre- and post-resettlement (e.g., [Leung, 2011](#)). By better understanding the digital literacies refugees already possess, we are better able to bridge this digital divide ([Thorne & Reinhardt, 2008](#); [Warschauer, 2002](#)) and can move toward to researching how to capitalize on the technological skills refugees already possess to facilitate language learning. To address this, this chapter reviews available literature on how refugees worldwide use multiple forms of technology, their levels of access to such technology, and considerations for pre- and post-resettlement technological options. It identifies best practices for employing technology to facilitate language acquisition in light of the multifaceted constraints that refugees face. It concludes by outlining the suitability of different technologies as a means of facilitating language development within a myriad of contexts and gives recommendations for future research on using technology to facilitate language learning at all proficiency levels.

"How Social Media Can Play a Role in an Educational Context, in an Informal Refugee Camp in Europe" by Kathy O' Hare speaks about refugees who are currently in transit in Europe and have little or no access to media platforms and internet connections. Mainstream media often represents refugees in a pejorative manner by using suggestive and powerful language that contributes toward negative stereotyping. www.jungalaradio.com is a community-led digital radio station situated in the Calais Refugee Camp. The authors trained refugees over a 12-month period to create and disseminate their own digital content.

They used Twitter, Facebook, Soundcloud, and YouTube to distribute digital content. The theoretical frameworks that support the project include: issues of citizenship (Rygiel, 2011), the state of exception (Agamben, 1998), acts of deterrence, direct control, and dissuasion (Carling & Hernández-Carretero, 2011). The premise of this research is that given the opportunity and access to a digital and social space, a core team of participants can grow and develop their digital and communication skills that will enable them to create their own digital content. Participatory action research was used as a methodology for this project. Participants faced many barriers when attempting to develop digital and communication skills. The learning itself became a form of activism for participants and researchers. The French government uses a politics of control to disrupt and prevent social development in the camp and prevent the community from becoming a resource. Agamben's state of exception theory (1998), acts of direct control, deterrence, and dissuasion (Carling & Hernández-Carretero, 2011), and France's state of emergency influenced project operations, participants' creativity, and learning outcomes.

Donald Reddick and Lisa Sadler in "Postsecondary Education and the Full Integration of Government-assisted Refugees in Canada: A Direction for Program Innovation" highlighted about Canada and its immigration policies. Canada's immigration goals are multifaceted and ambitious, reflecting both a desire to attract those who can contribute economically and culturally, and to offer attracting immigrants who will contribute to their economy while at the same time offering protection to the displaced and the persecuted refugees. Alongside these goals is a pledge that at the same time, Canada has lofty goals to ensure that newcomers will receive the services and supports they need to fully integrate into Canada's cultural and economic landscape. This chapter argues that post-secondary institutions who works in partnership with the community schools can facilitate economic and cultural integration among newcomers and vulnerable refugee groups. However, our previous research revealed that refugee youth face many barriers in accessing the Canadian post-secondary education. The authors hypothesize that efforts to increase access to post-secondary education – and thereby facilitate the accomplishment of immigration goals – would be most effective when specific age groups within the refugee demographic are targeted; in particular, if they target younger children who have spent more time in the Canadian education system, while simultaneously building their ethnic cultural capital. This approach requires a shift in settlement practice which can meet initial and urgent settlement needs and develops economic and cultural capacity in the long run for refugees arriving in Canada. Refugee children can benefit from the Canadian education system over a period of year. The authors have envisioned a program that on one hand helps refugees to gain benefits from post-secondary education and on the other hand builds academic sufficiency by offering programs and pathways that is more inclusive in nature and caters to the challenges faced by this vulnerable group.

"Literacy Instruction without Borders: Ideas for Developing Best Practices for Reading Programs in Refugee Settings" has been written by Matt Thomas, Yuankun Yao, Katherine Landau Wright, and Elizabeth Rutten-Turner.

The authors write about the current time of considerable refugee crises, and the future being uncertain if we consider how and when things may improve. World leaders, such as those working through the United Nations, are trying to proactively plan to meet the needs of refugees, both now and into the future, to make the best of these difficult realities, especially for those going through them. So, how can we manage this refugee reality well, in a way that proactively seeks to meet the special needs of those in refugee settings? It will likely involve moving past meeting needs focused solely on safety and security, reaching instead toward the higher levels of personal development as well, especially education, and, specifically to this chapter, literacy development. The authors contend that in order to support refugee education, generally, we need to identify best practices for supporting reading programs in refugee settings. The chapter addresses this aspect of education related to the refugee crises. More specifically, this chapter discusses the basic design and assessment of literacy education programming in refugee settings that parallels designs for traditional school-wide literacy programs, which we have in place in more stable regions of the world. The authors attempt to converge the fields of literacy education with refugee studies to make recommendations for supporting refugees' literacy education with the goal of preserving their native language and literacy while preparing them for the future.

Chrystina Russell and Nina Weaver in their chapter, "Reaching Refugees: Southern New Hampshire University's Project-based Degree Model for Refugee Higher Education," draw on experiences of developing a refugee higher education model to argue there are three core components that must be present for the successful delivery of higher education degrees to refugee and displaced populations: (1) an inherently flexible mode of degree delivery and assessment; (2) resource-intensive blended learning with on-the-ground access to academic support; and (3) provision of innovative interventions and resources to address context-specific needs. In exploring these features, the authors focus on a case study from Rwanda, where Southern New Hampshire University (SNHU) partners with Kepler, a local Non-Governmental Organisation (NGO), to deliver US-accredited Associate and Bachelor's degrees to refugee and local host populations. Operating in five countries, SNHU's refugee higher education programs are made possible by an innovative degree developed by SNHU called "College for America," which combines a project-based degree associated with mastery-based assessment. Evidence from this model proves that it is possible for a full degree program to be successful in reaching refugee learners and achieving positive learning and employment goals. This chapter argues that the key to SNHU's success in reaching refugee learners is its novel degree pathway built on an online learning model, in combination with a blended learning delivery model that offers robust academic and non-academic support on-the-ground. The chapter offers an overview of the program model and evidence from the pilot program to build an argument for developing more effective and inclusive models for refugee education. The chapter also explores the implications around higher education as a solution and alternative to displacement, as well as discusses the limitations

of online-learning and technology for refugee education and the practical and ethical dilemmas arising from the provision of Westernized higher education in non-Western refugee contexts.

“Start ins Deutsche – Students Teach German to Refugees at Goethe University Frankfurt” by Marika Gereke and Subin Nijhawan spoke about the German language program. In September 2015, the world witnessed an unanticipated migration movement of refugees toward the EU. The German government decided for an open-border policy to harbor everyone who could make it on German territory. In large, the civil society joined efforts to create a so-called Willkommenskultur (welcome culture) during the “summer of welcome.” The chapter introduces the project “Start ins Deutsche” (German language kick-off) of Goethe University, Frankfurt as one ambitious example of civil society initiatives. Start ins Deutsche was founded on the premise of “integration by language learning.” Within Start ins Deutsche, the university students currently enrolled fulltime volunteer to teach German to refugees, in many cases with the perspective to enroll into fulltime studies at Goethe University at a later stage to pursue academic degrees. In the chapter, they have outlined the project and its main aims. Based on this, the authors, thereafter, analyze evaluation data about Start ins Deutsche with regard to the perceptions of German language teachers and their language learners, respectively. The data reveal that the German language teachers interpreted their role beyond being just teachers, while the learners appreciated the effort of their teachers in every aspect. The authors believe that the project serves as a best practice example for a civil society project toward establishing a Willkommenskultur in Germany.

The chapter “Creating a Borderless World of Education for Refugees” by Enakshi Sengupta, Shai Reshef, and Patrick Blessinger showcases the role of technology to create new and sometimes unexpected opportunities for pathways to education for refugees. In a refugee camp, most of the inhabitants if not all are economically poor and access to a mobile phone is considered to be an asset, which helps them to connect to the outside world as well as become a key component to the knowledge sharing and creating higher education pathways in refugee camps (Dahya et al., 2016). Mobile phone based access to internet communication opens up a new world for them in different realities of time, space, and possibilities. Barriers to space, time, and mobility disappear empowering the refugees with hand-held, inexpensive ready-to-use devices to access the vast pool of knowledge lying outside the high boundary walls of the refugee camps. Founded in 2009, The University of the People (UoPeople) is an Education Revolution. It is the world’s first tuition-free, non-profit, American accredited, online university. UoPeople is working with the refugees to enable access to quality education for those living in camps and most of the time as non-entities in host countries. With the generous assistance from the donors, the university has set up the Emergency Refugee Scholarship Small, the Giants Scholarship Fund, and the Myanmar Scholarship Fund. These resources provide access to education to hundreds of refugees and asylum-seekers from Syria, Myanmar, Somalia, Democratic Republic of Congo, Afghanistan, Iraq, Nigeria, and many other countries.

CONCLUSION

This book is focused on the core areas of imparting education to the refugee population and highlights the recent developments intended to meet an urgent need: that of the refugees who have no or very little previous schooling and who are in need of language learning and furthering their studies for higher education. This book is designed to provide recognition to those who are working relentlessly toward imparting education to vulnerable people and giving them the tools they need to help withstand and recover from the effects of conflict and displacement.

REFERENCES

- Agamben, G. (1998). In D. Heller-Roazen (Ed.), *Homo sacer: Sovereign power and bare life*. Stanford, CA: Stanford University Press.
- Allwright, D. (1998). *Learning and teaching as well as you know how: Why is it so very difficult?* Lancaster: Centre for Research in Language Education.
- Bawden, D. (2001). Information and digital literacies: A review of concepts. *Journal of Documentation*, 57(2), 218–259. Retrieved from <http://dx.doi.org/10.1108/EUM000000007083>
- BBC News. (2018). Myanmar Rohingya: What you need to know about the crisis. *BBC News*, April 24. Retrieved from <https://www.bbc.com/news/amp/world-asia-41566561>
- Blake, V. (2003). *An investigation into the experiences of refugee women in adult education*. London: University of East London.
- Blessinger, P., & Sengupta, E. (2017). Inclusive higher education must cater for refugees. *University World News*, August 25, Issue 00471.
- Bloch, J. (2007). Abdullah's blogging: A generation 1.5 student enters the blogosphere. *Language Learning and Technology*, 11(2), 128–141.
- Brand, T., & Earle, L. (2018). The global compact for refugees bringing mayors to the table: Why and how. Brookings Foreign Policy. Retrieved from https://www.brookings.edu/wp-content/uploads/2018/01/fp_20180125_global_compact_refugees-final.pdf
- Bryer, D., Winstanley, B., & Cooke, M. (2014). Participatory ESOL. In D. Malloes (Ed.), *Language issue in migration and integration: Perspectives from teachers and learners* (p. 31). London: British Council.
- Caidi, N., & Allard, D. (2005). Social inclusion of newcomers to Canada: An information problem? *Library & Information Science Research*, 27, 302–324.
- Carling, J., & Hernández-Carretero, M. (2011). Protecting Europe and protecting migrants? Strategies for Managing Unauthorised Migration from Africa. Retrieved from <https://onlinelibrary.wiley.com/doi/abs/10.1111/j.1467-856X.2010.00438.x>
- Chen, R. (2010). Computer-mediated scaffolding in L2 students' academic literacy development. *CALICO Journal*, 28(1), 74–98.
- Cincurova, S. (2015). Ukraine: Europe's forgotten refugees. Retrieved from <https://www.opendemocracy.net/can-europe-make-it/sara-cincurova/ukraine-europes-forgotten-refugees>
- Data and Information. International Organization for Migration (April, 2018)
- Dahya, N., & 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*, 53(2), 284–301. Retrieved from <http://dx.doi.org/10.1080/03050068.2016.125987>
- Employability Forum. (2003). English spoken here? In *Report on a Conference to Review the Teaching of English to Asylum Seekers in the UK*. London: Employability Forum. Retrieved from <http://www.universityworldnews.com/article.php?story=20170823063722674>
- IOM. (2018). *Mixed migration flows in the Mediterranean*. Retrieved from: <https://rovienna.iom.int/publications/mixed-migration-flows-mediterranean-june-2018>
- Kleinmann, H. (1982). External influences and their neutralization in second language acquisition: A look at adult Indochinese refugees. *TESOL Quarterly*, 16(2), 239–244. Policy Development and Evaluation Service, United Nations High Commissioner for Refugees, Geneva, Switzerland.

- Leung, L. (2011). *Taking refuge in technology: Communication practices in refugee camps and immigration detention*. New Issues in Refugee Research, Working Paper No. 202.
- Meredith, S. (2018, June 28). Europe's migration crisis is 'make-or-break' for the EU, Germany's Merkel says. Retrieved from <https://www.cnn.com/2018/06/28/europes-migration-crisis-is-make-or-break-for-the-eu-germanys-mer.html>
- New York Declaration for Refugees and Migrants. (2016). Resolution adopted by the General Assembly on 19 September 2016. Retrieved from http://www.un.org/en/ga/search/view_doc.asp?symbol=A/RES/71/1
- Rygiel, K. (2011). Bordering solidarities: Migrant activism and the politics of movement and camps at Calais. *Citizenship Studies*, 15(1), 1–19. Retrieved from <https://doi.org/10.1080/13621025.2011.534911>
- Schuman, F. (1982). In H. Kleinman (Ed.), *External influences and their neutralization in second language acquisition: A look at adult Indochinese refugees*. Retrieved from <https://doi.org/10.2307/3586795>
- Sengupta, E., & Blessinger, P. (2018). *An introduction to refugee education. Refugee Education: Integration and Acceptance of Refugees in Mainstream Society*. Bingley: Emerald Publishing
- Shiferaw, D., & Hagos, H. (2002). *Refugees and progression routes to employment*. London: Refugee Council.
- Sumon, S. (2018, June 25). Monsoon in Bangladesh adds to Rohingya refugees' plight. Arab News. Retrieved from <http://www.arabnews.com/node/1327826/world>
- The Australian. (2018). Row deepens over Europe's refusal to take refugees. *The Australian*, June 24. Retrieved from <https://www.theaustralian.com.au/news/world/row-deepens-over-europes-refusal-to-take-refugees/news-story/2d1b26bee27b3d4bec2a3ce87f9ba2b4>
- Thorne, S., & Reinhardt, J. (2008). "Bridging Activities," new media literacies and advanced foreign language proficiency. *CALICO Journal*, 25(3), 558–572.
- UNHCR. (2016). *Left behind refugee education in crisis*. UNHCR. Geneva. Retrieved from: <http://www.unhcr.org/59b696f44.pdf>
- Vanegas, H. (1998). Humanistic task-based language learning and the ESOL learner; towards a truly learner-centred approach. *Language Issues*, 10(1&2), 21–23 and 22–27.
- Warschauer, M. (2002). Reconceptualising the digital divide. *First Monday*, 7(7). Retrieved from <http://dx.doi.org/10.5210/fm.v7i7.967>
- Zahirovic, E. (2001). *Problematizing low acquisition of English among Bosnian refugees in Lothians*. London: University of East London.