**Equity Groups: Culturally and Linguistically Diverse (CALD) students**

Literature review

Extract taken from Baker, S. & Irwin, E. (2019). [Disrupting the dominance of ‘linear pathways’: how institutional assumptions create ‘stuck places’ for refugee students’ transitions into higher education](doi:%2010.1080/02671522.2019.1633561), *Research Papers in Education*,

*Students from refugee backgrounds and education in settlement contexts*

Although resettlement represents a positive move towards security and re-establishing lives without fear, it is not without challenges. People from refugee backgrounds3 often struggle with adapting to new cultures, customs and languages, and navigating unfamiliar systems and institutions (Morrice 2009; Naidoo et al. 2015; Baker et al. 2018a). In particular, education is fundamental to effective integration, leading to better employment prospects and health outcomes (Ager and Strang 2008). There is growing interest in exploring SfRBs in higher education, which is proportionate to their increased participation in settlement higher education contexts internationally (for example, in Australia, see Joyce et al. 2010; Naidoo et al. 2015; Baker et al. 2018a; in the UK, see Stevenson and Willott 2010; Gately 2014; Student, Kendall, and Day 2017; and in Canada, see; Ferede 2010; Hirano 2014). In Australia, there is a paucity of data collected on SfRB participation in higher education. However, a 2016 report, which drew on the Australian census and Department of Education participation data, suggested that at the time of publication there were 3506 SfRBs enrolled in Australian higher education, which the authors claimed had doubled over the period 2009–2014. However, while these figures offered a much-needed picture of refugee participation in Australian data, issues remain with tracking these students. For example, while visa category information may be collected through admissions processes, institutions do not necessarily report on these data. Furthermore, adhering narrowly to participation according to visa categories will not illuminate the participation rates of students who have refugee-like back- grounds (but not a humanitarian entrant visa), or who have since taken citizenship of their resettlement country (see Ramsay et al. 2016 for discussion of ‘refugee-like’ students).

The research literature is particularly interested in students’ experiences of studying at university (for example, Earnest et al. 2010, Harris, Chi and Spark 2013), with several studies noting challenges with studying in a new language (Cocks and Stokes 2013; Naidoo et al. 2015), adapting to new academic practices (Hirano 2014; Wache and Zufferey 2013; Naidoo et al. 2015), mismatches in expectations of institutions and students (Wache and Zufferey 2013), cultural disconnections between home culture and the neoliberal culture (policies, practices) of the academy (Student, Kendall, and Day 2017), and the importance of ‘knowing the ropes’ and feeling a sense of belonging (Morrice 2009, 2013).

Despite this increased empirical and academic interest, Australian universities – like other countries that offer access to their higher education systems (see Baker, Ramsay and Lenette 2019 for accounts from both the global north and south) – often struggle to provide resources to fully support SfRBs, and frequently fail to recognise the rich and diverse range of languages, cultures, knowledges and practices that these students bring with them (Earnest et al. 2010; Lawson 2014; Ramsay et al. 2016). SfRBs often do not know about the supports that exist at university (Stevenson and Willott 2010; Gately 2014; Bajwa et al. 2017; Baker et al. 2018a), or are hindered by technological barriers to accessing support (Ramsay et al. 2016), and the support offered is rarely adapted to the specific needs of SfRBs, or to the needs of CALD students more generally (Joyce et al. 2010; Lawson 2014; Naidoo et al. 2015; Terry et al. 2016).

However, despite the increasing research attention given to SfRBs in higher educa- tion, there have been very few explorations of how this group move between educational levels and contexts. A notable exception is Naidoo et al.’s (2015) exploration of school–university pathways in Australia, which identified specific barriers to successful educational transition for SfRBs, such as language proficiency, differences in teaching approaches and support strategies, mixed messages along with a lack of support and guidance, a lack of flexibility in educational systems, and external issues related to finances and accommodation. From a more macro-level perspective, O’Rourke (2011) examined the policy context in New Zealand, and argues that a range of recently introduced policies had restricted the pathways available for refugees to access higher education, such as the termination of refugee study grants, reduced funding for specialist education and refugee services across the higher education system, and caps and reductions in places for university and enabling programs.4 However, there have been no studies to date that have engaged in longitudinal research with SfRBs seeking to track their journeys into (and out of) higher education. This article therefore aims to address this critical gap in the literature.

**Equity in Higher Education Annotated Bibliography Series**

**Equity Groups: Culturally and Linguistically Diverse (CALD) students**

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| **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](https://www.tandfonline.com/doi/abs/10.1080/13676260802558870), *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). |
| Bajwa, J.; Couto, S.; Kidd, S.; Markoulakis, R.; Abai, M. & McKenzie, K. (2017). [Refugees, Higher Education, and Informational Barriers](https://www.erudit.org/en/journals/refuge/2017-v33-n2-refuge03391/1043063ar/abstract/), *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](file://localhost/DOI/%2010.1080:0309877X.2019.1586849), *Journal of Further and Higher Education*, 44(4), 528 – 541. DOI: 10.1080/0309877X.2019.1586849  AUS  Annotation written by Simon Williams  Keywords: *students from refugee backgrounds; time;*  *temporality; timescapes; higher education (HE); Australia* | **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 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.; Ramsay, G.; Irwin, E. & Miles, L. (2018). [‘Hot’, ‘Cold’ and ‘Warm’ Supports: Towards Theorising Where Refugee Students Go for Assistance at University](https://www.google.com/search?client=safari&rls=en&q=%E2%80%98Hot%E2%80%99,+%E2%80%98Cold%E2%80%99+and+%E2%80%98Warm%E2%80%99+Supports:+Towards+Theorising+Where+Refugee+Students+Go+for+Assistance+at+University&ie=UTF-8&oe=UTF-8), *Teaching in Higher Education,* 23(1), 1–16.  AUS  Annotation written by Anna Xavier  Keywords: *Students from refugee backgrounds; inclusivity; support; higher education; literacy and cultural brokers* | **Context:** Set in regional Australian higher education, in relatively monocultural and monolingual university landscape. Previous work by authors (see Ramsay et al., 2016) speaks to the challenges and barriers experienced by a group of undergraduate students from refugee backgrounds.  **Aim:** To examine how sfrb seek support for their studies (and other activities)  **Theoretical frame**: Draws on the ‘hot’ and ‘cold’ forms of information offered in Ball & Vincent (!998) and the addition of ‘warm’ information by Slack et al. (2014) to develop a heuristic for understanding how students seek and access support  **Findings:** Participants prefer to seek support from ‘hot’ (familiar, community, family) people/networks but these people do not necessarily have developed understandings/ personal experience of university study. Students generally eschew ‘cold’ (formal, institutional) forms of support (‘the services are not for us’) because there are significant barriers (e.g. online ‘gatekeepers’ that hinder students from accessing preferred face-to-face support, particularly with/for language issues; lecturers and tutors, central support services). ‘Warm’ people (who work for institution but have familiar relationships – often from being in contact from other spaces, such as English classes or community events) = important brokers for students and a key and repeated/ anchoring point of support.  **Conclusions**: Universities need to work on ways of embedding and recognising the work undertaken by ‘warm’ individuals: “This work may see them encounter difficult stories, pedagogic challenges outside of their mainstream training; and the rewarding burden of the trust of a student from a refugee background facing the myriad challenges outlined earlier in this paper. With universities nurturing the conditions in which trusted relationships between SfRBs and staff can form, comes a responsibility for those institutions to acknowledge and value the work which providing such support entails” (p.25-26 of draft text). |
| Bowdern, M. & Doughney, J. (2010). [Socio-economic status, cultural diversity and the aspirations of secondary students in the Western Suburbs of Melbourne, Australia](https://link.springer.com/article/10.1007/s10734-009-9238-5), *Higher Education,* 59, 115–129.  AUS  Annotated by Sally Baker  Keywords: *aspirations; SES; method; measurement; NESB; cultural diversity; secondary school* | **Context:** Draws on survey data from Australian secondary school students. Describes aspirations as “a fundamental part of a student’s decision making process and ultimately impact on the choices made by the  individual (in this case to attend higher education)” (p.116). SES = measured by parents’ educational background/ ethnic background = based on language spoken at home. Makes claim this is the first such study to explore post-school aspirations and cultural diversity.  **Aim:** To explore whether SES and cultural background impact on aspirations (secondary school level; Melbourne); to consider validity of ‘area measures’ as a way of identifying SES  **Theoretical frame:** Draws lightly on structure and agency: capital (Bourdieu), social mobility (Boudon), agency (Archer)  **Methodology:** Paper based on responses to ‘Aspirations Online’ survey in 2006-7 (Yr 9-12; n = 2189; 36 schools in Melbourne’s metropolitan western suburbs: 23 public, 6 independent, 7 Catholic schools). Slightly different surveys used for Yr 9-10 and Yr 11-12. Compares data against the ‘On Track’ school leaver survey (DEECD, 2008)  **Findings:**  High SES students are more likely to aspire to higher education and low SES students are more likely to aspire to VET or work; this is stronger for NESB students: “the preference for higher education is strongest among students from more recently arrived non-English speaking groups from Africa, Asia and the Middle East. Preference for higher education is weakest among students who were, or whose parents were, born in Oceania (principally New Zealand and the Pacific Islands)” (p.122). The majority of students aspire to higher education (51.2% chose ‘university full time’ as their preferred aspiration) but enrolments do not reflect this. CALD students are more likely to perceive receiving higher levels of support from parents. However, there is a ‘considerable gap’ (20%, p.127) between the number of enrolments of the level of [voiced] aspiration.  Use of postcode method of measuring SES finds no link between SES and post-school aspirations **Core argument:** Aspirations are linked to SES. Preference for higher education is stronger in NESB households. Argues for the need for ‘granulated’ measures of SES that are based on parents’ educational background rather than postcode. |
| Cocks, T. & Stokes, J. (2012). [A Strong Foundation: Inclusive Education at an Australian University College](http://infonomics-society.ie/wp-content/uploads/ijcdse/published-papers/volume-3-2012/A-Strong-Foundation-Inclusive-Education-at-an-Australian-University-College.pdf), *International Journal for Cross-Disciplinary Subjects in Education,* 3(4), 844–851  AUS  Annotation written by Dr Sally Baker  HIGHER EDUCATION  ENABLING EDUCATION | **Context:** Explores ‘realities’ and practical challenges of inclusive teaching in Foundation Studies course at UNISA – considers needs of increasingly diverse student body. In 2006-8, 55% of Foundation Studies students were from one of the six identified equity groups and 77/403 in 2011 were NESB. Detail/discussion of Foundation Studies program/composition of student body/ aims and purposes = p.845. Foundation Studies designed “as an inclusive, student-centred program in order to develop academic literacies” (p.846)  **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](https://www.ingentaconnect.com/content/openu/jwpll/2013/00000015/00000001/art00003), *Widening Participation and Lifelong Learning,* 15(1), 22–38.  AUS  Annotated by Sally Baker  Keywords**:** *inclusive policy and practice, widening participation, Australia, foundation studies.* | **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 overexploration 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) |
| Earnest, J. & DeMori, G. (2008). [Needs Analysis of Refugee Students at a Western Australian University: A Case Study from Curtin University](mailto:http://refugeeyouthempowerment.org.au/downloads/RefugeeYouthNeedsAnalysis_EAR081033.pdf). 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*](http://www.refugeeyouthempowerment.org.au/downloads/CompleteReport_Healthway_Final_March2010.pdf). Centre for International Health, Curtin University of Technology: Perth, WA  AUS  Annotation written by Dr Georgina Ramsay  HIGHER EDUCATION | **Context:** Perth, Australia.  **Aim:** Explore perspectives of university students from refugee backgrounds, specifically on adaptation and acculturation in Western Australia. To document the perceptions and experiences the refugee youth have regarding tertiary education and understanding their differing learning needs. To understand the role that family and communities play in the life of refugee youth and how these influence education outcomes and success. To propose strategies and make recommendations that may assist in improving the success of refugee youth attending tertiary institutions. To design, trial, and culturally sensitive and appropriate CD as a useful orientation tool for new refugee students in their first year of university that will assist with their engagement. To develop and trial a CD for academic staff to improve their understanding of refugee students  **Conclusions:**   * Found across all stages that cultural differences of refugee students need to be addressed * Strategies that can be implemented to improve psychosocial wellbeing and outcomes for refugee students include mentoring, cultural sensitivity training for academics, strategies to improve participation in tutorials and involving SFRBs in guild (?) activities   **Methodological comments:**   * Conflates refugee youth with students from a refugee background – not the same thing, although may overlap * Suggests that the specific pre- and post-migration experiences that SFRBs have demands “extraordinary levels of resilience and determination for success in tertiary study” – problematic discourse around resilience   **Core argument:**   * Positions “awareness” of the issues that SFRBs face as the basis of increasing educational outcomes: but I feel like this overlooks some of the structural and discrimination factors * Early days of SFRB research: some of the problematic deficiency and resilience discourses as shaping research agendas are prevalent here   Recognises that the voices and needs of SFRBs are necessary to their “success” |
| Earnest, J.; Joyce, A.; deMori, G.; & Silvagni, G. (2010) [Are universities responding to the needs of students from refugee backgrounds?](http://journals.sagepub.com/doi/abs/10.1177/000494411005400204) *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 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). |
| Ferede, M. (2010). [Structural Factors Associated with Higher Education Access for First-Generation Refugees in Canada: An Agenda for Research](https://refuge.journals.yorku.ca/index.php/refuge/article/view/34724). *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](https://books.google.com.au/books?hl=de&lr=&id=sfeaAwAAQBAJ&oi=fnd&pg=PA220&dq=ferede+%E2%80%9CMore+than+winning+the+lottery%E2%80%9D:+The+academic+experiences+of+refugee+youth+in+Canadian+universities&ots=cHJwh7Yywt&sig=KfqyBuQP9RclnPO0CZQks93aNS0&redir_esc=y#v=onepage&q=ferede%20%E2%80%9CMore%20than%20winning%20the%20lottery%E2%80%9D%3A%20The%20academic%20experiences%20of%20refugee%20youth%20in%20Canadian%20universities&f=false). 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) |
| Gately, D.E. (2015). [A Policy of Vulnerability or Agency? Refugee Young People’s Opportunities in Accessing Further and Higher Education in the UK](https://www.tandfonline.com/doi/abs/10.1080/03057925.2013.841030), *Compare: A Journal of Comparative and International Education* 45(1), 26–46.  UK  Annotation written by Dr Georgina Ramsay  HIGHER EDUCATION | **Context:** UK, specifically in terms of how refugee education has fared through austerity cuts  **Aim:**   * Broadly: austerity cuts to social welfare services have impacted on refugee support services: impact on education access particularly? * Specifically: how did a voluntary-sector intervention capacitate the autonomous decisions and actions of young people (18-29) with refugee status in relation to their education choices, given funding to this service was cut in 2011   **Findings:**   * Take ‘autonomy approach’ which moves beyond the dominant assumption around refugees that is rooted in a discourse of vulnerability, beyond problematisation, which often shapes top down policy and which can lead to dependence and passivity * Poverty of refugee youth can be a barrier to accessing education: issues meeting their basic needs need to be addressed * Confusion regarding tuition fees is also problematic * Isolation and lack of support to access education * Autonomy: ability to formulate strategic choices and control decisions effecting central life outcomes: lack of access to information about education restricts this autonomy   **Implications:**   * Terminating funding for targeted initiatives will have a detrimental impact on the education choices and opportunities for refugee young people: will limit their ability to make strategic decisions about their future education, and restrict their potential for education-orientated self-determination   Advice is so important: refugees need access to relevant educational advice, and currently they are frequently given inaccurate or confused information about education which has long term implications |
| Gately, N.; Ellis, S.; Britton, K. & Fleming, T. (2017). [Understanding and Overcoming Barriers: Learning Experiences of Undergraduate Sudanese Students at an Australian University](http://www.sciedu.ca/journal/index.php/ijhe/article/view/10768), *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). |
| Hannah, J. (1999). [Refugee Students at College and University: Improving Access and Support](https://link.springer.com/article/10.1023/A:1003640924265). *International Review of Education,* 45(2), 153–166.  AUS  Annotation written by Dr Georgina Ramsay  HIGHER EDUCATION | **Context:** Sydney, Australia  **Aim:** Identify examples of institutional good practice when considering how students from a refugee background access and experience higher education. Focuses on factors that influence the decision to enter university, where SFRBs access information and advice, how they use access courses and special entry schemes, the recognition of their prior learning and overseas qualifications, and the support and sensitivity shown by the institution.  **Conclusions:**  Recommendations:   * Recognises the need to gather specific statistical data to be systematically gathered on the number of applications from SFRBs, their success rate for entry, the courses 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](https://researchspace.auckland.ac.nz/handle/2292/21747). *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 Only You Can See’: African Australian Women Thriving in Tertiary Education Despite the Odds](https://dialnet.unirioja.es/servlet/articulo?codigo=4368236), *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 | **Context:** African women migrants who are not necessarily refugees in Australian tertiary education – opens with critique of lack of representation on non-refugee African women in Australia (e.g., Aus Human Rights Commission report, 2010). Some African Australian (AA) students experience minimal/ no problems at university (contrary to popular depictions of AA/ refugee students) – notes that the classed aspect of experience may be more impactful than ethnicity [however, it is also true that some could be related to issues connected to ethnicity]  **Aim:** To offer “a snapshot of some African Australian women in attendance at Australian universities” and a “more nuanced view” (p.184), so as to depict a broader and more diverse view of African Australian women in higher education  **Methodology**: 10 x AA women interview (by authors + 2 x Sudanese Australian women) in Victoria. Participants aged 18-38 (9 = Aus citizens, less than 10 years in Australia, 3/10 = married; 4/10 = mothers). Interviews = demographic details, education and equity in childhood, meaning of tertiary education, gains and losses due to university education. Thematic analysis. Five case studies presented  **Findings**:  Experiences of lack of unity in Sudanese community because of studying at university, especially for women  Impact on self-image/ self-concept  Increased confidence with English = increased independence  University = release from boredom and escape from 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](https://srhe.tandfonline.com/doi/abs/10.1080/03075079.2014.881346#.W90v4uJoTb0). *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.](http://journals.sagepub.com/doi/abs/10.1177/1440783314536792) *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 |
| Harvey, A. & Mallman, M. (2019). [Beyond cultural capital: Understanding the strengths of new migrants within higher education](https://journals.sagepub.com/doi/abs/10.1177/1478210318822180), *Policy Futures in Education*  AUS  Annotation written by Dr Sally Baker  Keywords: *New migrants, higher education, cultural capital, student diversity, critical race theory, student equity* | **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 (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. & Huijser, H. (2010). [Gendered Barriers to Educational Opportunities: Resettlement of Sudanese Refugees in Australia](https://www.tandfonline.com/doi/abs/10.1080/09540250903560497), *Gender and Education* 22(2), 147–160.  AUS  Annotation written by Dr Georgina Ramsay  HIGHER EDUCATION  GENDER | **Context:** Focus group data from 14 Sudanese refugees who had been resettled in Australia for at least two year (a period where some social adjustment is expected)  **Conclusions:** Pre-flight educational experiences for HEB students are often disrupted, which makes learning the expectations of HE difficult to understand at first. But because of this, education is highly valued for HEB students who did not have the same opportunities (link this to the higher ‘aspirations’ for education that refugee students have, as noted in other literatures for this group). Education in Australia is also seen as an incentive to return back to the home country, in order to get status there and also support community development. ‘Traditional’ Sudanese culture situates women as homemakers, yet in resettlement these gender are roles are being shifted to allow daughters particularly (what about wives?) to access educational opportunities (as another vector of gaining status for the entire family). This agency is less explicit for the mature age women and wives who resettle in Australia, who have less exposure to HE. The rootedness in a culture of family expectation whilst aiming to gain agency through education in Australia is, therefore, a problematic for this group that can cause tension and conflicts. While the Aus government provides a range of educational support programmes, HEB participation in them is often limited by social, economic, and cultural factors that are deeply linked to pre-migration and post-arrival contexts.  **Methodological comments:** ‘The main challenge is to shift the traditional gender roles so that women can take full advantage of educational opportunities, while staying mindful of the potentially irreconcilable cross-cultural conflicts between the host society and long-established gender roles’ (157), i.e. the experiences of these women is being assumed, and not so much explored from their own perspectives (ironically removing their agency, to an extent).  **Core argument:** Again, shows that the particularities of the HEB experience manifest in particularised experiences of HE for this group. Gender, in particular, needs to form a focus of exploring how HE is experienced, because cultural particularities shape the HE experience for this group. |
| Hatton, K. (2012). [Considering diversity, change and intervention: how the higher education curriculum looked in on itself](https://www.ingentaconnect.com/content/openu/jwpll/2012/00000013/00000001/art00004;jsessionid=k5a4sskj8lo0.x-ic-live-01), *Widening Participation and Lifelong Learning,* 13(Special Issue), 34–50.  UK  Annotated by Sally Baker  Keywords: *pedagogised practices; pedagogised identities; pedagogised other; fixity* | **Context:** Examines development of diversity initiatives in HE curriculum; specifically looks at absences of Black and Minority Ethnic (BAME) groups. In UK context, BAME participation, retention and success rates are concerning (in comparison with ‘White’ students) – see p.36 for definitions. NUS 2011 survey on race reports that 42% of respondents do not consider curriculum reflected diversity, while 34% thought they could not express their views on this to their lecturers  **Aim:** To discuss two ‘diversity initiatives’ for BAME students in two English universities; to reflect and “consider curriculum change and intervention, in supporting the collective rights of all students” (p.35); to outline institutional approaches for considering diversity and institutional change.  **Theoretical frame:** Ppst-structural: Atkinson’s (2002) pedagogised practices, pedagogised identities – these emerge through pedagogic contexts, pedagogised other (students marginalised/ excluded due to pedagogic practices and curriculum choices). Also, Bhaba (1994) and ‘fixity’ of (colonial) discourse  **Methodology:** Autobiographical reflections using case study: case study 1 = cross-college diversity intervention = ‘co-constructed’ elective second year module; case study 2 = explores issues of race and ethnicity in one HEI, “by seeking to understand and reduce differentials in degree classification by the engagement of staff within new curriculum research initiatives across the institution” (p.35)  **Findings:** Critique of labels like BAME and ‘White’ = “culturally and institutionally bound concepts, reflecting the current UK institutional narrative around HE student data collection and diversity initiatives” (p.37)  HE curriculum = normative and powerful in terms of dictating ‘sameness’ (see Naidoo; Modood, 2007) about ‘fitting in’. The role of tutors/teachers = central: “Tutors are predominantly at the heart of the recognised course identity, and this would be a very powerful position to be in as it describes and reproduces that which it knows best” (p.40). In Western contexts, curriculum is predominantly Eurocentric and is ‘fixed’ by tutors ‘anxiously repeating’ courses (see Bhaba, 1994; p.41); Hatton asserts that tutors’ “lack of confidence in creating change  that may hinder curriculum development” (p.41; and for good reason if they are casual tutors). This fixity can also exist at macro-disciplinary level (‘canonical’ knowledge).  Case study 1: Arts-based cross-college elective module; author was program convenor – autobiographical reflection – co-construction of knowledge with students and constant recreation of course  Case study 2: author is involved in this current research project: Retain-Achieve-Succeed (RAS) – part of WP agenda of her university. Focus = integrating culture and creativity within HE curricula. Reflexes on hegemonic power of Whiteness (as the norm). Methodological and ethical richness and complexity; research = ongoing. **Core argument:** Recommendations for implementation:   1. “Using cross-faculty knowledge and individual research expertise, along with practical steps towards ensuring students feel safe expressing their ideas around subjects, is helpful” (p.47) 2. Need to recognise institutional power in facilitating/ limiting curricular/ cultural transformation   Offers 9 questions for institutions to ‘look in on themselves’ (p.48-9) that probe the ontological and epistemological foundations and assumptions of a course/ subject/ discipline |
| Hewitt, L.; Hall, E. & Mills, S. (2010). [*Women Learning: Women’s Learning:* an investigation into the creation of learner identities](https://www.ingentaconnect.com/content/openu/jwpll/2010/00000012/a00201s2/art00010), *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](https://www.sciencedirect.com/science/article/abs/pii/S1060374314000022). *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](https://academic.oup.com/eltj/article-abstract/69/2/178/408043), *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)  **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. |
| Jack, O.; Chase, E. & Warwick, I. (2018). [Higher education as a space for promoting the psychosocial wellbeing of refugee students](https://doi.org/10.1177/0017896918792588), *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). |
| 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*](https://crf.org.nz/sites/default/files/staff/An%20equitable%20education%20-%20Achieving%20equity%20status%20for%20refugee-background%20tertiary%20students%20in%20Aotearoa%20NZ_0.pdf). 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*](http://www.academia.edu/25246515/Assessing_the_impact_of_the_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](https://academic.oup.com/jrs/article-abstract/23/1/82/1587941). *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. |
| Kanno, Y. & Varghese, M. (2010). [Immigrant and Refugee](https://www.tandfonline.com/doi/abs/10.1080/15348458.2010.517693?journalCode=hlie20)  [ESL Students’ Challenges to Accessing Four-Year College Education: From Language Policy to Educational Policy](https://www.tandfonline.com/doi/abs/10.1080/15348458.2010.517693?journalCode=hlie20), *Journal of Language, Identity & Education*, 9(5), 310–328.  US  Annotation written by Dr Sally Baker  Key words: *immigrants, refugees, English language learners, ESL students, college access, Bourdieu, educational policy, language policy*  FIRST GENERATION IMMIGRANT + REFUGEE STUDENTS  HIGHER EDUCATION  PATHWAYS  COMMUNITY COLLEGE  LANUAGE BARRIERS  ACCESS  SUCCESS | **Context:** Focus on ESL and first-generation immigrant/ refugee students in college/ higher education has generally focused on writing, thus not attending to issues of access and success. Authors frame the article with facts about ESL students being the “fastest growing subgroup of the school-age population in the United States” (p.310), with ESL school students projected to constitute 25% of the student body by 2025 (p.310), while 13% of undergraduate students were ESL according to 2000 figures (p.311). University/ college responses to this being the provision of (remedial) ESL classes instead of/included in first year writing programs (authors cite Matsuda’s (2006) argument that this constitutes a policy of ‘linguistic containment’, see p.311). Thus, authors argue that universities have hitherto (at time of writing) not had to deal with linguistic diversity. Authors argue that ESL first generation immigrant/ refugee students are rarely the explicit focus of research on access to higher education for under-represented students (see p.312).  College/ ESL context (p.314)  **Aim:** To “examine what challenges immigrant and refugee ESL students face in accessing and participating in higher education, especially in four-year institutions” (p.311).  **Theoretical frame:** Bourdieu’s theory of cultural reproduction (schools = commit symbolic violence by perpetuating existing hegemonic structures to privilege the middle classes at the expense of ‘minorities’)  **Methodology:** Qualitative interview study with ESL (1st generation immigrant/ refugee) students (n=33) and university personnel (n=7). Students in 10 classes with high numbers of ESL students were also asked to participate in a survey, which helped to identify the 33 students (21f, 12m; variety of pathways into university; varying financial circumstances.  **Findings:**  *Linguistic challenges:* mostly identified by students as relating to reading and writing: “For reading, the main problems involved understanding the content of the required reading and the specialized vocabulary in the reading… [whereas] they tended to identify writing as a whole to be a challenge” (p.316). A further challenge was the additional time needed to complete tasks, which was particularly challenging when it came to taking tests (see p.317).  *Structural constraints*: some stemmed from their visa status, meaning that there were restrictions in terms of how long they could spend in ESL classes in school; others mentioned the stigma they faced by being classified as ESL and the sense of unfairness resulting from their placement following ESL tests (i.e. native speakers/ US-born didn’t need to take the test), which led to resistance. ESL students had to pay more for their ESL classes but without receiving any credit. All of these led to a sense of being lesser/ subordinate to non-ESL students.  *Financial constraints*: 21/33 students were recipients of a form of financial aid, and many of the remaining students also lived with financial stress – being a low-income student was cited as a major challenge, after language issues. Many of the students came from middle-class families, who had professional jobs in their country of origin, but many were experiencing hardship because of the language barriers that prevented their parents from finding commensurate jobs/ salaries.  *Self-censorship*: their ESL status prevented many participants from seeking or taking up opportunities. Authors refer to this as ‘ESL habitus’ or ‘ESL socialisation’ – many of the participants sought to social in co-ethnic groups **Core argument:**  “Being an ESL learner significantly constrains immigrants’ and refugees’ access to higher education and, once they are in college, brings a set of challenges that few native-speaking students encounter. Moreover, these challenges derive less from ESL students’ lack of sufficient English proficiency per se than from their institutional, sociocultural, and material disadvantages” (p.323).  Language is one of several barriers, many of which are structural, relating to financial circumstances and students’ own tendency to ‘self-eliminate’. Thus policies that work on ‘ESL problems’ therefore do not address issues relating to access or success. ESL policies and practices should not be punitive, and responsibility for language should not lie exclusively with ESL students. Holistic approaches are necessary, and better relationships between sectors (e.g. community colleges and universities) are necessary to help maintain the pathways for ESL (1st generation and refugee) students, who are likely to transition into university this way. |
| Kaukko, M. & Wilkinson, J. (2018). [‘Learning how to go on’: refugee students and informal learning practices](https://www.tandfonline.com/doi/abs/10.1080/13603116.2018.1514080), *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-discursiv*e, *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. |
| Kennelly, R. & Tucker, T. (2012). [Why do “at risk” students choose to attend or avoid specific support programs: A case study of student experience at the University of Canberra](https://www.semanticscholar.org/paper/Why-do-%22at-risk%22-students-choose-to-attend-or-avoid-Kennelly-Tucker/73689c90fe7ba84ce5c72ea1f3702b0cf1db54f2), *Journal of Academic Language and Learning*, 6(1), 103–116.  AUS  Annotated by Anna Xavier  Keywords: *“at risk” students; English language proficiency; academic literacy; lowering academic standards; Bradley Report.* | **Context:** The literature highlights the significance of a ‘discipline based academic skills program’ to enhance the educational outcomes of EAL students. However, authors argue that there is a paucity of research regarding the reasons “at risk” students do not attend support programs. Definition of “at risk” students – ‘those whose applied English competence is such that they are considered in danger of failing” (Kennelly, Maldoni & Davies, 2010) (p. 104). Program context – Unit Support Program (USP), a weekly embedded program in the unit Introduction to Management (ITM); a more ‘generalised study skills support’ (p. 104) program.  **Aim:** To describe and document the academic background of students who attended/avoided a support program at the University of Canberra & propose strategies which could attract greater student participation in the future.  **Theoretical frame:** Not specified in study.  **Methodology:** Case study methodology (Six case studies – Three/cohort); Data collection methods: Four student assessments (weekly multiple choice questionnaires, an essay, a presentation & an exam; more than 200 student evaluation surveys; individual interviews (n=22 – 11 students who attended USP & 11 who did not). **Findings:** 1)Findings from the irregularly attending cohort - 52.3% of identified “at risk” students (n=148), did not regularly attend the offered USP support program; more than 90% of this cohort failed the unit; average age of cohort: 21.5 years; 17/21 students failed the unit; average fail rate: 53%; Key findings from three case studies: “subversion of entry requirements”(Case study 1), “perseverance” (Case Study 2) & “extra-curricular diversions” (Case study 3); Case study 1 – Lee: ATAR level of 75; started a commerce degree in 2007; failed 9/9 units in Year 1; felt frustrated with lack of ELP; passed units after three years; highlights issue of ELP levels for university entry – where English for ESL (which is conversational) is insufficient for university; Case study 2: Julie – recognised her need to write better & sought help from the ASP (academic study skills) and had a one to one consultation in the Government Business Relations unit; highlights the importance of perseverance & the differing needs of students, thus suggesting that assistance for students may not always be from a single source; Case study 3: Adam – International student from China who moved to Australia in Year 10; dream is to be a pilot; enrolled in a college with a pilot flying program; ATAR of 68 & entered university; failed his ITM (47%) after attending USP three times; better prepared in Semester 2/207 – had pilot’s license & reduced flying hours, and passed three units; constant exposure to English at flying school, university & work helped improve his ability & confidence to speak & write in English; reflects both the ‘downside’ and considerable long-term benefits of extra-curricular activities; 6/11 interviewees were distracted by extra-curricular activities during their university attendance; 2) Findings from regularly attending cohort - 47.7% of at-risk students regularly attended USP (Kennelly, Maldoni, & Davies, 2010, p. 67); 21 students were selected for interview on why they attended USP & their perceived benefits of the program; average attendance of 8.5/12 workshops; 100% passed the unit; average failure rate – 22.8%; 9/11 students had outside exposure to English; average age- 26 years; Key findings from case studies: “readiness” (Case Study 4); “academic English skills’ (Case Study 5); ‘Capacity to self-identify as needing help” (Case study 6); Case study 4: Brian – enrolled at UC at 23; struggled in most units – 15/30 for major essay in ITM; attributed pass in ITM to attending USP nine times; passed all units in Semester 2 & 2; reflects significance of maturity (influence of employment, ELP competency, personal motivation & willingness to accept help when needed); raises question of age as a ‘predictor of success and/or readiness’ (p. 110); Case study 5: Mary – bilingual background (Arabic & English); IELTS score – 6.5; Year 1 at university: passed 3/8 units; Year 2: passed 6/10 units, including Academic English; Year 3: passed 8/8 units, including ITM, with regular USP attendance; highlights the theme of maturity again, but with an emphasis on ‘preparedness’ (p. 110), especially in academic literacy; points towards the need for teachers in support programs to ‘challenge the presumption that an IELTS score of itself alone provides the student with the sufficient English skills to survive at university’; Case study 6: Josephine- mature age African student, who is a refugee with a PR status in Australia; 40 year old single mother who experiences childcare challenges; encounters challenges with academic language & Australian university culture; found USP with tutor support and attended eight times; passed her exam unit, with moderate marks; highlights the difficulties in identifying ‘at risk’ students due to assumptions that most students would be EAL students on study visas, which could present challenges in providing support to students who require them; 3)Comparison of both cohorts – Three significant differences identified between both cohorts: a)Progression – ‘Progression in the attending cohort showed students failed units at less than half the rate (22.8%) of the irregularly attending cohort (53%)’ (p. 112); b) Age – ‘The attending cohort had an average age of 26 years as opposed to the irregularly attending cohort of 21.5 years’ (p. 112); c) Attendance at the Canberra (senior secondary) Colleges - Using the College (ATAR) entry enabled ‘two out of 11 students in the attending cohort and seven out of 11 students in the irregularly attending cohort to avoid satisfying the normal English language requirement for university to their detriment’ (p. 112).  **Discussion:** Implication of findings – “One size does not fit all” (p. 113) in the provision of support for at-risk students attending university; The ‘point of commonality’ between both cohorts was ‘all 22 students had individual needs and 21 found the USP valuable in satisfying their specific needs’ (p. 113); another important factor – Key role of tutorial staff in the parent program (Introduction to Management); Ways for students to maximise educational outcomes at university: i)English language competence from additional English language exposure, especially for academic English; ii)Limited paid employment; iii)Peer support of a native English speaker; Self help programs attendance (eg: USP); Intrinsic motivation; Pre-university preparation; Preparedness for university (appropriate ELP levels & understanding of the role of USP in assisting them).  **Core argument:** The findings from the study ‘provide evidence for both optimism and concern; optimism for many mature age EAL students and others who generally seek opportunities such as the USP; concern because of the myriad reasons proffered by often younger students for not attending the USP’ (p. 115). |
| 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](https://eric.ed.gov/?id=EJ1107576), *Australian Journal of Adult Learning,* 56(2), 170–197.  AUS  Annotation written by Dr Sally Baker  Keywords: *Domestic culturally and linguistically diverse (CALD) students, refugees, Australian regional university, higher education, equity* | **Context:** Explores challenges for 1st year sfrb in USQ. Notes migration patterns to Toowoomba, and the proportion of young people in the refugee settlement figures (91.7% under age of 45). Directly speaks to issues of racism and discrimination (see p.173). Outlines the available pathways into USQ (including EAP courses) and forms of support available (for example, Social Justice grant used to buy laptops = but not refugee-specific)  **Aim:** To investigate “the nature of transitional experiences of first year domestic CALD students from refugee backgrounds at the University of Southern Queensland (USQ), Australia” (p.173)  **Theoretical frame:**  **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 |
| Lawson, L. (2014). [“I Have to be my own Mother and Father”: The African Student Experience at University, a Case Study Using Narrative Analysis](https://search.informit.com.au/documentSummary;dn=258914952238554;res=IELIND), *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](http://afsaap.org.au/assets/Lawson.pdf). 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. & Ingamells, A. (2013). [From “Chopping up Chicken” to “Cap and Gown”: A University Initiative to Increase Pathways to Employment for Skilled Migrants and Refugees.](https://search.informit.com.au/documentSummary;dn=479391640545845;res=IELHSS) *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. |
| Mangan, D. & Winter, L. (2017). [(In)validation and (mis)recognition in higher education: the experiences of students from refugee backgrounds](https://www.tandfonline.com/doi/abs/10.1080/02601370.2017.1287131), *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](https://www.tandfonline.com/doi/abs/10.1080/10564934.2017.1352450). *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. |
| McKee, C., Lavell, L., Manks, M. & Korn, A. (2019). [Fostering Better Integration through Youth-Led Refugee Sponsorship](https://refuge.journals.yorku.ca/index.php/refuge/article/view/40594), Refuge: Canada’s Journal on Refugees, 35(2), 74–85.  CAN  Annotation written by Dr Sally Baker | **Context:** World University Service Canada (WUSC) Student Refugee Program (SRP) as a model of private sponsorship. WUSC has over 90 campus-based ‘Local Committees’ (students and staff members) resettle approximately 130 refugees each year to post-secondary educational institutions. WUSC = sponsorship agreement holder (SAH) in the private sponsorship of refugees program (PSRP). WUSC discussed in terms of holistic integration model (including language proficiency tutoring, “navigating the education systems and accessing higher education, and building social bridges within Canadian communities”, p.75). Two aims of WUSC SRP = “to help refugee students make meaningful contributions to their communities (locally and globally) and secure better lives for themselves and their families; and to build more welcoming communities for newcomers in Canada” (p.77). The SRP = only youth-to-youth refugee sponsorship model, and is the only model that combines resettlement with higher education. Local committees raise the funds and provide welcome, plus initial settlement and integration support. Students on local committees = well-placed to support new arrivals by “adapting programs and policies to reduce barriers for refugees and newcomers, and create a sense of safety and belonging for newcomers” (p.77), and facilitates engagement with other stakeholders/ advocacy for/ on behalf of refugee students  **Aim:** To assess the effectiveness of the SRP in terms of benefits to refugee students, the role played by youth volunteers and impact on receiving societies.  Conceptual frame: Holistic integration model (Hynie, Korn & Tao, 2016 - built from Ager & Strang’s integration framework to highlight the interdependence between the domains/ indicators, which foregrounds the need for dialogic understandings of integration  **Methodology:** Reports on impact study conducted by WUSC designed to “assess the impact of the SRP on its beneficiaries with respect to their settlement and integration and what factors contribute to  positive outcomes; and to assess the impact of the program on the local committee members and alumni on Canadian campuses, related to their role as private sponsors, and the impact their participation has had on their personal, professional, and academic paths and networks” (p.77). Surveys conducted with refugee students/ SRP ‘beneficiaries’ (n=192; see p.77 for detail) as well as members of Local Committees (n=135). Follow up focus groups and interviews were then conducted (n=21 interviews, 1 focus group with 4 local committee members)  **Findings:**  Beneficiaries   * 94% of beneficiaries completed their education * 80% completed in sponsoring institution * 11% experienced interruptions in study, with 64% of this cohort returning to their studies * Key barriers to study = cost of living, cost of studies, family obligations, or illness (p.79) * 55% = pursuing/ have pursued further education * Beneficiaries highlighted the connection between education and employment outcomes * 2/3 beneficiaries = satisfied with their jobs (job satisfaction climbs with time in Canada) * Local committee members = key to connecting beneficiaries with employment opportunities/ networks: “A common theme among the SRP beneficiary interviews is the importance of networking and social and professional connections for their integration. Local committees connecting SRP beneficiaries with jobs on campus, helpful references from professors when applying to postgraduate education programs, and the sponsoring community’s role in contributing to a strong sense of belonging were some of the examples provided by interview respondents” (p.79) * 70% of respondents signaled a strong sense of belonging to Canada, 87% = strong connection to family, 69% = strong connection to ethnic community, 68% = strong connection to neighbourhood * Many beneficiaries reported homesickness but also developing family-like relationships with Canadian supporters, and expressed deep gratitude * 87% of beneficiaries believed they had adapted to Canadian society * 82% reported feeling accepted/ 80% = respected * 2/3 reported experiencing or witnessing racism * 1/4 of beneficiaries experienced discrimination * Beneficiaries overwhelmingly discuss wanting to ‘give back to community’   Local Committee members   * 57% = students indicated their experience had led them to pursue courses with global focus * 77% of students = reported overall academic experience of studying was improved by being on committee * 40% of students suggested their involvement had led them to pursue further studies * 77% of respondents remained connected to Local Committee, with 29% involved/ 14% somewhat involved in refugee resettlement activities * 98% reported that involvement in WUSC impacted on how they voted * 20% of respondents = also involved in other private sponsorship activites   **Core argument:** The SRP “program model contributes to the creation of more welcoming communities, through awareness-raising activities and the trickle-down effect from local committee members’ broader networks” (p.82)  The study “demonstrate[s] the interconnectedness of integration outcomes for refugees that can lead to positive integration experiences, as illustrated in the holistic integration model” (p.82).  Positive impact on beneficiaries and local committee members, as well as broader community (e.g. through voting/ civic engagement).  WUSC could be taken up by other countries, particularly through engagement around the GCR and its focus on complementary pathways because it is “compatible with this “whole of society” approach to refugee protection and education, and thus engages all of these actors, often through the work of young local committee members” (p.83) |
| McWilliams, J. & Bonet, S. (2016). [Continuums of precarity: refugee youth transitions in American high schools](https://www.tandfonline.com/doi/abs/10.1080/02601370.2016.1164468), *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](https://eric.ed.gov/?id=EJ1132711), *Higher Education Review,* 46(2), 61–80.  AUS  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/ Vietmanese); 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). |
| Molla, T. (2019). [Educational aspirations and experiences of refugee-background African youth in Australia: a case study](https://www.tandfonline.com/doi/full/10.1080/13603116.2019.1588924?af=R), *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; microaggression; antifragility* | **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 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). |
| Morrice, L. (2009). [Journeys into higher education: the case of refugees in the UK](https://srhe.tandfonline.com/doi/abs/10.1080/13562510903315282), *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*](http://sro.sussex.ac.uk/23651/). 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](http://journals.sagepub.com/doi/abs/10.1177/0741713612465467), *Adult Education Quarterly,* 63(3), 251–271.  UK  Annotation written by Dr Sally Baker  Keywords: *refugees, transformative learning, immigration, identity, immigrant, Mezirow, learning*  HIGHER EDUCATION  EMPLOYMENT  SETTLEMENT | **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 = 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](https://www.tandfonline.com/doi/abs/10.1080/02601370.2012.761288), *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. |
| Mupenzi, A. (2018). [Educational resilience and experiences of African students with a refugee background in Australian tertiary education](https://search.informit.com.au/documentSummary;dn=972112134052612;res=IELIND), *Australasian Review of African Studies*, 39(2), 122–150.  AUS  Annotation written by Dr Sally Baker  HIGHER EDUCATION  AFRICAN STUDENTS  RESILIENCE | **Context:** Challenges faced by students from refugee backgrounds in navigating pathways into higher education. Literature review scopes the challenges that refugees face (internationally) in gaining access to higher education (only 1% of the world’s refugees have access to higher education). Article set against decades-long history of demonising Africans in Australia as ‘unable to fit in’, which is perpetuated in deficit perceptions of African students in education  **Aim:** To argue for the concept of educational resilience in context of transitioning into tertiary education; to offer “the narratives of displaced African students, highlighting their educational trajectories and the factors influencing their educational resilience” so as to “open space for situated and embodied understandings of the broader resettlement experience for refugee 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, N. (2013). [Widening participation and English language proficiency: a convergence with implications for assessment practices in higher education](https://www.tandfonline.com/doi/abs/10.1080/03075079.2011.580838), *Studies in Higher Education*, 38(2), 299–311.  AUS  Annotated by Sally Baker  Keywords: *widening participation; English language proficiency; post-enrolment; language assessment; language competence of non-traditional students* | **Context:** Explores interconnections between WP agenda and English language proficiency (assessment and support) in context of diverse student population (as a result of massification). Examines the efficacy and argues for/against the use of post-enrolment English assessments (PELAs). Interconnection between WP & language proficiency = not restricted to NESB, although NESB is often focus. Issues with proficiency prevail despite entry requirements leading to some teachers ‘toning down’ their courses to accommodate linguistically diverse cohort [but this is not often the case; perhaps tutors are toning down marks/grades]. For students, lower than needed proficiency leads to attrition, lack of engagement, stigma, “potential source of real trauma”, reinforcing “latent feelings of a lack of self-efficacy” and can lead to issues getting work after graduating (p.300).  Policy context = DEEWR doc ‘Good practice principles for English language proficiency for international students in Australian universities’. English language also aligned with national economic (neoliberal goals) in Bradley Review (p.xi). However, English proficiency causes issues for native speakers too (acknowledged in DEEWR doc): Native speakers (inc. domestic LBOTE students) often not asked to demonstrate ‘adequate’ proficiency (p.302): “few if any students, whether native speakers or NESB, domestic or international, will come adequately equipped with the specific set of academic literacy practices they require for their particular degree” (p.303) – makes case for embedding ac lits into curriculum based on notion that “subject lecturers can reasonably be expected to have an implicit knowledge of the academic literacies and communication skills [of their discipline]… many will require professional development by English language and communication specialists to help them articulate and acquire a good understanding of [what they] demonstrate unconsciously on a daily basis, along with the associated pedagogies for their delivery” (p.304). Embedding = acknowledged as likely to be challenging and long-term, requiring cultural change; argument made that if done sensitively and collaboratively, it will reduce need for English language specialists and professional development (as new academics replace old) if embedding/ awareness raising = common place in academic teaching courses.  **Aim:** To consider some issues related to the implementation of post-enrolment English tests  **Theoretical frame:** Draws on own posited notion (Murray, 2010) of language proficiency as composed of three intersecting but distinct components: proficiency as “a set of generic skills and abilities” (grammar, punctuation, fluency, skills), academic literacy (refs to Lea & Street) and professional communication skills [prosaic, pragmatic features?]. Uses word ‘skills’ a lot  **Methodology:** Essay  **Core argument:** How to implement PELAs? Need to be cost-efficient and bring required improvements (p.305). Need to think about validity and reliability of assessment design (definition of valid PELA offered on p.307), but also think about the potential reputational risk/ kudos that PELA could bring: English language learners may look on it favourably (if follow-up provision also provided) or less favourably. Poses questions: what should be tested, who should be tested and how should they be tested? Proficiency can be the “only sensible focus” given that academic literacy and professional communication should be taught as part of course.  Issues: how to identify who to test? Who are the at-risk groups? Who might slip through the net? If PELA is elective, some ‘at-risk’ students may not be assessed; thus “the only watertight alternative is to test *all* newly enrolled students” (p.306) – but this would be (more) expensive and logistically complicated. Alternative to PELA (as a test) is to use early piece of assessed work as diagnostic (under controlled conditions and within prescribed rubric/ length rules). This would have to be conducted early enough for support needs to be identified and implemented. Who would mark? Faculty staff or English language specialists? Needs broad consultation within institutions: “Only then can institutions feel confident they are meeting their ethical and educational responsibilities to those non-traditional student cohorts whose interests they espouse, and whose successes or failures both during and following their studies will reflect on their graduating universities” (p.309). |
| Naidoo, L. (2015). [Educating refugee-background students in Australian schools and universities](https://www.tandfonline.com/doi/abs/10.1080/14675986.2015.1048079), *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*](https://researchdirect.westernsydney.edu.au/islandora/object/uws:28637). 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 |
| Nuñez, A.M. (2009). [Creating Pathways to College for Migrant Students: Assessing a Migrant Outreach Program](https://www.tandfonline.com/doi/abs/10.1080/10824660903375636), *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. |
| O’Rourke, D. (2011). [Closing Pathways: Refugee-Background Students and Tertiary Education](https://www.tandfonline.com/doi/abs/10.1080/1177083X.2011.617759). *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](https://www.tandfonline.com/doi/abs/10.1080/13613324.2014.911164). *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. & Mallozzi, C. (2011[). ‘Are You *Able* To Learn?’: Power and Access to Higher Education for African Refugees in the USA](http://journals.sagepub.com/doi/abs/10.2304/power.2011.3.3.249). *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. |
| 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](https://www.tandfonline.com/doi/abs/10.1080/1360080X.2016.1211950), *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). |
| Ramsay, G. & Baker, S. (2019). [Higher education and students from refugee backgrounds: A Meta-Scoping Study](mailto:https://academic.oup.com/rsq/article-abstract/38/1/55/5289994), *Refugee Survey Quarterly,* 38(1), 55–82.  AUS  Annotation written by Dr Megan Rose  Keywords: *students from refugee backgrounds, higher education, meta-scoping study* | **Context:** Meta-analysis of literature on students from refugee backgrounds in displacement/ settlement contexts.  **Aim:** To analyse existing literature on students from refugee backgrounds in higher education, so as to identify key gaps in knowledge. To develop a research agenda that advances collective understandings of culturally and linguistically diverse students in higher education.  **Methodology:** Meta-scoping study (Arksey & O’Malley, 2005)  **Findings:**   * Access to higher education not only benefits the student, but also their social networks and wider society. * Refugees face specific barriers to accessing higher education. For instance in camp situations these barriers include lack of access to resources and study materials, cultural attitudes and immediate needs of survival obstruct access to higher education, and in resettlement contexts, the obstacles include interrupted education, trauma, language ability, social isolation, poverty and familial obligations. * More research into higher education access for refugees living in protracted refugee situations and the role intersectional factors play in shaping educational disadvantage are required. * Future research approaches should seek to be participatory and include communities and key stakeholders.   **Core Argument:**  Refugee access to higher education is a significant social issue but also an under researched area of knowledge. |
| Ramsay, G., Baker, S., Miles, L., & Irwin, E. (2016). [Reimagining support models for students from refugee backgrounds: Understandings, spaces and empowerment](http://www.herdsa.org.au/publications/conference-proceedings/research-and-development-higher-education-shape-higher-26). 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. |
| 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](https://www.tandfonline.com/doi/abs/10.1080/02615479.2015.1079608), *Social Work Education,* 35(4), 387–401.  AUS  Annotation written by Dr Sally Baker  HIGHER EDUCATION | **Context:** Examines experiences of EAL students (not specifically sfrb) in Social Work  **Aim:** To critically examine the notion of success in higher education (specifically social work education); to unpack how success is conceptualised in the literature with ref to international, refugee and Indigenous students and to discuss data collected from empirical study. RQ: “How do social work students who  speak EAL conceptualise success at university?” (p.5).  **Methodology:** Small scale appreciative inquiry/ qualitative study with 9 CALD students studying UG or PG Social Work. Appreciative Inquiry = focuses on positives/ future-focused; participants asked to conceptualise, experience and imagine success at university. Questions asked:  (1) What does success at university look or feel like to you?  (2) Share a time when you felt most successful in your university studies. Describe what was happening at the time.  (3) Imagine it is a year from now (mid-2014), and you are experiencing this same kind of success most of the time. What would be happening? What is needed to keep this experience alive? (p.6)  **Discussion:**  What constitutes success according to literature: western notions of performance = dominate (e.g. GPA, marks; to achieve academic benchmarks). Literature scoped = “shaped by unexamined assumptions (explicit and implicit) in which success is an externally (by the university or researcher) determined descriptor of the individual student” (p.3). CALD students offered treated as in deficit (draws on Smit, 2012) and success = hindered by ‘problems’ with English language. Cites work of Benzie (2010) = focus on English language proficiency contributes to ‘othering’ of CALD (particularly international) students. Scopes previous work (e.g. Wache & Zuffrey, 2012, 2013) which examined experience of African sfrb in social work – that work pointed to the lack of awareness of provision from T&L unit and instead preferred peer support; also, “Students reported a preference for  learning in a social environment and stressed that ‘thinking ability’ is not affected by having English as their second or subsequent language” (p.4). Scopes literature that offers alternative community-based notions of success (see p.5)  Conceptions of success offered by participants:  On surface = connects with individual performance agenda (GPA average); also, reference to feeling good about writing a good assignment (personal achievement/satisfaction + grades). For most students = about getting a better job  Being a good family member: meeting family expectations, role 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). |
| 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](https://refuge.journals.yorku.ca/index.php/refuge/article/view/34723), *Refuge: Canada’s Journal on Refugees*, 27 (2), 65–78.  CAN  Annotation written by Dr Sally Baker  HIGHER EDUCATION | **Context:** Explores educational goals of newly arrived young refugees from Afghan, Karen and Sudanese communities in Toronto, Canada, focusing on pre- and post-migration determinants. Canada’s commitment to humanitarian settlement of refugees = based on the 2002 Immigration and Refugee Protection Act (IRPA). Context = new arrivals tend to have low levels of proficiency in English/ French and lower than average levels of education (particularly for high school) compared with economic migrants entering Canada. Authors note ‘sparse’ literature on education for/ of refugees. Scopes literature on effects of forced migration/ protracted refugee situations. Notes limited evidence of relationship between forced migration and education, especially in Global North  **Aim:** To explore aspirations for higher education among refugee youth and negotiations of educational goals in post-migration context.  **Methodology:** Guided by community-based research principles. Conducted 10 x focus groups (gender/ age-specific) and 13 follow-on individual interviews with refugee youth. Paper draws on data collected from multidisciplinary Refugee Youth Health Project, utilising peer researchers (who received 3 months of research training). Interviews conducted in community language (but Sudanese = participated in English). Where necessary, interviews = translated into English by professional translators (p.68)  **Findings:** Participants developed strong aspirations for higher education as “proactive response to overcome pre-migration experiences of forced migration and educational disruptions” (abstract). Participants’ educational aspirations = strengthened after arriving in Canada = “appears to be a proactive response to the  pre-migration educational disruptions and limited opportunities encountered within their lives in war-torn countries or refugee camps” (p.69), particularly in relation to lesser opportunities in home countries/ refugee camps. Participants = articulated clear awareness of pre-migration factors and impact on their education. Education in Canada = generally perceived as higher quality. Some participants viewed their education as offering opportunities to earn good salary, which they could use to help others. “The change in educational aspirations before and after coming to Canada is also linked to the perceived differences in the value and benefits associated with education between the two contexts” (p.69). Low educational aspirations within Karen participants = explained by old Karen proverb (“literate eat rice, illiterate eat rice”) – see p.69.  Challenges and barriers to education:   1. Balancing education and family responsibilities: “youth often find themselves having to become interpreters, service navigators, and caretakers for their families” (p.70), made worse by difficulties many parents had in securing employment. Many young people were taking on adult responsibilities as they filled the income void; “Juggling these new and multiple family responsibilities in Canada can be “overwhelming” for refugee youth and can “overshadow” their educational aspirations and responsibilities” (p.70). 2. Systemic barriers: information barriers, non-recognition of ‘foreign’ education and inadequate educational placement, linguistic barriers, financial barriers, and discrimination.   Strategies: seeking help, being persistent, drawing on friends (which “represent the resilience and tactical capabilities of refugee youth to confront hurdles”, p.73).  **Core argument:** Resettlement in Canada = characterised as ambivalent = partly a collective humanitarian exercise while simultaneously seen as weakening national security/ drawing on domestic resources etc. “Depoliticized and minimalist humanitarianism embodied in the Canadian refugee resettlement program is what precludes policy makers from recognizing and proactively supporting the high educational aspirations among newcomer refugee youth and their families” (p.74) = ‘depoliticized humanitarianism’.  Refugee youth act as “resettlement champions” for their families (p.74). Offers examples of how stakeholders in Canada’s healthcare system advocated for better recognition of refugees; authors argue that educators can do the same.  “There is urgent need to shift from depoliticized humanitarianism to transformative humanitarianism in which policy commitment to resettle refugees is buttressed by equitable and adequate supports” (p.75) and makes suggestions for reforming policy. |
| Shapiro, S. & MacDonald, M. (2017). [From Deficit to Asset: Locating Discursive Resistance in a Refugee-Background Student’s Written and Oral Narrative](https://www.tandfonline.com/doi/abs/10.1080/15348458.2016.1277725), *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) |
| Shiner, M. & Noden, P. (2015). [‘Why are you applying there?’: ‘race’, class and the construction of higher education ‘choice’ in the United Kingdom](https://www.tandfonline.com/doi/abs/10.1080/01425692.2014.902299), *British Journal of Sociology of Education,* 36(8), 1170–1191.  UK  Annotated by Sally Baker  Keywords: *race; social class; higher education; choice* | **Context:** Underrepresentation of BAME students in elite/ RG higher education in UK; set against political context of insufficient representation of black students in Oxbridge (see lament of politician David Lammy). Offers literature review which challenges assumption that higher education leads to social mobility  **Aim:** To explore issues related to ‘self-exclusion’ from examining decisions of where to apply for university according to ethnicity (‘race’); to explore “the propensity of different ethnic and social class groups to apply to higher-status and lower-status institutions” (p.1171).  **Theoretical frame:** Sociological notions of choice; framed against neoliberal backdrop of UK higher education  **Methodology:** Statistical modelling of 50,000 UCAS applications in 2008 (A-level students). BAME students = oversampled to provide comparison group with White students. See p.1174 for detail of analysis  **Findings:**  BAME patterns: Most Asian groups preferenced elite institutions, while black candidates, along with  Pakistanis and Bangladeshis, tended to lean towards lower-ranking institutions (p.1175). Also clear patterns according to social class (professional family backgrounds = lean toward elite; working class toward new), but ethnic patterns here (e.g. Chinese tend to be from lower status professional backgrounds but disproportionately apply for privileged unis; opposite for professional Black Caribbean/ other Black). Course applied for = also significant variable (higher status courses = more likely to apply for elite uni) **Core argument:**  “Ethnic differences reflect particular forms of ‘ethnic capital’ as well as the constraints within which these resources operate” (p.1187), but when other variables (schooling and social class) are taken into account the ethnic patterns flatten out |
| Silburn, J.; Earnest, J.; DeMori, G.; Butcher, L. (2010). [*”Life”: Learning Interactively for Engagement – Meeting the Pedagogical Needs of Students from Refugee Backgrounds*](https://s3.amazonaws.com/academia.edu.documents/5502680/CG7-496_Murdoch_Silburn_Final_Report_2010.pdf?AWSAccessKeyId=AKIAIWOWYYGZ2Y53UL3A&Expires=1541568150&Signature=x%2FCA4m39hJUhLCpg0fy84AyT0YE%3D&response-content-disposition=inline%3B%20filename%3DLife_Learning_Interactively_for_Engageme.pdf). 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](https://www.researchonline.mq.edu.au/vital/access/services/Download/mq:40430/DS01), *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](https://novaojs.newcastle.edu.au/ceehe/index.php/iswp/article/view/37), *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. |
| Stevenson, J. and Willott, J. (2007). [The Aspiration and Access to Higher Education of Teenage Refugees in the UK](https://www.tandfonline.com/doi/abs/10.1080/03057920701582624), *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](https://books.google.com.au/books?hl=de&lr=&id=AtOOAgAAQBAJ&oi=fnd&pg=PP1&dq=Internationalisation+and+the+Student+Voice:+Higher+Education+Perspectives&ots=vDJLLy_i7c&sig=BxDl47-2F_lRIa1R9s38-fZxbaA&redir_esc=y#v=onepage&q=Internationalisation%20and%20the%20Student%20Voice%3A%20Higher%20Education%20Perspectives&f=false). *Internationalisation and the Student Voice: Higher Education Perspectives*. Elspeth Jones (Ed.) pp.193–202. New York: Routledge.  UK  Annotation written by Dr Georgina Ramsay  HIGHER EDUCATION | **Context:** Six refugees all currently or recently studying in a UK university.  **Aim:** What barriers do refugee students face when integrating into the university? What practical approaches can be developed to suit their particular needs?  **Conclusions:** Little specific support provided to refugees to access HE. Difficulties in calculating the number of refugees in HE because, like in Australia, they are often classed domestic students without context of their HEB. Because refugees in UK often have highly professional background their inclusion in the university system needs to be addressed (could be different to the Aus context). Issues of VISA category are mentioned (i.e. length of stay – could be useful in the context of asylum seekers and TPV in Aus). Application process and types of courses available to refugee students are also barrier. Refugees can be amongst the poorest people in the society, and university can be seen as a financial risk. These are all barriers to access university. Refugees require specific kinds of emotional and pastoral care that may not be available to them as domestic students. Student experience becomes highly individualised, and can lead to exclusion and attrition because of a lack of targeted support. Difficulties socialising, a lack of trust may also influence how students interact with other students. Placement and WIL is also considered to be a barrier to students from HEB. The independence required of students in HE can be a barrier to their success, and lead to attrition. But, there is also the problem of stigmatising refugees: many do not want to be categorised through the label. So this is a paradox that needs careful attending to in HE institutions. Otherwise, refugee students may not be aware of the support they can access. **Core argument:** Provides a list of recommendations, including:   * Raising awareness of refugee issues through community events * Offering staff development courses and workshops to communicate rights, entitlements, and support needs of refugees. Involve outreach groups in this training. * Ensure that there are several staff with expert knowledge of refugee and asylum issues to provide advice and support to staff (and to refugees?!) * Automatically making additional and targeted support measures available for students with HEB * Appropriately sensitive contact made with students who are HEB, even if they have not self-declared. |
| Streitwieiser, B. & Brück, L. (2018). [Competing Motivations in Germany’s Higher Education Response to the “Refugee Crisis”](https://refuge.journals.yorku.ca/index.php/refuge/article/download/40520/36486), *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](https://academic.oup.com/jrs/article/30/4/580/3003295), *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. 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). |
| 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*](https://www.ncsehe.edu.au/publications/an-investigation-into-the-participation-of-students-of-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 ☺] |
| Vickers, M.; McCarthy, F. & Zammit, K. (2017). [Peer mentoring and intercultural understanding: Support for refugee-background and immigrant students beginning university study](https://www.sciencedirect.com/science/article/abs/pii/S0147176717301980), *International Journal of Intercultural Relations,* 60, 198–209.  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) |
| Wache, D. and Zufferey, C. (2013). [Connecting with Students from New and Emerging Communities in Social Work Education](https://search.informit.com.au/documentSummary;dn=479410273517104;res=IELHSS). *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. |
| Watts, M. (2007). [Widening Participation in Higher Education for Refugees and Asylum Seekers](https://www.ingentaconnect.com/contentone/ioep/ret/2007/00000025/00000003/art00011?crawler=true), *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, S.; Dunwoodie, K. & Wilkinson, J. (2018). [Unsettling equity frames in Australian universities to embrace people seeking asylum](https://www.tandfonline.com/doi/abs/10.1080/02601370.2018.1559891), *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). |
| White, J. (2017). [The banality of exclusion in Australian universities](https://www.tandfonline.com/doi/abs/10.1080/13603116.2017.1350321), *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). |