STRATEGIES, POLICIES AND DIRECTIONS FOR REFUGEE EDUCATION

Edited by Enakshi Sengupta
and Patrick Blessinger

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INNOVATIONS IN HIGHER EDUCATION TEACHING AND LEARNING

Series Editor: Patrick Blessinger

Recent Volumes:

STRATEGIES, POLICIES, AND DIRECTIONS FOR REFUGEE EDUCATION

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FOREWORD

Education in all its forms has a genuinely transformational quality; it transforms individuals, and it transforms the societies in which those individuals live and work. As someone who has spent their working life in universities, I need no convincing of the genuinely transformational power of education. I have seen how education enables individuals to excel and to realize their full potential, how it enables them make a positive impact on the lives of others and how sustained investment in education enhances economic, social, and psychological wellbeing. And of course this is one of the reasons why we see education as a fundamental human right – basic principles of fairness and equity suggest that we should be providing everyone with the opportunity to succeed and to realize their potential.

We live at a time when the numbers of people who have been forced to flee their homes (whether through war, crisis, or persecution) are unprecedented. The UNHCR suggests that there are over 65 million people forcibly displaced worldwide, over 20 million of these are refuges (half of whom are children), and a further 10 million are stateless people. Nowhere are the restrictions on access to the opportunities that education offers more clear evidence than in the refugee community – and yet these are also the very communities which have so much to gain. Education can provide them with protection, security, and the skills they need for the future and with the knowledge and understanding that they need to engage and integrate. In its latest education report, the UNHCR suggests in 2016 that over 3.5 million refugee children did not attend school. Their figures suggest that at primary level, some 91% of children worldwide had access to education, but for refugee children, this figure was only 61%. At secondary level, 84% of children globally accessed education compared with 23% of refugee children. At tertiary level the figures are 1% of refugee youth and 36% of global youth. A failure to provide opportunity to these young people denies them the right to realize their potential and it also denies us all the opportunity to benefit from what they may have to offer.

But, for so many of us, this problem is all too often simply not visible. The very nature of marginalized communities is that the mainstream will be unaware of or may even deny the existence of their manifold problems. And that is why the current volume of essays has such an important role to play. The contributors explore the experience of cross-border refugees, internal refugees, and those refugees who are further marginalized by the virtue of gender or disability. It is perhaps unsurprising that Syria features prominently as a source country in the discussion of cross-border refugees. Important parallels emerge from the experiences of refugees from Myanmar. These perspectives are complemented with studies on a range of host countries as diverse as Australia, Malawi, and Belgium. Internal displacement considers the experience particularly of Nigeria but also

South Sudan and Kurdistan. There is a welcome mix of country-specific studies and thematic work with the latter addressing issues as diverse as disability, home schooling, qualification recognition, and career development. The provision of education for refugee communities worldwide will remain a major and pressing challenge; our ability to address this challenge depends on rigorous empirical research, and our ability to learn from the experiences across a diversity of contexts. This book provides an invaluable contribution in our search for viable and sustainable solutions.

Professor Christine Ennew OBE
Provost, University of Warwick

SERIES EDITOR'S INTRODUCTION

INNOVATIONS IN HIGHER EDUCATION
TEACHING AND LEARNING

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

The main objectives of this series are to:

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

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

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

The volumes in this series will not only highlight the benefits and theoretical frameworks of such innovations through authentic case studies and other empirical research but also look at the challenges and contexts associated with implementing and assessing innovative teaching and learning practices. The volumes represent all disciplines from a wide range of national, cultural, and

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

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

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