

Refugee Education Unhcr

International organizations (IOs) that focus on refugees are finding themselves spread increasingly thin. As the scale of displacement reaches historic levels—protracted refugee situations now average 26 years—organizations are staying for years on end, often working well beyond their original mandates. In some cases, IOs may even act as a substitute for the state. This book considers the conditions under which surrogacy occurs and what it means for the organization's influence on the state. It looks specifically at the United Nations High Commissioner for Refugees (UNHCR) as a surrogate state in protracted refugee situations in Kenya, Tanzania, and Uganda. Drawing on international relations literature and empirical studies of UNHCR, Miller asks how and when UNHCR takes on surrogacy, and what effect this has on its ability to influence how a host state treats refugees. The book develops a framework for understanding IOs at the domestic level and presents a counterintuitive finding: IO surrogacy actually leads to less influence on the state. In other words, where UNHCR behaves like a state, it is less able to influence a host state's refugee policies. UNHCR provides an excellent example of an IO working on multiple levels, making this book of great interest to practitioners and policymakers working on refugee-related issues, and scholars of forced migration, international relations, international organizations, and UNHCR.

This book provides a critical appraisal of the participation of students from refugee backgrounds in higher education, exploring how global discourses about forced migration play out for students in terms of accessing, participating, and succeeding in higher education.

The Syrian refugee crisis has galvanized attention to one of the world's foremost challenges:

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forced displacement. The total number of refugees and internally displaced persons, now at over 65 million, continues to grow as violent conflict spikes. This report, *Forcibly Displaced: Toward a Development Approach Supporting Refugees, the Internally Displaced, and Their Hosts*, produced in close partnership with the United Nations High Commissioner for Refugees (UNHCR), attempts to sort fact from fiction to better understand the scope of the challenge and encourage new thinking from a socioeconomic perspective. The report depicts the reality of forced displacement as a developing world crisis with implications for sustainable growth: 95 percent of the displaced live in developing countries and over half are in displacement for more than four years. To help the displaced, the report suggests ways to rebuild their lives with dignity through development support, focusing on their vulnerabilities such as loss of assets and lack of legal rights and opportunities. It also examines how to help host communities that need to manage the sudden arrival of large numbers of displaced people and that are under pressure to expand services, create jobs, and address long-standing development issues. Critical to this response is collective action. As work on a new Global Compact on Responsibility Sharing for Refugees progresses, the report underscores the importance of humanitarian and development communities working together in complementary ways to support countries throughout the crisis—from strengthening resilience and preparedness at the onset to creating lasting solutions.

Traces the lives of twenty-two immigrant teens throughout the course of a year at Denver's South High School who attended a specially created English Language Acquisition class and who were helped to adapt through strategic introductions to American culture.

Access to education is a fundamental human right under the Convention on the Rights of the

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Child, and represents a key tool to protect refugee children from recruitment into forced labour, military activity, prostitution and crime. The papers presented in this book were commissioned by the UNHCR and presented at a workshop on refugee education held in March 2001 in the United States. Issues discussed include: educational response in emergency situations; quality of refugee school programmes; youth education for peace and conflict resolution; and a case study of vocational training programmes in Tanzania.

Refugee children explain in their own words and pictures their thoughts, feelings and experiences about having to flee from their home countries. Produced in association with UNHCR (United Nations High Commissioner for Refugees), this highly emotive title focuses on three current refugee crises in Syria, South Sudan and Central America. The book gives background information about how each crisis came about, why families had to flee and what life is like for them now is given in a clear and easy-to-understand way. Children from refugee camps were asked to draw about their experiences of having to flee their home countries. The children's artwork is incredibly powerful and harrowing, and vividly highlights the impact that conflict, war and atrocities has on people's lives.

First Published in 2003. Routledge is an imprint of Taylor & Francis, an informa company.

This volume will provide educators at all levels with a research and evidence based understanding of the educational opportunities and challenges facing refugees. The chapters focus on language, teaching and pedagogical issues surrounding refugee education.

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This volume examines how universities and colleges are working towards implementing various interventions to integrate refugees along with non-governmental organizations and local governments to achieve an optimal level of integration with host communities.

This revised and expanded second edition of The United Nations High Commissioner for Refugees (UNHCR) continues to offer a concise and comprehensive introduction to both the world of refugees and the organizations that protect and assist them. This updated edition also includes: up to date coverage of the UNHCR's most recent history and policy developments evaluation of new thinking on issues such as working in UN integrated operations and within the UN peacebuilding commission assessment of the UNHCR's record of working for IDP's (internally displaced persons) discussion of the politics of protection and its implications for the work of the UNHCR outline of the new challenges for the agency including environmental refugees, victims of natural disasters and survival migrants. Written by experts in the field, this is one of the very few books to trace the relationship between state interests, global politics, and the work of the UNHCR. This book will appeal to students, scholars, practitioners, and readers with an interest in international relations.

This study addresses a gap in the literature on the role and status of teachers in

emergencies. Through field research from Kenya, South Africa and Uganda, it identifies issues facing refugee teachers and makes recommendations on how policy can address their needs, and thus improve access to education to populations affected by an emergency.

Refugees and Higher Education provides a cross-disciplinary lens on one American university's approach to studying the policies, practices, and experiences associated with the higher education of refugee background students.

When wars break out, international attention and media reporting invariably focus on the most immediate images of human suffering. Yet behind these images is a hidden crisis. Across many of the world's poorest countries, armed conflict is destroying not just school infrastructure, but the hopes and ambitions of generations of children. The hidden crisis: Armed conflict and education documents the devastating effects of armed conflict on education. It examines the widespread human rights abuses keeping children out of school. The Report challenges an international aid system that is failing conflict-affected states, with damaging consequences for education. It warns that schools are often used to transmit intolerance, prejudice and social injustice. This ninth edition of the Education for All Global Monitoring Report calls on governments to demonstrate

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greater resolve in combating the culture of impunity surrounding attacks on schoolchildren and schools. It sets out an agenda for fixing the International aid architecture. And it identifies strategies for strengthening the role of education in peacebuilding. The Report includes statistical indicators on all levels of education in more than 200 countries and territories. It serves as an authoritative reference for education policy-makers, development specialists, researchers and the media "The report, "'Growing Up Without an Education': Barriers to Education for Syrian Refugee Children in Lebanon," documents the important steps Lebanon has taken to allow Syrian children to access public schools. But Human Rights Watch found that some schools have not complied with enrollment policies, and that more donor support is needed for Syrian families and for Lebanon's over-stretched public school system. Lebanon is also undermining its positive education policy by imposing harsh residency requirements that restrict refugees' freedom of movement and exacerbate poverty, limiting parents' ability to send their children to school and contributing to child labor. Secondary school-age children and children with disabilities face particularly difficult obstacles"--Publisher's description.

This book considers the United Nations High Commissioner for Refugees' contribution to international refugee law since the establishment of UNHCR by

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the United Nations General Assembly in 1951. The book explores the historical and statutory foundations that create an indelible link between UNHCR and international refugee law. This book charts the significant evolution that has occurred in the organisation's role throughout the last sixty years, looking at both the formal means by which UNHCR's mandate may be modified, and the techniques UNHCR has used to facilitate the changes in its role, thereby revealing a significant evolution in the organisation's role since the onset of the crisis in refugee protection in the 1980's. UNHCR, itself, has demonstrated its organizational autonomy as the primary agent for the adaptation of its responsibilities and work related to international refugee law. The author does suggest however that UNHCR needs to continue to extend and strengthen its role related to international refugee law if UNHCR is to ensure a stronger legal framework for the protection of refugees as well as a fuller respect for refugees' rights in practice. UNHCR and International Refugee Law should be of particular interest to refugee lawyers as well as academics and students of refugee law and international law, and anyone concerned with the important role that UNHCR plays in the protection of refugees today.

Despite the key importance of accountability for the legitimacy of humanitarian action, inadequate academic attention has been given to how the concept of

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accountability is evolving within the specific branches of the humanitarian enterprise. Up to now, there exists no comprehensive account of what we label the 'technologies of accountability', the effects of their interaction, or the question of how the current turn to decision-making software and biometrics as both the means and ends of accountability may contribute to reshaping humanitarian governance. *UNHCR and the Struggle for Accountability* explores the UNHCR's quest for accountability by viewing the UNHCR's accountability obligations through the web of institutional relationships within which the agency is placed (beneficiaries, host governments, implementing partners, donors, the Executive Committee and UNGA). The book takes a multidisciplinary approach in order to illuminate the various layers and relationships that constitute accountability and also to reflect on what constitutes good enough accountability. This book contributes to the discussion regarding how we construct knowledge about concepts in humanitarian studies and is a valuable resource for academics, researchers and professionals in the areas of anthropology, history, international relations, international law, science, technology studies and socio-legal studies. The Associate Education Officer Passbook(R) prepares you for your test by allowing you to take practice exams in the subjects you need to study. It provides hundreds of questions and answers in the areas that will likely be covered on

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your upcoming exam, including but not limited to: Organization and operation of school systems; Comprehension and interpretation of complex pertinent written materials; Research methodology including, data collection techniques and trend analysis; and more.

With four million Syrian refugees as of September 2015, there is urgent need to develop both short-term and long-term approaches to providing education for the children of this population. This report reviews Syrian refugee education for children in the three neighboring countries with the largest population of refugees—Turkey, Lebanon, and Jordan—and analyzes four areas: access, management, society, and quality.

Hard-headed evidence on why the returns from investing in girls are so high that no nation or family can afford not to educate their girls. Gene Sperling, author of the seminal 2004 report published by the Council on Foreign Relations, and Rebecca Winthrop, director of the Center for Universal Education, have written this definitive book on the importance of girls' education. As Malala Yousafzai expresses in her foreword, the idea that any child could be denied an education due to poverty, custom, the law, or terrorist threats is just wrong and unimaginable. More than 1,000 studies have provided evidence that high-quality girls' education around the world leads to wide-ranging returns: Better outcomes in economic areas of growth and incomes

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Reduced rates of infant and maternal mortality
Reduced rates of child marriage
Reduced rates of the incidence of HIV/AIDS and malaria
Increased agricultural productivity
Increased resilience to natural disasters
Women's empowerment
What Works in Girls' Education is a compelling work for both concerned global citizens, and any academic, expert, nongovernmental organization (NGO) staff member, policymaker, or journalist seeking to dive into the evidence and policies on girls' education.

"This report found that fewer than 15 percent of more than 3,000 school-age asylum-seeking children on the islands were enrolled in public school at the end of the 2017-2018 school year, and that in government-run camps on the islands, only about 100 children, all preschoolers, had access to formal education. The asylum-seeking children on the islands are denied the educational opportunities they would have on the mainland. Most of those who were able to go to school had been allowed to leave the government-run camps for housing run by local authorities and volunteers."--Publisher website, viewed August 14, 2018.

A stunning and heartbreaking lens on the global refugee crisis, from a man who faced the very worst of humanity and survived to advocate for displaced people around the world One day when Mondiant Dogon, a Bagogwe Tutsi born in the Democratic Republic of Congo, was only three years old, his father's lifelong friend, a Hutu man, came to their home with a machete in his hand and warned the family they were to be

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killed within hours. Dogon's family fled into the forest, initiating a long and dangerous journey into Rwanda. They made their way to the first of several UN tent cities in which they would spend decades. But their search for a safe haven had just begun. Hideous violence stalked them in the camps. Even though Rwanda famously has a former refugee for a president in Paul Kagame, refugees in that country face enormous prejudice and acute want. For much of his life, Dogon and his family ate barely enough to keep themselves from starving. He fled back to Congo in search of the better life that had been lost, but there he was imprisoned and left without any option but to become a child soldier. For most refugees, the camp starts as an oasis but soon becomes quicksand, impossible to leave. Yet Dogon managed to be one of the few refugees he knew to go to college. Though he hid his status from his fellow students out of shame, eventually he would emerge as an advocate for his people. Rarely do refugees get to tell their own stories. We see them only for a moment, if at all, in flight: Syrians winding through the desert; children searching a Greek shore for their parents; families gathered at the southern border of the United States. But through his writing, Dogon took control of his own narrative and spoke up for forever refugees everywhere. As Dogon once wrote in a poem, "Those we throw away are diamonds."

On April 29, 2011, the first Syrian refugees crossed the border into Turkey. Two years later, the country hosts some 600,000 Syrian refugees—200,000 of them living in 21 refugee camps with an additional 400,000 living outside of the camps (see charts 1 and

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2 below). These estimates, reported by both the Turkish government and the Office of the UN High Commissioner for Refugees (UNHCR), are conservative. Indeed, officials working directly with refugees on the ground suggest that the number living outside of the camps may be as high as 800,000. These numbers are increasing: according to United Nations (UN) estimates, Turkey will be home to one million Syrians by the end of 2013. Syrians have fled to Turkey in search of safety from a horrific conflict, leaving behind loved ones, jobs and property. Syrians from all walks of life - doctors and housewives, civil servants and farmers, the very old and the very young - have poured across the Turkish border. The Turkish people and the government, mainly through the Prime Ministry's Disaster and Emergency Management Presidency (AFAD), responded generously to the refugees, offering them sanctuary and hospitality. But as the conflict intensifies – with no end in sight – and as the resources of the Turkish government and society are stretched thin, questions arise about the limits of Turkey's hospitality. The continued deterioration of the situation inside Syria is putting enormous pressures on Turkey's ability to manage the refugee situation within its borders as well as its capacity to ensure the continued flow of humanitarian assistance into Syria. This policy brief is based on a joint Brookings-USAK research trip to the border region by Elizabeth Ferris, Kemal Kirişci, Vittoria Federici, Osman Bahadır Dinçer, Sema Karaca and Elif Özmenek Çarmaklı and interviews conducted in Istanbul, Ankara, Gaziantep, Kilis and Hatay. It also draws from a joint Brookings-USAK seminar held in Ankara on 25

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October 2013 which brought together some 45 participants from the Turkish government, civil society, national and international NGOs, international organizations and academic researchers. The authors hope that this policy brief will be helpful to both the Turkish government and civil society organizations and to international actors seeking to aid Syrian refugees and internally displaced persons (IDPs). The impact of the Syrian refugee influx on Turkey is significant and deserves more attention from the international community. Most of all, the authors hope that political solutions are found that will bring an end to the massive displacement of the Syrian people.

Educational Policies and Practices of English-Speaking Refugee Resettlement Countries explores the challenges and specific practices that help refugee students acculturate in their new countries of resettlement.

The Early Grade Reading Assessment (EGRA) measures students' progress towards reading. EGRA gauges early literacy skills through a 15-minute individual oral assessment of five fundamental reading skills. RTI worked with education experts to develop the EGRA in 2006, and it has been piloted and implemented in more than 40 countries. This volume aims to take stock of the substantial amount of information and experience generated through the use of EGRA, and to share this knowledge with practitioners, policymakers, and international donors. Chapters cover not only particular applications of the instrument but also put EGRA in the context of broader issues and developments in literacy and education.

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"... documents increasingly difficult obstacles to education the further Syrian refugee children progress in school, with enrollment rates collapsing from nearly 90 percent in primary classes to just 25 [percent by the end of secondary school]"--Publisher website. Amid a growing global forced displacement crisis, refugees and the organizations that assist them have turned to technology as an important resource in solving problems in humanitarian settings. This report analyzes technology uses, needs, and gaps, as well as opportunities for better using technology to help displaced people and improving the operations of responding agencies.

Inclusive teacher preparation varies greatly in format and practice, yet programs grapple with the same underlying challenges: which practices work and where do they work. As children with disabilities are increasingly being included in schools, it is essential that guidance is put into place on how best to adapt inclusive practices into the classroom and create new practices based on the cultural context. Global Perspectives on Inclusive Teacher Education summarizes existing research on inclusive practices globally while presenting emerging research and opportunities for cementing change in inclusive teacher education locally, including examples of how inclusive practices are integrated in and adapted to diverse cultural contexts. Covering topics that include critical pedagogy, religious schooling, and teacher education, this publication is designed for curriculum developers, instructional designers, administrators, higher education faculty, educators, policymakers, and students.

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The world is witnessing a rapid rise in the number of victims of human trafficking and of migrants—voluntary and involuntary, internal and international, authorized and unauthorized. In the first two decades of this century alone, more than 65 million people have been forced to escape home into the unknown. The slow-motion disintegration of failing states with feeble institutions, war and terror, demographic imbalances, unchecked climate change, and cataclysmic environmental disruptions have contributed to the catastrophic migrations that are placing millions of human beings at grave risk. *Humanitarianism and Mass Migration* fills a scholarly gap by examining the uncharted contours of mass migration. Exceptionally curated, it contains contributions from Jacqueline Bhabha, Richard Mollica, Irina Bokova, Pedro Noguera, Hirokazu Yoshikawa, James A. Banks, Mary Waters, and many others. The volume's interdisciplinary and comparative approach showcases new research that reveals how current structures of health, mental health, and education are anachronistic and out of touch with the new cartographies of mass migrations. Envisioning a hopeful and realistic future, this book provides clear and concrete recommendations for what must be done to mine the inherent agency, cultural resources, resilience, and capacity for self-healing that will help forcefully displaced populations.

This edited volume addresses critical issues surrounding higher education access for students of refugee backgrounds. It combines a variety of theoretical and methodological perspectives on the challenges, opportunities, experiences and

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expectations of refugee students, as well as some of the institutional frameworks that facilitate their access to higher education. Following a critical discussion of the notion of integration the team of authors who are made up of academics and refugee students critically investigate higher education as an objective of as well as a means to greater inclusion and integration.

This book provides insights into the education and schooling of Syrian and Palestinian Syrian children inside and outside Lebanese refugee camps from the perspectives of children, parents, teachers, community leaders, and state politicians and bureaucrats.

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