

Refugee Education: Creating Hope and a Future

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I would like to thank the education department at Colorado College for helping me pursue and explore the various education settings presented in this study. I wish to acknowledge Save the Children Egypt, the powerful teachers who dedicate their lives to educating refugee children, and to all of Save the Children's "girls with goats." Lastly, I would like to thank my mother, Nancy Taussig. You are my daily inspiration who never ceases to "make a corner of the world" a little brighter each and every day.

### Abstract

The current refugee crisis highlights political, social, and economic shifts nations are making to accommodate the influx of refugees. This exploratory, non-experimental qualitative study incorporates a mix of ethnography, narrative, and multiple case study methods to describe the challenges and successes of refugee education in two settings: Cairo, Egypt and Colorado Springs, Colorado. Through one-on-one semi-structured interviews with educators in Colorado Springs, Colorado and focus groups with teachers in Cairo, Egypt, participant response reveals the effectiveness of alternative versus traditional school models. Additionally, it highlights the impact of teacher training in multicultural and conflict-sensitive practices in educating refugees. Findings of this study reveal a shared desire among educators for increased resources and services, specifically in teacher training, to meet the psychosocial and emotional needs of refugees. Based on the findings, it is imperative to facilitate inclusive school models, increase federal and state funding for refugee student services, and incorporate knowledge of refugees and the attainment of culturally responsive teaching skills in teacher preparation programs in order to provide high-quality education to refugees.

Internationally, various political, religious, and economic ideologies have both created and destroyed nations. Currently, there are 65.3 million displaced people around the world, 21.3 million identified as refugees with half under the age of 18, and 107,100 refugees resettled (The United Nations High Commission for Refugees, 2015). A refugee is defined by The United Nations High Commissioner on Refugees (UNHCR) 1951 Convention Relating to the Status of Refugees as “someone who is unable or unwilling to return to their country of origin owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group, or political opinion” (UNHCR, 1951, p.3). The refugee crisis is an epidemic issue in which all nations are expected to contribute in the mitigation of conflict and provide asylum to those displaced. Throughout their journey from asylum to resettlement to potentially repatriation, refugees are a stateless population. Unfamiliarity and uncertainty become a constant in a refugee’s life. However, regardless of where refugees are located, as refugee expert, Dryden-Peterson (2014), states, “education is the one element [they] can take on that journey that can help to build a strong future.” Education not only provides immediate protection to refugees, but is also the foundation for political and economic stability across nations.

As migration patterns shift due to globalization and the displacement of peoples from the refugee crisis, it is imperative to identify how to produce multicultural, inclusive, and diverse societies. The UNHCR operates on the principle that education is a human right, one that enables children to thrive and reach their full potential. However, education that is high quality, or as Tomaševski (2001) argues, education that is "available, accessible, acceptable, and adaptable" is not being provided to refugee children. Leading organizations and expertise in refugees and education in emergency settings have found various challenges to the framework of refugee education. For instance, despite its global initiative to improve education for the growing number of refugees, the

UNHCR does not have enough funds to implement high-quality education. It is reported that education only received four percent of UNHCR funds in 2010 (Dryden-Peterson, 2011, p. 37). In addition, Taylor and Siduhu (2012) found that even though The 1949 United Nations Declaration on Human Rights, The 1989 Convention on the Rights of the Child, and The Dakar Education for All proclaim that the rights of all children are guaranteed, these rights are neglected in education policy and budgeting. These legislations are merely a symbolic function with no true practice or implementation. Not only are the educational needs of refugees being ignored at the policy level, but at the communal level as well.

In countries of resettlement, schools often group refugees with immigrants into mainstream classes. However, refugees are not immigrants. Education stakeholders must distinguish refugees from voluntary immigrants. Sarah Dryden-Peterson, author of UNHCR's *Refugee Education: A Global Review*, emphasizes the distinct and unique services refugees require in their learning. Dryden-Peterson goes on to present the common barriers refugees face in their education: discrimination, language confusion, absent time from school, sporadic schooling, and poor instruction. However, in a majority of resettlement countries, refugees are not a large enough population for target policies and services.

This study explored the educational landscape and the educational services provided to refugees in Cairo, Egypt and Colorado Springs, Colorado. For purposes of this study, Cairo contains a larger population of refugees compared to Colorado Springs. The questions investigated the topic of refugee education include:

- What are the most effective education models and teaching practices to integrate refugee children into national education systems?
- How do resources and learning environments affect teachers and refugee student learning?

- How do teacher trainings, in-service workshops and professional development opportunities in refugee education affect refugee students in their learning? And overall, a school's attitude towards refugees?
- How do the cultural backgrounds of classmates affect refugees in their integration into school communities?
- How does a country with a small refugee population versus one with a large population adjust its education model, educational policies, and school resources to accommodate refugees?

To explore the various components of refugee education at a global scale, this study was conducted on two countries of resettlement: Egypt and The United States. A cross-case comparison between Colorado Springs and Cairo provides insight into how two countries with different economic, political, and social structures integrate refugees into national education systems. This study uncovers challenges refugee students and teachers face in and out of the classroom in addition to how school structure may contribute to or hinder these challenges.

In 2016, the United States admitted 85,000 refugees total (Krogstad & Radford, 2017) versus the 250,000 registered refugees and asylum seekers in Egypt (Karasapan, 2016). In addition to their different political and economic position on the refugee crisis, the U.S. and Egypt offer an interesting comparison given their geographic proximity to the refugee crisis. Each year, countries like Egypt, Jordan, Turkey, and Lebanon continue to accept more refugees than more distant countries like the U.S. or those in the European Union. Given the high percentage of refugees in Egypt, including populations from Syria, Sudan, South Sudan, Somalia, Iraq, Ethiopia, Libya, and Yemen (Save the Children, 2015), refugee students are integrated into both mainstream public schools and non-formal education centers managed by non-governmental organizations (NGOs).

Egypt provides a unique case on whether to include refugees in the national public school system or separate community schools. Due to a smaller refugee population in the U.S., a majority of refugees are integrated into the American public school system with the exception of a few alternative schools like the Internationals Network for Public Schools.

To perform this study, one-on-one interviews were conducted with education personal in Colorado Springs, Colorado and ethnographic focus groups with teachers in Save the Children's community schools for refugees in Cairo, Egypt. The study took place over a three-month period, including a two-week field visit to Cairo, Egypt. Findings provide recommendations and direction for future research on how to improve the quality of refugee education and methods in which to best integrate refugees into national education systems.

## **Literature Review**

### **Context**

After World War II, an international refugee system was developed to accommodate the vast and growing scale of displaced people. More than fifty years later, the world is now experiencing its largest refugee crisis since World War II. According to the 1951 Convention relating to the Status of Refugees, refugees are a shared international responsibility, which nations must accept and welcome. Melissa Fleming, a representative of the United Nations Refugee Agency, reports that 50 million people are uprooted in the world today and half of the world's refugee population is children (*Let's help*, 2014). According to The Inter-Agency Network for Education in Emergencies (INEE) 35% of refugees are between the ages of twelve and twenty-four (Zeus, 2010). Through education, refugee children can rebuild their lives and restore a sense of hope and belonging to themselves and their families.

Refugeehood is not a temporary status. On average, a refugee spends seventeen years in exile (UNHCR, 2005). Countries around the world are accepting refugees and placing them in either a refugee camp or resettling them into urban communities. Once a refugee is granted refugee status, otherwise known as refugee status determination (RSD), from States and/or the UNHCR, a refugee is given three options: repatriation, integration into country of exile or resettlement to a third country like the U.S. or European Union. There are various international treaties and declarations in place to provide services to refugees such as: the 1951 Refugee Convention (mentioned above), the 1980 Refugee Act, and the 1989 Convention on the Rights of the Child. These conventions provide basic protection and assistance to refugees entering countries of asylum and countries of resettlement. Scholars on refugee resettlement, such as Sarah Dryden-Peterson, who formed the basis of the UNHCR 2012-2016 Education Strategy, Elizabeth Adelman, a doctoral candidate at the Harvard Graduate School of Education, and Dr. Jody Lynn McBrien, a Ph.D. in Educational Studies with a specialization in refugee children and families affected by war, emphasize the critical role education plays in establishing and returning a sense of belonging, safety, and hope to “stateless” children. Education provides refugee children with a stable and safe environment and the opportunity to develop life and leadership skills. Thomas Cooper (2014) in his doctoral dissertation on refugees in the American education system writes, “Teachers are at the heart of education.” How teachers are prepared and trained to accommodate the learning needs of all learners is integral in educating the growing population of refugees.

### **Refugees and Education**

Refugee children are unique in their histories and experiences. Unfortunately, many have witnessed or experienced violent acts of abuse, exploitation, trafficking, and military recruitment (UNHCR, 2017). For refugees who have experienced some level of trauma, they face

neurodevelopment delays in processing information, organizing material, establishing goals, regulating emotions and attention, and taking in others' perspectives (Calgary Board of Education, 2017). In addition to the neurological barriers refugees face in their learning, Portes and Rumbaut (2001), along with refugee expert, Dryden-Peterson (2016), argue discrimination is one of the greatest challenges for refugees in their education. During the U.S. Department of State Forum on Education members also expressed concerns over the heightened fear of discrimination for refugee children and their parents in the American school system. In a U.S. Department of State forum on education models for refugees, Dryden-Peterson (2016) shared the four dimensions refugees need in their learning:

First, refugees cannot learn if they are not physically and emotionally safe. Second, refugee children cannot learn without intensive language support. Third, refugee children's learning will not prepare them for the future if it is not certified. And finally, refugee children need to learn through education that they belong.

At the operational level, the UNHCR is working with national governments and Ministries of Education to implement these dimensions in education policy. The UNHCR is advocating on behalf of teachers who demand: alternative assessments that test beyond language proficiency and account for refugees' absent time from formal schooling like UNHCR's Early Grade Reading and Math assessments; a flexible curriculum that accommodates language and cultural diversity and includes as Waters and LeBlanc (2005) recommend, "genre-themed learning goals from refugee students;" and finally grade placement based on proficiency and "mastery" of content rather than developmental age.

Organizations that specialize in refugee education, such as the United Nations Educational, Scientific, and Cultural Organization (UNESCO), United Nations International Children's



Emergency Fund (UNICEF), and the UNHCR, believe in education for the development of the human personality and education that produces friendship, peace, and tolerance among all nations. In teacher training models and curriculum designs developed by the INEE, education experts focus on *what* teachers are learning and *why* in order to accommodate student learning. The INEE ToolKit, created by over 300 education experts in leading international humanitarian organizations, facilitates a learning framework based on livelihoods, child protection, numeracy, literacy, and life skills. Unfortunately, for refugees resettling into national public schools, an education model for refugees like that of the INEE is not considered. In Sandra Taylor' and Ravinder Sidhu's (2012) study on inclusive education pertaining to refugee students in mainstream schools, they found inadequate language support, limited understanding of refugee experience in the school community, and a lack of psycho-social counsel services. In order for refugee students to thrive in their learning, Sinclair's (2001) research confirms equal if not more importance for emotional and mental health services in addition to language immersion programs. In "Teaching in Difficult Circumstances" one teacher, Samih Mesad shares his success in teaching vulnerable children by "involving the students in organized communal games, treating them with friendship and compassion, and concentrating on non-curricular teaching in order to change the way they think" (1997, p. 16). In addition to alternative teaching practices, a program piloted by the Norwegian Refugee Council (NRC), the "Youth Education Pack" (YEP) has had several positive impacts in post-crisis settings. Through a one-year intensive program, the YEP focuses on the development of literacy and numeracy skills, training in livelihood and vocational services, and facilitating leadership positions among youth to rebuild communities. The YEP also implements a "Social and Emotional Learning Program" (SEL) that educates teachers in facilitating social and emotional healing in student learning.

Similar to the Norwegian Refugee Council's Youth Education Pack, Save the Children, one of the leading organizations along with UNESCO and UNICEF in refugee education, has also developed noteworthy education models that "improve the life-long health, income and prospects" for every child (Save the Children International, 2017). Save the Children continues to influence global and national education policy through its Literacy and Numeracy Boost Programs, Healing and Education Through the Arts (HEART) program, Early Steps to Success, and interventions in Head Start schools. These programs provide the emotional and psychosocial support services refugees need in order to thrive in their learning. In addition to the programs that focus on child psychosocial and emotional well-being and safety, a study conducted on refugee integration in The Organization for Economic Cooperation and Development (OECD) countries, which include Spain, Sweden, the United Kingdom, and Australia, found that teacher trainings that included skills on how to gather information about refugees' socioeconomic and cultural backgrounds and utilize their native language while learning a new language contribute to these countries success in refugee education (Bourgonje, 2010). Therefore, in order to bridge the gap between short-term and long-term solutions for refugee education, research suggests that all stakeholders in refugee education invest in understanding the emotional and psychosocial domains of refugees.

### **Current Framework**

The INEE ToolKit—implemented in NGO community-run schools like those of UNICEF and Save the Children—contains evidenced-based effective teaching practices in their curriculum design and teacher trainings. Trainings include teaching methods with "an emphasis on recreation, play, sport and creative activities in addition to areas such as literacy, numeracy and life skills" (INEE, 2010). The success of the INEE education model is exemplified in the World Education Forum on Refugee Education regarding Syrian refugee placement into schools: "If you're lucky

you'll find a school run by an organisation such as UNICEF, the UNHCR or CARE. These schools do their very best to provide decent education..."(Solis, 2016). However, Szente, Taylor, and Hoot (2006) found that teachers "do not feel prepared to address the emotional stress experienced by refugee children." According to UNESCO (2017) , in order to achieve universal primary education by 2030 the demand for teachers is expected to rise to 25.8 million. To accommodate the increasing need for teachers, UNESCO, the leading organization for international cooperation in education, is reframing its teacher training modules with the emphasis on education that is "inclusive" and education that promotes "lifelong learning." With the exception of NGOs like UNESCO, Alexander Betts, a social scientist at Oxford University, discusses "the pathetic response" by the world community to the refugee crisis. In theory, all countries are to welcome and accommodate refugees, however only 1% of refugees globally are resettled (Dryden-Peterson, 2015a). In his TED Talk, Betts (2016) highlights the lack of vision politicians have in adopting a globalized perspective and yet he says, "refugees are the source of rebuilding countries." Similarly to Bett's assertion, Mary Mendenhall (2015) of the Teachers College at Columbia University states, "Most of these kids [refugee students] are incredibly resilient and can bounce back, but we need to provide proper education and psychosocial support to ensure they do."

The UNHCR, the UN agency responsible for the education of refugees, continues to propose new standards for teacher qualifications and certifications regarding refugee education. Countries have made progress in instituting the four dimensions of refugee education (outlined by the UNHCR). This includes The United States' White House Task Force on New Americans and its Refugee School Impact Grant (RSIG) program, the U.S. Department of State proposing to provide webinars and virtual trainings on trauma-sensitive and inclusive classrooms, OECD countries integrating multiculturalism into curriculum and involving parents of refugee students in

extracurricular activities, and governments across the globe instituting policies that abide by the UN Convention on the Rights of the Child. As demonstrated in Dryden-Peterson's (2015b) research a majority of teachers feel that power ultimately rests at the political level. Along with Bett's belief that the international refugee system is outdated and failing to accommodate the growing number of displaced peoples, Cooper (2014) advocates for a re-assessment and re-evaluation of policies to include greater and more specialized services for refugees. In education, the International Institute for Education Planning (IIEP) states "teachers are likely to need training related to psychosocial support for students" (2009). The IIEP stresses the importance of teacher training in non-traditional methods such as peace education, conflict resolution, health and hygiene issues, life skills, and civic education. In addition, governments are legislating new policies and instituting federal programs like the Office of Refugee Resettlement (ORR) in attempt to provide greater services to refugee students and their families.

### **Education Models**

In the United States, prospective teachers follow either a traditional or nontraditional preparation program and as reported by the U.S. Department of Education "the vast majority (92%) are IHE-based. This means that only 8% of all preparation programs are not higher education-affiliated" (American Association of Colleges for Teacher Education (AACTE), 2012). According to the Council for the Accreditation of Educator Preparation (CAEP), formerly the National Council for Accreditation of Teacher Education (NCATE), after students complete these programs they apply for licensure by passing examinations and fulfilling teacher qualifications that vary by State. However, former U.S Secretary of Education Arne Duncan told reporters, "At virtually every school I go to, I ask teachers, were they prepared when they entered that school or entered the

profession... Sadly, it's often a majority of teachers that say they weren't prepared" (AACTE, 2012).

The United States ranks number five in education (United Nations Development Programme; Human Development Report, 2013), but as evidenced by Duncan, the U.S. struggles to provide high-quality teaching preparation programs that incorporate a "globalized vision" (Betts, 2016). For countries that rank below the U.S. in education, the issue may be exacerbated given the low gross domestic product (GDP) expenditure on education. Through studies on various components of refugee education, it is teacher preparation and effective school models and programs designed for refugee students that require further investigation.

There are examples of successful alternative schools for refugee integration: LEAP High School in St. Paul Minnesota, Internationals Network for Public Schools located across the U.S., a mental health school program in Stockholm, Sweden, and Welcomers School in Welcome County, North Carolina. These programs and schools around the globe are designed to accommodate refugee students' resettlement. LEAP High School provides a "holistic" education model for students ages 14 to 21. LEAP utilizes intimate academic learning environments with intensive language support, a flexible curriculum, and groups students into classrooms based on their English proficiency level. Research studies in LEAP show that students are actively engaged in the classroom and that 85% of graduates go onto post-secondary education. Similarly, the Internationals Network for Public Schools, for students who enroll with four years or less of education in the U.S., implements a school model that considers students as the "whole person" and integrates English instruction within academic content. Interestingly, students are taught by a team of teachers and are also mixed into classrooms with students of various ages, academic abilities, and linguistic proficiencies.

In comparison to U.S. alternative school models for refugee students, a mental health initiative for refugees in schools in Stockholm, Sweden provides “introductory classes” for refugee students. These classes offer refugees individual support and attention from teachers and professionals in mental health. Refugees enroll in these classes until they know the language well enough and are mentally and emotionally ready to transition into mainstream classes. Given that many of the refugee students have experienced trauma, this program focuses on strengthening the relationships among teachers, students, and students’ families. Researchers Hjern and Jeppsson (2005) in Sweden claim that this approach is an effective way to manage both the mental and emotional health, as well as the learning needs of refugee students.

Similar to Sweden’s introductory classes, the Welcome County school district in North Carolina responded to the growing refugee population by creating a Welcomers School within the school district. The Welcomers School is a program for newly arrived refugee students and immigrants in their first year in America. In his research, Cooper (2014) focuses on the refugee student population in the Welcomers School. Similar to LEAP High School, students are grouped into small classes based on their English language level. From interviews with teachers, school administrators and district leaders, and observations in classrooms at the Welcomers School, Cooper found that a huge benefit of this school is that students are surrounded by those undergoing similar emotional and psychosocial issues. However, Cooper also recognizes that these students may be at a disadvantage due to trouble adjusting to traditional classroom environments and learning the language from native speakers in mainstream classes. In addition, Cooper acknowledges that this school model is not realistic for other school districts given limited funding due to smaller refugee student populations in certain states and communities.

On the other hand, Patterson High School in East Baltimore, Maryland implements a push-in model for refugee students in mainstream classrooms. Unlike Welcome County, this school district does not have the funds or resources to create a separate school for refugee and immigrant students. However, Patterson takes part in the RSIG program, a White House Task Force initiative, which has been found to help ease the transition and integration of refugee students into mainstream classrooms. Despite the comfort teachers feel in having an extra resource in the classroom, teachers are still calling for more English as a second language (ESL) learning materials, counselors, and training in multicultural education (Carnock and Garcia, 2015).

The alternative schools evidenced by the Welcomers School, introductory classes in Sweden, the Internationals Network for Public Schools, and LEAP High School represent holistic, student-centered, and experiential learning models that enable teachers to adequately accommodate the various learning needs of refugee students not just as students, but, more importantly, as people. In these schools, students are surrounded by classmates with similar histories and experiences, as well as by teachers who understand the psychosocial and emotional domains of refugees. With flexible curriculums, as well as services and resources specific to refugees' learning needs, refugees receive the academic and health support that is often not available in traditional public schools.

### **Methods**

An exploratory, non-experimental qualitative study was implemented to explore questions regarding different components of refugee education and existing challenges in educating refugees. A mixed qualitative approach including elements of multiple case study, narrative, and ethnography was carried out in order to facilitate a cross-case analysis.

### **Participant Selection**

Participants in the study include teachers in three of Save the Children's host community schools for refugees in Cairo, Egypt, as well as one middle school teacher in a Culturally and Linguistically Diverse Education (CLDE) program, the education coordinator at Lutheran Family Services Refugee Resettlement Agency (LFS), and a Refugee School Impact Grant (RSIG) tutor in Colorado Springs' public schools. Nonrandom convenience sampling was used to select participants based on their involvement in refugee education. All participants volunteered to take part in the study and were given the option to withdraw from the study at any point. All participants remain anonymous.

Colorado Springs participants include: education coordinator for the Lutheran Family Services Refugee & Asylee Resettlement Agency (LFS) (identified as "Education Coordinator COS;" Appendix C), a tutor for the Refugee School Impact Grant (identified as "Tutor"), and a middle school sixth grade English Language Arts teacher in the middle school's Culturally and Linguistically Diverse Education program (identified as "Middle School Teacher;" Appendix C).

In Cairo, participants were put into focus groups. Participants include teachers (identified as "Teachers") and one education coordinator in Save the Children's host community schools (Appendix C). Focus group size varied across schools. The African Community School focus group includes two teachers and one Save the Children education coordinator; The Syrian Community School focus group includes seven teachers; and The Sudanese Community School focus group includes five teachers. Teacher names and other personal information are not shared in this study to adhere to Save the Children protocol. Teacher nationality varied among Syrian, Egyptian, Eritrean, and Sudanese as well as one Save the Children education coordinator native to Cairo, Egypt. A majority of interviewed teachers in Cairo are refugees themselves and have received further teacher training from Save the Children in addition to their initial teacher certification.



**Instruments**

This study incorporated exploratory and non-experimental methods, and for the purpose of this study no variables were manipulated. Interviewees were asked open-ended questions in order to facilitate a conversation and dialogue about topics in refugee education. Questions include a mix of preset original questions in addition to questions created during the interviews (Appendix A). Questions varied depending on the participant. Throughout the conversations, new questions were raised and not all preset questions were asked. Asked questions did not follow a specific order.

**Procedures**

Semi-structured interviews and focus groups were the primary tools for data collection. Participants in Colorado Springs took part in semi-structured one-on-one interviews, while subjects in Cairo took part in focus groups. Semi-structured interviews and focus groups were used in different settings due to participant anonymity and confidentiality. Focus group discussions took place in a school classroom, and included the researcher, participants, and a Save the Children translator. For interviews in Colorado Springs, one interview took place over the phone while the remaining two were facilitated face-to-face in office settings. Field notes, which include observations and direct responses, were used to collect data in the focus groups, and audio recordings collected responses in the semi-structured interviews. A notebook for field notes and an iPhone for audio recordings were the primary tools used to gather and store participant responses.

**Validity and Reliability**

Prior to data collection, in-depth research was performed on participants' professions as well as their work organization and setting. Practices of ethnographic research were used to ensure accurate and descriptive representatives of participant thoughts, experiences, and viewpoints. In background research on Save the Children Egypt Country Office there was a focus on their specific

education framework. This includes the education model and design for their host community schools, in addition to relevant literature on global and national refugee education policies, challenges to refugee education, and various teaching pedagogies were considered before and during data collection. Diverse school settings and participants were selected in order to gain multiple perspectives on refugee education.

### **Personal Standpoint**

Research findings may be influenced by personal characteristics and background of the researcher. As an educated, white, American female at Colorado College, education major, and experience working in the selected refugee resettlement agency: LFS, preset and raised questions may have been shaped by these factors. In addition, interview time and setting may have affected participant response specifically focus group settings which involved a translator. Words and phrases may not have been a direct translation from Arabic to English due to quickness in participant response (response time).

### **Data**

Data collection was carried out in field notes for focus groups and audio recordings for semi-structured one-on-one interviews. To analyze the qualitative data, both field notes and audio recordings were transcribed (Appendix B). Data analysis followed a process of developing a descriptive and inferential coding scheme for transcriptions, segmenting phrases and sentences into descriptive and in vivo codes, transferring codes into nodes, and finally creating thematic categories or “bins” (Appendix D). Themes were determined based on responses referencing the needs and challenges of refugee students and their teachers as well as commentary on education models and designs.

## Results

To identify significant patterns and dominant themes in participant response, seven main inductive thematic categories and sixteen subcategorized themes were quantified for frequency. Some segments of data include co-occurring codes. In addition, specific words of interest pertaining to the language used by either participants in Cairo or Colorado Springs were quantified. The thematic categories, selected words, and frequencies of these items reflect the overall complex of refugee education and the specific challenges and successes to the integration of refugees into national education systems from an educator's point of view.

Seven main inductive themes (Table 1):

Teacher Training, Teacher Challenge, Cultural Adjustment, Student Description, Quality of School, Teaching Method, and Psychosocial Domain.

A thematic analysis broke down themes into sixteen subcategories (Table 1). Subcategories include:

Teacher Challenge: Student Difference (SD), Services & Education System;

Teacher Training: General, Cultural Responsive Teaching (CRT) & Social, Emotional & Mental Health Learning (SEML);

Cultural Adjustment: School, Cultural Differences & Language Barrier;

Psychosocial Domain: Micro & Macro;

Quality of School: Resources, Inclusivity & Program;

Student Description;

Teaching Method

Definitions for each theme are presented in Table 1. The frequency of occurrence, arranged from highest to lowest, for the seven main thematic categories is presented in Table 2. "Teacher Training" (27.3%) was the most notable theme followed by "Quality of school" (25%) and

“Psychosocial Domain” (14.1%). All three indicate a concern by teachers for being adequately prepared for instructing immigrant/migrant children. On the other hand, “Teaching Method” (3.13%) was the least common theme. The occurrence of each subcategory is quantified within its main theme category and not out of the total amount of categories (Table 3). Within the most frequent theme: “Teacher Training,” the subcategories: “Teacher Training: Social, Emotional & Mental Health Learning (SEML)” (51.3%) was most cited prior to “Teacher Training: Culturally Responsive Teaching (CRT)” (42.68%) and “Teacher Training: General” (5.71%).

Finally, the frequency of specific words provides differences in language between Cairo’ and Colorado Springs’ participants (Table 4). The selected words: care, sensitive, training, understanding, test(ing), safe, orphans, and trauma were chosen based on their uniqueness and relation to the thematic categories. The selected words exemplify how Cairo’ and Colorado Springs’ education personal describe a refugee student, his or her emotional and mental health, and what responses and actions teachers, school administrations, and education systems need to implement with a refugee student. Difference in response may be attributed to school setting, profession and role with refugee students, training in refugee education or multicultural education, number of refugee students exposed to, and geographic location. Despite various factors that may have affected participant response, the frequency of these words as they pertain to only or a majority of Colorado Springs or Cairo participants is noteworthy.

### **Discussion**

Based on the findings, teacher training specific to social, emotional, and mental health is most desired and effective in educating refugees across school settings. Given the past experience and “trauma” that many refugee children have endured, participants in both Cairo and Colorado Springs advise that teachers and education personal have knowledge and understanding in

psychosocial, emotional, and mental health domains. Not only do educators in both settings believe that refugees are unique in their learning due to challenges and “struggles” in adjusting to new languages and education systems, but also at home in family structures and cultural norms. Teacher training in cultural responsive pedagogies is also in high demand. According to participants, the biggest challenge they face as educators is having adequate services and resources to meet the needs of refugee students.

Opportunities to increase training and professional development in cultural sensitivity for school administrators, counselors, and teachers were expressed among all participants. The interviewed teachers and Refugee School Impact Grant (RSIG) tutor whom work directly with refugee students in the classroom also recommended a flexible curriculum that incorporates the cultures of students. However, barriers to provide teachers with the appropriate services and resources for refugees exist within and outside of schools. The interviewed educators in Colorado Springs are faced with unsupportive school administrations, and both groups of participants lack funds. Overall, given the global refugee crisis and the increasing number of displaced people, with nearly half being children, it is essential that schools create “safe” and welcoming environments to accommodate the “trauma” refugee students and their families have experienced.

According to the results, quality of schools must be improved through a “humanistic” and inclusive approach.

*...across all settings there needs to be more of a humanistic component – Middle School*

Teacher

Throughout Save the Children’s community schools in Cairo, students prefer to attend the community schools to the public schools due to expressed fear in discrimination and poor quality of learning in the public schools. This finding aligns with a statement by the World Education Forum

on Refugee Education regarding Syrian refugee placement into schools, “If you’re lucky you’ll find a school run by an organization such as UNICEF, the UNHCR or CARE. These schools do their very best to provide decent education...” (Solis, 2016). Interestingly, desired teacher training in social, emotional, and mental health as well as cultural responsive teaching practices correlates with a previous study conducted by researchers Hoot, Taylor, and Szente (2011). They found that teachers “do not feel prepared to address the emotional stress experienced by refugee children” (Hoot, Taylor & Szente, 2011). In addition, participant response on the shortage of services for teachers in refugee education aligns with UNESCO’s education initiative for increased in-service teacher trainings and resources regarding the emotional and mental health needs of refugee students.

Prior literature and findings from this study suggest that in order for refugee students to thrive and integrate into national education systems, their social, emotional, and mental health needs must be addressed before and throughout their learning.

*For our students, we must help them overcome trauma before even beginning to educate... a sense of safety is needed first.* –Syrian Community School Teachers

According to the UNHCR’s (2011) *Refugee Education: A Global Review*, “physical and emotional safety” is the first dimension required in a refugees’ learning. After assessing cases from Cairo and Colorado Springs it is evident that school structure, school culture, education policy and teacher training are prominent influences in a refugee’s learning. The differences in language between Cairo’ and Colorado Springs’ participants prompt interesting reflections on community schools versus public schools. For instance, only participants in Cairo used the words: “safe,” “orphans,” and “trauma.” While only those interviewed in Colorado Springs used the words: “care,”

“sensitive,” “testing,” “training,” and “understanding.” Both Cairo’ and Colorado Springs’ participants discussed aspects of refugee education with positive terms like “care” and “safe.”

Given that participants in Cairo are teachers in host community schools that have no affiliation with Egypt’s Ministry of Education (MoE) they do not have the same external pressures and stresses as participants in Colorado Springs. For instance, teachers in Cairo did not reference challenges to school administrations, their salaries, student test scores, or a need for greater flexibility in curriculum. Students in these community schools are all refugees and their teachers described them as “orphans” who had lost a sense of belonging and described their behavior as a reaction to “trauma.”

*Children are like orphans. Here, we are dealing with much more emotional disorders from conflict.* – Sudanese Community School Teachers

Given the presented data, teachers in host community schools, who predominantly educate refugee students, are able to build more personal relationships with their students and their students’ families compared to those in Colorado Springs, who face the task of educating refugee students along with other mainstream students.

Across all the community schools, teachers face challenges in catering to various languages and learning levels. However, they are able to recognize and focus on students’ psychosocial and emotional health given their flexibility in curriculum and in meeting academic standards. In the focus groups, teachers seemed similar to caretakers more concerned with a student’s development as a human versus development as a student. These teachers are aware some of their students have endured “trauma” and are “orphans” whereas participants in Colorado Springs are struggling with school administrations and school-wide ignorance on what the term “refugee” entails. As the Middle School Teacher responded there needs to be a greater “humanistic component” in educating

refugees. Although students in the community schools, not including the Syrian and Sudanese Community Schools, don't receive certification of learning, they receive quality education from teachers trained to best meet their needs. For instance, teachers in these community schools receive specialized training in child protection, case management, and multicultural and conflict-sensitive practices from Save the Children. Each school administration in the community schools has teachers trained in these services. As a result, curriculum design and learning standards are created with accommodation to refugees.

In comparison to Cairo, participants in Colorado Springs offer a different perspective on the challenges educators and refugee students face in the American public school system. Colorado Springs' participants were the only participants to use the terms: "testing" and "training" and referred to refugee students just as "students." This finding suggests that educators in Colorado Springs' public schools are more concerned with testing, credentials, and the academic progress of students rather than the holistic and humanistic development of students.

*The successful ones are the ones who care about them as people not just as students.*

– Tutor

Participants in Colorado Springs desire more knowledge and skills in multicultural teaching in order to incorporate refugee students' psychosocial and emotional needs into their learning, but are hindered by a prevalent testing culture, as well as ignorance within the school administrators regarding refugees. In response to challenges educators face in the classroom, education personal in Colorado Springs is faced with more challenges at the school level compared to those in Cairo. For instance, the Middle School Teacher and Tutor struggle with a curriculum not catered to the social, emotional and mental health needs as well as the various learning levels of refugee students. In addition, they are pressured by national and state examinations to teach a curriculum at a pace



unrealistic for refugee students. Refugee students in the host community schools are placed into classrooms based on set criteria like language, literacy, and numeracy levels as assessed by organizations like UNHCR's Early Grade Reading and Math evaluations. In contrast, refugee students in Colorado Springs public schools are simply placed by age. Although Colorado Springs' participants claim that their refugee students "learn very quickly," how are they measuring their learning? And is the content their learning relevant to their lives as refugees?

### **Limitations**

When analyzing the findings of this study, several limitations must be taken into account: shortened length of time, low number and selection of participants and schools, population size, and reliability. Further research is needed on the impact of alternative schools like LEAP, Internationals Network, NGO community schools, and independent or charter schools on refugee learning. In addition, in-depth research on refugee students as participants is useful to enhance the perspective on the challenges they face in and out of the classroom.

### **Recommendations**

According to the predominant theme in participant response: "Teacher Training," specifically training in social, emotional, and mental health (SEML) as well as cultural responsive teaching (CRT), there are a few recommendations that seek to improve the integration of refugees into national education systems. The first one is to incorporate curriculum from the INEE ToolKit into teacher preparation programs. As mentioned in the literature review, the INEE ToolKit was developed by expertise in refugee education and includes teaching practices and skills specific to refugees: livelihoods, numeracy & literacy, child protection, life skills, and case management. In addition to gaining knowledge in teaching pedagogies, education theory and psychology, it is essential educators be trained in multicultural and CRT practices like those emphasized in the INEE

ToolKit. From both findings in this study and past research that suggests “teachers are likely to need training related to psychosocial support for students” (International Institute for Education Planning, 2009), content in teacher preparation programs must adjust to the increasingly diverse student populations.

In this alternative framework for teacher preparation programs, teacher candidates gain a hands-on learning experience by student teaching in a host community school like those affiliated with Save the Children. Immersed in a foreign culture, language, and school system, teacher candidates work alongside trained teachers in social, emotional, and mental health and CRT and gain a valuable perspective on refugees’ psychosocial domains in addition to teaching with and to diverse peoples. In addition, native teachers in the community schools gain an extra resource in the classroom and learn new teaching methods and tools they may not have learned in their teacher training. Through this teacher preparation framework, teachers become prepared to educate refugees after their initial teacher training rather than through professional development and workshop opportunities.

The second recommendation is to create an alternative school specialized for refugee students in Colorado Springs. Given that the second most prominent theme in participant response is “Quality of School” specifically inclusivity, school systems must be designed to meet the needs of all students. However, as reported by participants in Colorado Springs, it is difficult to educate refugees alongside other students in mainstream classrooms. Some challenges for refugee students in these mainstream classrooms range from bullying, harassment, a language barrier between peers and teachers, learning levels, a fixed curriculum, and inadequate resources to meet the psychosocial domains of refugee students. According to the findings in this study, refugees need to feel safe and supported in order to thrive in their learning. Refugee students’ safety and comfort are more

attainable with a school model similar to that of the host community schools in Cairo. This alternative “community school” in Colorado Springs will have teachers and school administrators trained in refugee education (INEE ToolKit), a curriculum with content relevant to refugee students’ needs and past experiences, and alternative assessments of student learning as opposed to national examinations. In the U.S., research confirms the success of education centers similar to the host community schools in Cairo such as the LEAP High School in Minnesota and the Internationals Network for Public Schools.

Overall, if teacher preparation programs include content specific to refugee students such as that found in the INEE ToolKit, and a hands-on learning experience teaching in school settings specific to refugees, educators will be better equipped and prepared to integrate refugee students into their classrooms. For long-term and sustainable development in refugee education, it is necessary to invest in high-quality teacher training and alternative school models, ones without barriers in curriculum, testing, and school administrations that will enable refugees to excel in their learning.

However, recommendations must exist beyond the local and micro level. In accordance to Brett’ and the Middle School Teacher’s comments on the gaps in theory versus practice, policymakers and government officials must be educated on the refugee crisis and the process of refugee resettlement in order to ensure legislation for refugee education is implemented at the communal and school level. Sixty percent of refugees reside in urban communities (Teachers College at Columbia University, 2015). Advocacy for increased policy and funding for refugee students in national education systems must continue.

Lastly, more research is needed on the current federal programs assisting refugee students in public schools like the Refugee School Impact Grant (RSIG) program and the newly released U.S.

Department of Education Newcomer Tool Kit. This Tool Kit is designed for teachers, school administrators, school policymakers, and other education personal. Resources in this Tool Kit include recognizing the social and emotional needs of newcomers, creating an inclusive, multicultural and safe school environment, and providing advice on how to establish strong relationships with students' families. Chapters in the Tool Kit are as follows: "Who are our Newcomers;" "Welcoming Newcomers to a Safe and Thriving School Environment;" "High-Quality Instruction for Newcomer Students;" and "How Do We Support Newcomers' Social and Emotional Needs?" Similar to the INEE Tool Kit, the Newcomer Tool Kit represents a holistic and inclusive education model with teaching practices that align with the academic, social and emotional needs of *all* learners. Both tool kits embody the preparation and knowledge educators need in order to help refugees and immigrants thrive in national education systems. Given that the Newcomer Tool Kit was released this past June, significant research on its effectiveness with teachers and refugee students in the classroom has yet to be conducted. It is imperative to include the Newcomer Tool Kit in future research on refugee education as it represents a shift one nation is making to accommodate the growing number of refugees. Other Nations must invest in refugee children to become the leaders of peace in the wake of globalization and to pioneer the reconstruction of nations.

A final recommendation is for Colorado College (CC) to sponsor a refugee prospective teacher to enroll in either CC's "9<sup>th</sup>" semester or Masters in Teaching (MAT) program. The World University Service of Canada (WUSC) institutes a unique program, "The Student Refugee Program," which brings intelligent and resilient refugees to complete their undergraduate studies at the University. WUSC sponsors refugee students from refugee camps and financially supports them through their first-year with help from a co-sponsoring post-secondary institution. Through

scholarship or financial aid, CC can facilitate a similar program but with focus on teacher training. CC can work with an NGO like Save the Children in selecting a candidate who meets academic qualifications to receive teacher licensure.

The opportunity for a refugee student to attend CC's teacher education program would immensely benefit both the individual and the CC community. CC's small classroom sizes and close-knit student and faculty populations will enable students and professors to develop meaningful relationships with the refugee student. The presence of a refugee student on campus and the interactions and relationships formed with this student will inspire the CC community to adopt a multicultural and globalized lens. Integrating a refugee student into the CC community would be a true testament to CC's core values to learn from diverse peoples and perspectives and "encourage engagement and social responsibility at local, national, and global levels" (Colorado College, 2017). In higher-level education courses with other prospective educators as classmates, the individual will gain valuable knowledge, tools, and skills needed to educate marginalized and disadvantaged children like refugees. In addition, the refugee student can provide entail about his or her past education experiences, and work with MAT and "9<sup>th</sup>" semester candidates, faculty, and education majors and minors in learning how to best facilitate culturally responsive and welcoming learning environments. To promote long-term and sustainable growth in refugee education, the refugee student will return to his or her native country as an advocate, teacher, and leader in ensuring high-quality education for refugee children. Lastly, through a teaching abroad student practicum placement in a refugee host community school, MAT and "9<sup>th</sup>" semester teacher candidates will be able to fully utilize CC's model of experiential and hands-on learning in its entirety.

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### List of Tables

**Table 1:** Master list of codes derived from themes in participant response:

Thematic Category	Subcategories	Definition
Teacher Challenge	Student Difference (SD)	Learning levels and/or cultures.
	Services	Available to teachers and other school personal to understand refugees, their experiences, and ways to best meet their needs both as learners and as humans. Examples include: opportunities for in-service and professional development trainings and workshops.
	Education system	Includes remarks on the national education system as a whole and the norms and culture facilitated around schooling.
Teacher Training	General	Includes preparation in traditional teaching knowledge such as classroom management, teaching pedagogies, and curriculum design.
	Cultural Responsive Teaching (CRT)	Refers to the knowledge of a student's biopsychosocial domain. CRT practices include student-centered teaching, incorporating students' cultural backgrounds into all aspects of learning, and gaining understanding of students' social, emotional, mental, and academic needs. CRT may be considered as a holistic approach to education.
	Social, Emotional, and Mental Health Learning (SEML)	Pertains to knowledge of emotional and mental health and social well-being. For teachers, it is understanding various emotional and mental health disorders, identifying signs and behaviors of emotional and mental health concerns, and increasing students' awareness, expression, and management of their social, emotional, and mental health.

Cultural Adjustment	<p>School</p> <p>Cultural Differences</p> <p>Language Barrier</p>	<p>Includes reference to school rules, teachers, school personal (school administration), and the national education system (how it operates as an entity).</p> <p>Affect relationships between refugee students and their classmates, teachers, and other school personal.</p>
Psychosocial Domain (of refugee students)	<p>Micro</p> <p>Macro</p>	<p>Micro-level pertains to a student's mental, emotional, and cognitive health.</p> <p>Macro-level pertains to a student's network (beyond the student) such as a student's family and social sphere.</p>
Student Description		Characteristics or qualities of refugee students.
Quality of school	<p>Resources</p> <p>Inclusivity</p> <p>Program</p>	<p>Refer to the available funds and services that accommodate refugee students.</p> <p>An education system that is welcoming to multiple cultures and embraces diversity. The inclusivity approach creates a safe and comfortable school and classroom climate for all students.</p> <p>Indicates school structure, design, and education model.</p>
Teaching Method		Teaching tools/practices (kinesthetic, auditory, visual)

**Table 2:** Frequency of seven main theme categories:

Theme/Category	Frequency (most to least occurring)	Examples codes all direct responses Green: Cairo    Blue: Colorado Springs
Teacher Training	(35/128) 27.34%	<ol style="list-style-type: none"> <li>1. <i>As teachers we must understand their behavior as a result of trauma and disturbance...and behavior as it relates to their culture – African Community School</i> (Teacher Training: CRT and SEML)</li> <li>2. <i>It is important to not eliminate students' home cultures – African Community School</i> (Teacher Training: CRT)</li> <li>3. <i>Assessing and managing trauma must start in the beginning – Syrian Community School</i> (Teacher Training: SEML)</li> <li>4. <i>A lot of the kids have seen violence, and have some form of PTSD that a teacher may not have seen or be familiar with – Education Coordinator COS</i> (Teacher Training: SEML)</li> <li>5. <i>Once a month I'll receive more training but it's all academic based. Nothing else. No training in providing mental and psychosocial support – Middle School Teacher</i> (Teacher Training: SEML)</li> </ol>
Quality of School	(32/128) 25%	<ol style="list-style-type: none"> <li>1. <i>It is more important for a child to feel safe and secure because of the disturbance in their childhood. – African Community School</i> (Quality of school: inclusivity)</li> <li>2. <i>We have this school and teach this curriculum to avoid public school violence, racism, and bullying – Syrian Community School</i> (Quality of school: inclusivity)</li> <li>3. <i>School administrations that are willing to be creative and flexible – Tutor</i> (Quality of school: inclusivity)</li> <li>4. <i>I struggle with the strong testing</i></li> </ol>

		<p><i>culture</i>– Middle School Teacher (Quality of school: program)</p> <p>5. <i>The intention is there but not the practice and that upsets me</i> – Middle School Teacher (Quality of school: inclusivity)</p> <p>6. <i>Resources intended for refugee students but they are not sensitive to students’ cultures</i> –Middle School Teacher (Quality of school: resources)</p> <p>7. <i>How do we address this school-wide? Anti-bully workshops, trainings, and assemblies?</i> – Middle School Teacher (Quality of school: resources and inclusivity)</p>
Psychosocial Domain	(18/128) 14.1%	<p>1. <i>A refugee’s struggle is with them throughout his or her life</i> –African Community School (Psychosocial Domain: micro and macro)</p> <p>2. <i>We must take into account family structure...many of the students’ families are different now</i> – Syrian Community School (Psychosocial Domain: macro)</p> <p>3. <i>Refugees are orphans in a way and have lost a sense of belonging.</i> – African Community School (Psychosocial Domain: micro/macro)</p> <p>4. <i>No interest or recognition of their mental and emotional health</i> – Middle School Teacher (Psychosocial Domain: micro)</p>
Teacher Challenge	(17/128) 13.28%	<p>1. <i>Difficult with different nationalities and backgrounds of student</i> – African Community School (Teacher Challenge: Student Differences (cultures))</p> <p>2. <i>We would like more training on new teaching methodologies... they are constantly changing and upgrading</i>– Sudanese Community School (Teacher Challenge: services)</p> <p>3. <i>Teaching to the other students...</i></p>

		<p><i>hard to focus on the refugee students while also trying to teach a whole class – Education Coordinator COS (Teacher Challenge: Student Differences (cultures and learning levels)</i></p> <ol style="list-style-type: none"> <li>4. <i>More resources in teacher training to work sensitively across cultures, especially if ESL is not their background – Tutor (Teacher Challenge: services)</i></li> <li>5. <i>For CLDE training it is smushed into an hour –Middle School Teacher (Teacher Challenge: education system)</i></li> <li>6. <i>Not worry about their students’ test scores and their pay – Middle School Teacher (Teacher Challenge: education system)</i></li> </ol>
<p>Cultural Adjustment</p>	<p>(15/128) 11.72%</p>	<ol style="list-style-type: none"> <li>1. <i>They show very troublesome behavior when adjusting to rules and the role of the teacher – African Community School (Cultural Adjustment: school-rules)</i></li> <li>2. <i>Not only do they have to accept the role of the teacher and the culture of the teacher but also learn how to accept one other – African Community School (Cultural Adjustment: school and cultural differences)</i></li> <li>3. <i>There is a different dialect in the public schools which makes it difficult for the children to learn...they don’t need anymore difficulty in their lives– Syrian Community School (Cultural Adjustment: language barrier)</i></li> <li>4. <i>The cultural difference in the role of school is difficult for parents – Education Coordinator COS (Cultural Adjustment: school (education system)</i></li> <li>5. <i>They are placed based on age and not English proficiency. This is where their home education system</i></li> </ol>

		<p><i>clashes with the American education system– Tutor (Cultural Adjustment: school (education system))</i></p> <p>6. <i>Harassment and bullying from the gen-ed kids– Middle School Teacher (Cultural Adjustment: cultural differences)</i></p>
Student Description	(7/128) 5.5%	<p>1. <i>Children should be taught to become self-learners not just learning to get through school and to graduate –African Community School</i></p> <p>2. <i>Refugees are orphans in a way and have lost a sense of belonging. – African Community School</i></p> <p>3. <i>These refugee students are very smart and they truly value learning – Sudanese Community School</i></p> <p>4. <i>However, refugee students learn very quickly – Education Coordinator COS</i></p> <p>5. <i>When they are really reserved it takes longer for teachers to feel out where they are in their learning – Tutor</i></p>
Teaching Method	(4/128) 3.13%	<p>1. <i>Using media and pictures in teaching is very helpful because of the different learning and literacy levels – Syrian Community School</i></p> <p>2. <i>We do a lot of skits and incorporate interactive learning – Syrian Community School</i></p> <p>3. <i>Using kinesthetic or media tools to explain worksheets – Tutor</i></p> <p>4. <i>Doesn't seem to be enough accommodation to facilitate hands-on-learning and an understanding of refugee students– Middle School Teacher</i></p>



**Table 3:** Frequency of subcategories:

<b>Subcategories (16)</b>	<b>Frequency (within main thematic categories)</b>
Teacher Challenge: Services	(8/17)= 47.1%
Teacher Challenge: Student Difference (SD)	(5/17)= 29.41%
Teacher Challenge: Education system	(4/17)= 23.53%
Teacher Training: Social, Emotional, and Mental Health Learning (SEML)	(18/35)= 51.43%
Teacher Training: Cultural Responsive Teaching (CRT)	(15/35)= 42.86%
Teacher Training: General	(2/35)= 5.71%
Cultural Adjustment: School	(7/15)= 46.67%
Cultural Adjustment: Cultural Differences	(4/15)= 26.67%
Cultural Adjustment: Language barrier	(4/15)= 26.67%
Psychosocial Domain: Micro	(9/18)= 50%
Psychosocial Domain: Macro	(9/18)= 50%
Quality of school: Inclusivity	(21/32)= 65.63%
Quality of school: Resources	(6/32)= 18.75%
Quality of school: Program	(5/32)= 15.63%
Teaching Method	NA
Student Description	NA

**Table 4:** Word frequency between Cairo' and Colorado Springs' participants:

<b>Word</b>	<b>Frequency</b>	<b>Participant</b>
Care	3 (3)	3/3 Colorado Springs
Sensitive	3	3/3 Colorado Springs
Training	10	8/10 Colorado Springs
Understanding	10	9/10 Colorado Springs
Test(ing)	6	5/6 Colorado Springs
Safe	4	4/4 Cairo
Orphans	3	3/3 Cairo
Trauma	4	4/4 Cairo

## Appendix A

### Interview Template

#### KEY

##### Participants

Colorado Springs → Tutor, Middle School Teacher, Education Coordinator COS

Cairo →

Syrian Community School - Syrian

African Community School - African

Sudanese Community School - Sudanese

##### Questions

*Italicized*: questions in the original template. Not all original questions were asked to participant(s) in each setting due to conversation flow and timing

**Bold**: new questions asked during interviews and focus groups

- *What are some of the challenges you face in teaching refugee children?* (African, Sudanese, Middle School Teacher)
- *What are some of the challenges your students face in their learning?* (African Tutor)
- *Are parents involved in their child's learning? How so?* (Syrian, Sudanese)
- *How can education for refugees improve?* (Tutor, Middle School Teacher)
- *What is the most important resource for refugees to have in their learning?* (Education Coordinator COS)
- *What is some advice you have for American schoolteachers receiving refugees into their classrooms?* (African, Syrian, Sudanese, Education Coordinator COS, Middle School Teacher)
- *How did you get involved teaching refugees?* (no responses)

##### African

- **What is the most useful skill you learned from your teacher training with Save the Children?**

##### Syrian

- **Why and how did you decide to create this community school for Syrian refugees?**
- **What are the successes and/or benefits of teaching in this community school compared to a public school?**
- **What is your teaching experience?**
- **How do you manage teaching traumatized students?**
- **How do you communicate with hard to reach parents and caretakers?**

##### Syrian + Sudanese

- **What is your most useful teaching practice or method?**

#### Sudanese

- **What are some of the differences between your old school and this school?**

#### Education Coordinator COS

- **What are some of the challenges refugees face in attending Colorado Springs' public schools?**
- **From your position as an education coordinator, what are some of the challenges teachers face in educating refugees?**

#### Tutor

- **What is the purpose of the Refugee School Impact Grant?**
- **How are refugee students placed into grades?**

#### Middle School Teacher

- **What is your teaching experience?**
- **Are you trained in teaching refugee students?**
- **How do you meet the emotional and mental health needs of your refugee students?**
- **What programs and services does the middle school's Center for Language Education and Development provide to refugee students?**

## Appendix B

### Interview and Focus Group Transcriptions

- Three one-on-one interviews in Colorado Springs (audio recordings)
- Three focus groups in Cairo (field notes with some direct responses)
- All focus groups required a translator- provided by Save the Children

*Italicized: direct responses from participants*

#### 1) African Community School

**M:** Researcher- Mary

**ERT:** Eritria teacher

**ET:** Egyptian teacher

**M:** What are some of the challenges you face in teaching refugee children?

**ET:** *50 percent of the children are not familiar with Arabic when starting school. Difficult to adjust to different learning levels (given past school setting I taught at).*

Hyperactive children struggle with rules, especially the 6-9 age group where most students did not attend ECED (early childhood education) centers. *They show very troublesome behavior when adjusting to rules and the role of the teacher. However, 6-9 year-olds adopt the new language faster.* One-year funding for school... deadline and timeframe put stress on the teachers. Performance and how successful students are in their learning... lots of pressure beyond the role of teaching.

**ERT:** *Difficult with different nationalities and backgrounds of students. Not only do they have to accept the role of the teacher and the culture of the teacher but also learn how to accept one other. There is no certification of learning for students ... difficult for parents to accept (no certification because school is not recognized by the Ministry of Education). Some of the more qualified teachers end up going to a formalized education center where the salary is higher.*

**M:** What is the most useful skill you learned from your teacher training with Save the Children?

**ET:** Case management and child protection. Knowing how to identify single cases (includes: nationality/culture of student, mental/emotional/physical health, family structure) with help from the psychologist. *I know what services to provide and how to provide those services at all times to the individual case.*

**M:** What is some advice you have for American schoolteachers receiving refugees into their classrooms?

**ERT:** *A refugee's struggle is with them throughout his or her life. It is more important for a child to feel safe and secure because of the disturbance in their childhood. As teachers we must understand their behavior as a result of trauma and disturbance...and behavior as it relates to their culture. For example: facial expressions- looking down may signal respect not*

disengagement. Classroom must feel like home. *Loyalty to a new culture must come naturally and should never be enforced.*

**ET:** Focus on the outcome of learning. *Children should be taught to become self-learners not just learning to get through school and to graduate. Refugees are orphans in a way and have lost a sense of belonging. Allegiance to a new country must start by including elements from their home country. It is important to not eliminate students' home cultures.... A teacher must take the time to know where their students are from and their backgrounds. EX) Field trip: I took my students not to an Egyptian museum but to the Nile. The Nile is something they all have in common now...something new they can share together.*

## 2) Syrian Community School

**M:** Researcher- Mary

**T:** Teachers- 7 female Syrian teachers

**M:** Why did you decide to create this community school for Syrian refugees?

**T:** *We realized there was a huge need and demand of a learning space from the community.*

Although it is easier for Syrian refugees to adapt to the Egyptian culture because of the similarities in religion and language... Egypt is the best refugee context for them because similar cultures and legally they can access work permits, school, and health services... *but there is a different dialect in the public schools which makes it difficult for the children to learn...they don't need anymore difficulty in their lives. In the public schools the classrooms are overcrowded and are of low quality. Our students register in public schools and sit for the national tests, but attend our community school to receive a better education. We have more inclusive services for children. This school has a special education class and a Montessori early childhood center. School is working towards including ALL children regardless of learning ability.*

**M:** What is your teaching experience? How do you manage teaching traumatized students?

**T:** *We are trained as teachers and many of us are parents. Through our experiences as teachers and as refugees we feel equipped in treating trauma. It is self-taught for many us given our experience. Assessing and managing trauma must start in the beginning. Improvement in trauma after the first year. Just like how the students find support in one another we as teachers do as well... this is not just a school, but more importantly a safe space.*

**M:** What are the successes and/or benefits of teaching in this community school compared to a public school?

**T:** *This school is like home. Being together... knowing we all have the same problems and can vent together at school meetings... we will plan a school trip when we are all feeling sad (said while laughing).*

**M:** What is your most useful teaching practice/method?

**T:** *Using media and pictures in teaching is very helpful because of the different learning and literacy levels. Some of these children have not been in school for months. We do a lot of skits and incorporate interactive learning- we must make school fun for the children.*

**M:** Are parents involved in their child's learning? How so?

**T:** *We ask for and receive feedback from parents and advice for their child. It's hard for the parents who are illiterate... extra effort. We must take into account family structure...many of the students' families are different now. Many kids' parents were killed or disappeared and they stay with grandparents or friends. Children are orphans. Stateless.*

**M:** How do you communicate with hard-to-reach parents and caretakers?

**T:** *To communicate with those guardians we use a Whatsapp group for parents and teachers. Parents or their caretakers do not have time to come to school...either are working or school is too far and expensive to travel to. In our group we share stories and school updates.*

**M:** What is some advice you have for American schoolteachers receiving refugees into their classrooms?

**T:** *As teachers we must maintain the children's culture (culture of their home country) and support their mental health. Teachers should be trained in this. Fortunately, for us, this is self-taught. Many of the tools and practices we use with the kids we use with one another... healing and coping tools. For our students, we must help them overcome trauma before even beginning to educate... a sense of safety is needed first.*

### **3) Sudanese Community School**

**M:** Researcher- Mary

**T:** Teachers- four female and one male teacher. All Sudanese

**M:** What are some of the challenges you face in teaching refugee children?

**T:** *In general, we need more technology and a higher budget. It is very expensive to pay for the Sudanese curriculum and print out all the materials. Teachers want to attract more students and market themselves better so they can have more funds to spend on improving the quality. We would like more training on new teaching methodologies... they are constantly changing and upgrading.*

**M:** What are some of the challenges your students face in their learning?

**T:** *Students struggle to coexist with all of the different tribes. In Sudan, some tribes do not like each other and in the past a tribe may have caused harm and violence towards another tribe... students may not like one another simply because of the tribe they belong to. There are different accents... hard for students to communicate all together.*

**M:** Are parents involved in their child's learning? How so?

**T:** *We use Whatsapp to talk to parents...teachers talk to parents and parents to parents. We receive a lot of support from the community and from Save the Children.*

**M:** What is your most useful teaching practice/method?

**T:** *Singing and group learning. These tools make learning fun for the kids. School needs to be a place that the kids enjoy coming to. We find when they are happy and laughing they focus on learning.*

**M:** What are some of the differences between your old school and this school?

**T:** They are very different. *Stability in families. Children are like orphans. Here, we are dealing with much more emotional disorders from conflict. Although they are teaching children the Sudanese curriculum it is very painful for them to imagine going back. We have this school and teach this curriculum to avoid public school violence, racism, and bullying. The Egyptian public schools are not good schools compared to where we were in Sudan.*

**M:** What is some advice you have for American schoolteachers receiving refugees into their classrooms?

**T:** These refugee students are very smart and they truly value learning. *As teachers, we must provide feelings of safety and get close to their cultures. First, we must help them to accept one another.* Refugee parents will support teachers who are willing to learn more about their child's culture and relate to the students' experiences.

#### **4) Lutheran Family Services Refugee & Asylee Resettlement Agency (LFS)**

**M:** Researcher- Mary

**EC:** Education Coordinator COS

**M:** What are some of the challenges refugees face in attending Colorado Springs' public schools?

**EC:** *A lot of challenges. First one is taking the bus to school – they will get lost if they are not escorted...and going to school with a language barrier is not easy. We find kids from different countries fight in school- Africa, Asia or the Middle East. We get reports from school that they are violent...it's more common with the kids in middle school. When this happens I will go with an interpreter to the parents and advise them on the expectations of the school and expectations of their son or daughter as a student in an American school. The cultural difference in the role of school is difficult for parents. The school will receive a basic profile from me...any documents of their learning, (family, where they're from)... so school will know expectations of that refugee student based on their culture.*

**M:** From your position as an education coordinator, what are some of the challenges teachers face in educating refugees?

**EC:** *Teaching to the other students... hard to focus on the refugee students while also trying to teach a whole class. However, refugee students learn very quickly, many of our clients are very smart and turn out to be very good students in just a few months. They really appreciate education... it is helpful when older refugee students mentor younger refugee students and most are in the same school.*

**M:** What is the most important resource for refugees to have in their learning?

**EC:** *It is mostly done by the school. When teachers are cultural mentors for parents, parents understand the expectations of education and school...school absence and homework. Schools must share with one another in how to welcome refugees... some schools here have never had refugees before.*



**M:** What is some advice you have for American schoolteachers receiving refugees into their classrooms?

**EC:** *Best advice would be to try to connect with them culturally because there is a language barrier...trying to find ways to connect with them first and build a relationship with them. A lot of the kids have seen violence, and have some form of PTSD that a teacher may not have seen or be familiar with. Teachers need to be sensitive to their needs... understanding and empathetic...building a friendship is the first step otherwise they will not care or listen to you.*

## 5) Refugee School Impact Grant (RSIG)

**M:** Researcher- Mary

**T:** Tutor

**M:** What is the purpose of RSIG?

**T:** *It is used in a refugee's first and second years in the schooling system... it acts on different levels- advocacy and case work mixed in. Most of what I do is tutor the kids using a push-in model. I'm in the classroom with them working one-on-one with them to slow it down or explain content in a different way than the teacher does... for example using kinesthetic or media tools to explain worksheets. I see the dynamic between students and teachers and speak on behalf of refugee students.*

**M:** What are some of the challenges your (refugee) students face in their learning?

**T:** *It depends a lot on the kid. For many it is issues of hygiene and discipline. One big barrier is the English language because for any subject you still need to understand the language...every subject is a lot harder when they are low in English. Kids who do better are the ones who are willing to jump in, take risks, and be talkative versus the more reserved kids. Unfortunately, in Sub-Saharan African cultures they teach girls to have quite personalities and to be more passive. This works towards their disadvantage, when they are really reserved it takes longer for teachers to feel out where they are in their learning and how to help them.*

**M:** How can education for refugees improve (given your role in the agency and in the schools)?

**T:** *Teachers are equipped to varying degrees. The successful ones are the ones who care about them as people not just as students. School administrations that are willing to be creative and flexible...more resources in teacher training to work sensitively across cultures, especially if ESL is not their background...it's important to teach the refugee kids different emotion words and how to express emotions. Difficult for teachers to focus on the higher-level kids while also working with the lower-level kids and I hope my role in the classroom is making that easier for the teacher. I was talking to a science teacher who wants to create a curriculum or develop a class that is just basic science for refugee and immigrant students. She complains to the school administration that these students need basic conceptual knowledge in science, math, and in any subject before moving to the more advanced content. Grade level should not indicate their previous knowledge or what content they should be learning.*

**M:** How are refugee students placed into grade levels?

**T:** *Education background and English level. They are placed based on age and not English*

*proficiency. This is where their home education system clashes with the American education system. The developing world (from what I know) does not place students just based on age...we are really focused on you have to graduate by this age and you age out at this age...This is a huge disadvantage for our kids, some should be in elementary school (fundamentally) even though they are of middle school age. I understand placement based on age for developmental reasons and that kids should learn with kids of the same age, but we need to be flexible and make exceptions for students not from here.*

## **6) Middle School's Center for Language Education and Development (CLDE)**

**M:** Researcher- Mary

**MST:** Middle School Teacher

**M:** What is your teaching experience?

**MST:** *I've done 10 years of teaching not in public schools, but mostly in charter schools and private colleges. I'm enrolled in CC's MAT program and did my student teaching at Eagleview Middle School in an 8<sup>th</sup> grade classroom. I've been at the [middle school] for two years in the CLDE (Culturally & Linguistically Diverse Education) program working with all of the ELL students in the Shelter Center. In this program all of the ELL students move together as a group to core classes and in theory to their electives. I teach 6<sup>th</sup> grade English Language Arts in the CLDE program. In this program we focus on four specific domains (listening, reading, writing, speaking-WIDA) and the goal is to help them move up one level per year.*

**M:** Are you trained in teaching refugee students?

**MST:** *I'm trained in ELL. I've mostly done work with Asian populations but not with refugees before. Once a month I'll receive more training but it's all academic based. Nothing else. No training in providing mental and psychosocial support. In the Shelter Center the core content is in English and the students stay together in their little cohort, but there is no interest or recognition of their mental and emotional health. Most of my refugee students use the counseling services at Aspen Pointe (through Lutheran) but I'm not informed on what a student of mine may be going through or things I can do to help him or her...I usually find out by accident. Just the counselor knows and the teachers are unaware...we need better communication.*

**M:** What are some of the challenges you face in teaching refugees?

**MST:** *I struggle with the strong testing culture. You have to go about everything in a certain way... it's like why do we even have a Shelter Center? We need to go slow. We need to go in a different order and the school does not understand that. Especially in the expectation of behavior... school policies I understand but there is no human kindness. One of my refugee students was carrying her backpack around and students aren't allowed to because of school policy...but with many of my kids it's one of their only possessions...show some understanding and let them freakin' hold it. When I don't follow school curriculum because I see what my students need to learn and not what a school says they have to learn it makes me look like I'm a bad teacher. There doesn't seem to be enough accommodation to facilitate hands-on-learning and an understanding of refugee students. I'm teaching in a data-driven construct and I feel privileged that my school has a Shelter Center, but we are abusing it. The intention is there but not the practice and that upsets me.*

*-We have a dearth of resources intended for refugee students but they are not sensitive to students' cultures. Some of my students are offended by the resources...ex) middle schooler with a preschool book.*

*-Another issue is that I have no knowledge of their formal education...refugee camp? Formal education? No education at all? What was it like? I'm also unaware of how the refugees are getting placed into grades. They will be placed into the Shelter Center (depending on ELL level) but still in grades. We have administration issues with grade placement. Many of the refugees all have the same birthdays...their countries do not keep track of birthdays like we do. For example, a student of mine is foundationally behind everyone in her grade and is separated from her friends. Her birthdate claims that she is a year older than her friends...and she misses all of the services that Lutheran provides because of the age cutoff. We need to look at retention as reassignment due to these cultural differences... birthdays for example.*

**M:** Does your school administration present challenges to your teaching?

*MST: I have a tough time with our new principle and new administration...our principle has no human understanding of what a refugee child might need. Refugee students are mixed into different groups. Between my immigrant and refugee students there is a lot of racism among the Hispanic, African, and Middle Eastern kids. English is not their common language so they group based on language. I have seen some of my students hold their noses and move their desks away from a student. Recently, one of my Iraqi students was called a "terrorist" on the playground...how do we address this school-wide? Anti-bully workshops, trainings, and assemblies? The social aspect is one of the greatest challenges for my refugee students...harassment and bullying from the gen-ed kids.*

**M:** How do you meet the emotional and mental health needs of your refugee students?

*MST: I'm not certified in that course... but when things are going on the best thing I can do is contact the counselor. In my experience, training for counselors is very separate from teacher training. One of my students has adjustment issues and just didn't want to try and I was scolded for being too motherly with her, but what am I supposed to do? How am I supposed to act?*

*- Depending on grade level, refugee students are provided with additional services from Lutheran such as a translator, caseworker, and a tutor to assist them in the classroom (RSIG Tutor). These services are very helpful in the success of a refugee student. A lot of things get lost in translation among the principle, teachers, parents, and students...nothing is clear-cut and those services help simplify things.*

**M:** What programs and services does this middle school's Center for Language Education and Development provide to refugee students?

*MST: We have a Shelter Center that comes from the district. But that's it. There is neither education nor discussion on the difference between immigrant and refugee students. For CELD training it is smushed into an hour and then you're supposed to feel like an expert. District Two heavily focuses on standardized testing but for my refugee students they come in with no English and no computer skills... how are we supposed to accurately test them when we place them in these situations? We need to start asking parents to advocate [for refugees] because no one is listening to teachers.*

**M:** How can education for refugees improve?

**MST:** *I think having a Shelter Center for refugee students that exposes them to different student populations from different districts is needed...Learning different behavior models from different schools by interacting with a variety of students. When the CLDE students are exposed to only the behavior at this school then they think that behavior is representative of how all Americans act. For example, many of my immigrant students refuse to learn English and the refugee students are influenced to act the same way.*

*-We need to increase their exposure to other behavior and culture norms. However, I think it's great that through the Lutheran agency refugees meet other refugees from the same culture...create a village within that environment...it's so important given the hardships they face at school.*

*-I feel that if teachers were more educated on refugee issues as a whole then we would know the steps on how to access more services...the ultimate goal is to transition them out of the Shelter Center program and into the gen-ed population. Teachers and school administrations across districts need to recognize the difference among language proficiency, immigrant population, and refugee population. For teachers in the classroom it is asking their selves, what am I doing and what I am not doing? Especially now...there is a lot of expressed fear from immigrant and refugee families given the change in federal administration and teachers need to be aware of this and understand reactant behaviors...not worry about their students' test scores and their pay.*

**M:** What is some advice you have for (other) American schoolteachers receiving refugees into their classrooms?

**MST:** *The shelter center at my school is a good model, but across all settings there needs to be more of a humanistic component...one without testing. The more latitude we give the more trust...huge to have that trust and love. If teachers don't show these students they care then no learning will happen.*

## Appendix C

### Background Information

- Save the Children Egypt Office, Save the Children's Community Schools in Cairo, a middle school's Center for Language Education and Development, and Lutheran Family Services Refugee & Asylee Resettlement Agency (LFS).

#### Note:

Information on Save the Children's (SC) community schools (name, location) is not provided for confidentiality purposes. Knowledge of community schools was gained through first-hand observations, informal conversations, the SC Egypt database, and focus group discussions. First-hand observations include tours of the education setting while interacting with teachers and students, and time spent observing classroom instruction. Material of community schools is not available online. In the community schools, teachers receive initial teacher training and/or in-service training from Save the Children. Training topics include but are not limited to: child protection, active learning, positive discipline, case management (social, emotional, and mental health), literacy and numeracy interventions, and student resiliency. All community schools in this study are located in Cairo, Egypt under SC's Egypt Office. The middle school's Culturally and Linguistically Diverse Education (CLDE) program is a Colorado state program operated in various schools in Colorado Springs, CO. Information regarding CLDE programs was found through online research and through a one-on-one interview with Middle School Teacher. In addition, information on the Lutheran Family Services Refugee & Asylee Resettlement Agency (LFS) was gained through a one-on-one interview with Education Coordinator COS and through online content. LFS is located in Colorado Springs, CO.

- **Save the Children Egypt (operated under Save the Children International)**

Save the Children (SC) Egypt focuses on four areas for programming: Education, Health, Children Protection, and Youth. SC Egypt coordinates with 28 nongovernmental organizations operating in different regions in Egypt. Currently, 86,000 children and teachers are benefitting directly from SC Egypt's Education program interventions. The economic poverty rate is high with 26.3% Egyptians living below the line of poverty which is leading to increased dropout rates for children in schools. Access to education has been improving but "quality services" still remains absent for most children. Currently in its education sector, SC Egypt facilitates host community schools, Literacy and Numeracy Boost programs, and is building ECCD programs in both rural and urban governorates. SC Egypt maintains close relations with the Ministry of Education (MoE) and is working towards strengthening ties to local education institutions to improve the access and quality of education for refugees in host communities. In the public school system, the MoE is supporting SC's Literacy and Numeracy Boost programs in addition to its extracurricular activities such as Arabic boost interventions, civic education discussions, child protection student groups, and summer camps. SC Egypt reports its greatest challenge is working with and alongside national, governorate, and district-level education institutions. Lastly, SC Egypt is working with the Ministry of Social Solidarity (MoSS) to improve child protection policies, and facilitate training in child protection practices for teachers and social workers in education settings.

- Information on Egypt’s public school system from SC Egypt Staff
  - Average student to teacher ratio in public schools is 120:1. Egypt is notorious for schools that are overcrowded, contain poor infrastructure (clean water, limited number of bathrooms), high student to teacher ratio, and under-qualified teachers. In addition, according to a majority of SC Egypt staff members, violence is a common form of teacher discipline and there is a high prevalence of violence towards children in society.

- **African Community School (from SC database and observations/interactions with school personal in school setting)**

This host community school is managed and funded by Save the Children, The UNHCR, and Catholic Relief Services. Starting in 2015, the purpose of this school has been to “provide support for the African refugee community” and function as an education center with “catch up classes” for registered refugees before transitioning into the public school system. This school provides education for a total of 120 students. The average classroom size is 20 students with one teacher. The students receive one snack in the morning. The school day begins at 9AM and ends at 12:30PM. Teachers are selected within the community and all candidates have either past teaching experience or certification in teaching. Teachers receive both initial and in-service trainings from SC. Initial trainings are 30 days with additional in-service trainings every month. School personal includes: one female Egyptian teacher, one male Eritrean teacher, one SC education coordinator, and a SC case management team which pertains to a group of volunteer community members trained by SC in facilitating relations among the school, health services, and families of students. SC refers to its school staff as “capacity builders.” The current student body includes refugees from Sudan, Eritrea, Somalia, Syrian, and Yemen. The language of instruction is Arabic and the curriculum contains education in: art, life skills, literacy and numeracy. Upon arrival, students are assessed in literacy and numeracy knowledge, and if the student is illiterate the assessment is done verbally. Lastly, the school facilitates monthly and end-of-the year assessments to measure student progress and growth.

Additional observations:

Classroom walls are colorful and decorated with student art. Classrooms contain desks, a whiteboard, a pile of books considered their “library,” and student learning materials: pencils, coloring supplies, and a notepad. In addition, there is an outdoor play space on the roof along with a student-led garden.

- **Syrian Community School**

Save the Children and local “CBOs” (community based organizations) are the primary stakeholders of this school. With a total of 800 students in grades first through tenth, the teachers receive huge support from the Syrian community. Given that this school does not have an official license to serve as an education institution from the MoE, a majority of students are enrolled in the public school to sit for national examinations, but attend classes at this community school. According to teachers, the predominant issue for students and the school is that many students have lost important documents while in transit. Documents include: birth certificates, school records, previous certifications of learning, and identification cards. The

school day begins at 8am and ends at 1:30pm. The school contains a small administration that consists of a board of teachers. There are 50 teachers, a majority of whom are women, in the school who are selected based on experience, references, credentials, and passing an in-class teaching assessment. Teacher salary is barely covered; they rely on donations from CBOs and INGO trainings from Save the Children.

#### Additional observations

The school is a remodeled old shopping mall. The teachers and community pay to rent out the space. Classrooms appear as traditional-type classrooms with desks and a chalkboard. The school is currently working on constructing a playground and finishing its library. Interestingly, teachers said that the library is students' favorite extracurricular activity because students get to read a book of their choice and practice their English. In addition, the school offers an early childhood center with a Montessori design and a special education center. The school prides itself on its inclusivity model in which all students are welcomed regardless of disability.

#### • **Sudanese Community School**

Save the Children and community members sponsor this school. The school teaches a Sudanese curriculum so that students can sit for national examinations at the Embassy of Sudan in Cairo. Parents, community members, teachers, and Save the Children provide funding for the curriculum, rent, teacher salary, and learning materials. The school contains students aged four to 14. Given that students receive their certification of learning from Sudan, Egypt's MoE does not recognize this community school as an official education institution and therefore does not supply funds for this school. Classroom size ranges from 19-35 students per one teacher. All teachers are Sudanese and have taught in Sudanese schools.

#### Additional observations

School is unmarked and has a similar appearance to the African community school. The school is situated in an apartment complex. Classrooms are located very close to one another- not a lot of physical space in the school. Classrooms contain desks and a chalkboard. The early childhood center contains the most amounts of art (on the walls) and space. Every student has a composition notebook and a writing utensil. Although students are sharing desks (overcrowded classrooms) teachers were able to captivate their attention and keep them on task during instruction. Students seemed most engaged in their geography and art lessons. Teachers were very appreciative of the trainings and learning resources from SC.

#### • **Colorado State Culturally & Linguistically Diverse Education (CLDE)**

- Online information found at Colorado's CLDE website.

For the purpose of this study, Colorado State Culturally & Linguistically Diverse Education Program (CLDE) is the program of focus. The mission of the CLDE program is to "ensure equitable access to grade level standards and ensure a well-rounded education" for refugee and immigrant students. According to online content, the CLDE offers: Center based programs, Tutoring, Pull Out programs, Staff Development, and ACCESS Testing. Students are placed into a CLDE service based off a Home Language Identification Form and results in the W-APT and ACCESS tests. ACCESS is a Colorado language assessment that measures proficiency in speaking, reading, writing, listening, comprehension, literacy, and oral language. According to

Middle School Teacher, this assessment is taken on the computer, which is problematic for refugees who have no experience navigating a computer. The CLDE program operates with resources from the Colorado Department of Education, which include: 3 Hour Workshops or trainings, and access to the newly created U.S. Department of Education's Newcomer Tool Kit for immigrants and refugees. The Tool Kit provides educators with effective practices and resources to support newcomers in the school and in the classroom. Given that the Newcomer Tool Kit was created this past June, it is unclear if the CLDE program has utilized it yet.

- **Lutheran Family Services Refugee & Asylee Resettlement Agency (LFS)**

Online information found at the LFS website on refugee and asylees.

The LFS Refugee & Asylee Programs work to help vulnerable individuals and families start a new life in the United States. LFS provides various services to refugees entering the US from various regions of the globe. The goal of LFS is to help refugees and asylees achieve self-sufficiency in their first year of resettlement. As a sub-office to the headquarters in Denver, LFS Colorado Springs resettles refugees and asylees throughout the city. Through state and federal programs, staff and volunteers at LFS assist refugees and asylees in managing and maintaining funds throughout their first few years. The amount of funds and length of funding depends on the federal and/or state program the individual or family is given. LFS offers assistance in housing, case management, employment, community work experience programs, immigration legal services, school programs and enrollment, women's empowerment programs, and access to health services. Since 1978, LFS has received refugees from over 40 countries including: Bhutan, Burma, China, Democratic Republic of Congo, Cuba, Eritrea, Ethiopia, Iran, Iraq, Mauritania, Russia, Somalia, Sudan, and Ukraine.



**Appendix D**

Coding Scheme

<p><b>Key for codes:</b>                  2-14 African Community School                  16-28 Syrian Community School                  30-40 Sudanese Community School                  42-53 Education Coordinator COS                  55-67 Tutor                  69-96 Carmel Teacher</p>			
Codes	Nodes (inferential- no quotations Descriptive-quotations)	Themes (categorical/bins)	Jottings (clarifications of codes, interesting/surprising remarks, comments on how participant responded)
Difficult to adjust to different learning levels (given past school setting I taught at). - ET	"difficult"; "learning levels"	Teacher Challenge: SD (learning levels)	Teacher hardship faced in the classroom
They show very troublesome behavior when adjusting to rules and the role of the teacher. - ET	"behavior"; "rules"	Cultural Adjustment: school (rules)	"they"--> refugee students
Difficult with different nationalities and backgrounds of student - ERT	"difficult"; "nationalities"	Teacher Challenge: SD (cultures)	

There is no certification of learning for students- ERT	"certification"	Cultural Adjustment: school (education system)	community school is not recognized by the Ministry of Education therefore students do not receive certification of learning (do not take national examinations)
Not only do they have to accept the role of the teacher and the culture of the teacher but also learn how to accept one other- ERT	"accept"; "culture"	Cultural Adjustment: school Cultural Adjustment: cultural differences	"they"--> refugee students
I know what services to provide and how to provide those services at all times to the individual case - ET	"services"	Teacher Training: SEML	Teacher talking with pride and confidence about training in child protection and case management from Save the Children
A refugee's struggle is with them throughout his or her life - ERT	"struggle"	Psychosocial Domain: micro Psychosocial Domain: macro	Past experience or "struggle" affects student's emotional, mental, and social well-being and how he or she interacts with others. - teachers/participants were very honest in describing a refugee student's "struggle"
It is more important for a child to feel safe and secure because of the disturbance in their childhood - ERT	"safe"; "secure"	Quality of school: inclusivity	Safety in school and in the classroom

As teachers we must understand their behavior as a result of <b>trauma</b> and disturbance...and behavior as it relates to their culture - ERT	"behavior"; "trauma"	Teacher Training: CRT Teacher Training: SEML	
Loyalty to a new culture must come naturally and should never be enforced - ERT	"culture"; "naturally"	Cultural Adjustment: cultural differences	Means to facilitate cultural integration
Children should be taught to become self-learners not just learning to get through school and to graduate - ET	"self-learners"	Student Description Teacher Training: SEML	Description of refugee students as learners and how teachers should understand and facilitate "learning"
Refugees are <b>orphans</b> in a way and have lost a sense of belonging – ET	"orphans"	Psychosocial Domain: micro Psychosocial Domain: macro Student Description	orphans- interesting word to describe refugee students.
It is important to not eliminate students' home cultures - ET	"cultures"; "home"	Teacher Training: CRT	Said with emphasis
there is a different dialect in the public schools which makes it difficult for the children to learn...they don't need anymore difficulty in their lives.	"difficult"; "dialect"	Cultural Adjustment: language barrier	
In the public schools the classrooms are overcrowded and of low quality. Our students register in public schools and sit for the national <b>tests</b> , but attend our community school to receive a better education.	"school"; "low-quality"	Quality of school: resources	Explanation on why Syrian students attend both the community school and public school
This school is like home.	"home"	Quality of school: inclusivity	
Through our experiences as teachers and as refugees we feel equipped in treating <b>trauma</b>	"trauma"	Teacher Training: SEML	Interesting word to describe past experience of refugee students: trauma

Assessing and managing <b>trauma</b> must start in the beginning.	"trauma"	Teacher Training: SEML	
this is not just a school, but more importantly a <b>safe</b> space.	"safe"	Quality of school: inclusivity	similar to describing school as a "home"
Using media and pictures in teaching is very helpful because of the different learning and literacy levels.	"media"; "pictures"	Teaching Method	
We do a lot of skits and incorporate interactive learning	"skits"; "interactive"	Teaching Method	
We must take into account family structure...many of the students' families are different now	"family"; 'structure"	Psychosocial Domain: macro	In reference to deceased family members- not all students came to Egypt with parents. Tearing up/emotional while speaking
As teachers we must maintain the children's culture (culture of their home country)	"culture"; "maintain"	Teacher Training: CRT	
support their mental health	"health"; "mental"	Psychosocial Domain: micro Teacher Training: SEML	"their"-->refugee students
For our students, we must help them overcome <b>trauma</b> before even beginning to educate	"educate"; "trauma"	Psychosocial Domain: micro Teacher Training: SEML	
a sense of <b>safety</b> is needed first.	"safety"	Psychosocial Domain: micro Quality of school: inclusivity	In reference to refugee student learning and well-being
In general, we need more technology and a higher budget	"budget"; "need"	Quality of school: resources Teacher Challenge: services	"we"--> teachers

We would like more training on new teaching methodologies... they are constantly changing and upgrading	"methodologies"; "more"	Teacher Training: general Teacher Challenge: services	
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There are different accents... hard for students to communicate all together.	"communicate; "accents"	Cultural Adjustment: language barrier	
We receive a lot of support from the community and from Save the Children.	"support"; "community"	Quality of school: inclusivity Quality of school: resources	
Stability in families.	"family"; "stability"	Psychosocial Domain: macro	
Children are like <b>orphans</b>	"orphans"	Student Description	Interesting descriptor: orphans
Here, we are dealing with much more emotional disorders from conflict.	"emotional"; "conflict"	Psychosocial Domain: micro Teacher Training: SEML	
We have this school and teach this curriculum to avoid public school violence, racism, and bullying	"avoid" ; "violence"	Quality of school: inclusivity	community school model and teacher practices that maintain a sense of safety
These refugee students are very smart and they truly value learning	"smart"; "value"	Student Description	
As teachers, we must provide feelings of <b>safety</b> and get close to their cultures.	"safety"	Teacher Training: CRT	
First, we must help them to accept one another.	"accept"	Cultural Adjustment: cultural differences	"them"--> refugee students
going to school with a language barrier is not easy.	"barrier"; "language"	Cultural Adjustment: language barrier	
The cultural difference in the role of school is difficult for parents.	"difficult"; "school"	Cultural Adjustment: school (education system)	

<p>The school will receive a basic profile from me...any documents of their learning, family, where they're from... so school will know expectations of that refugee student based on their culture.</p>	<p>"expectations"</p>	<p>Quality of School: inclusivity Quality of School: resources</p>	<p>School receives student background from resettlement agency-relationship with agency. Once information is received, school can plan accommodations for refugee student(s)</p>
<p>Teaching to the other students... hard to focus on the refugee students while also trying to teach a whole class</p>	<p>"hard"</p>	<p>Teacher Challenge: SD (learning levels and cultures) Teacher Training: general</p>	
<p>However, refugee students learn very quickly</p>	<p>"quickly"</p>	<p>Student Description</p>	
<p>They really appreciate education</p>	<p>"appreciate"</p>	<p>Student Description</p>	
<p>teachers are cultural mentors for parents</p>	<p>"mentors"; "cultural"</p>	<p>Teacher Training: CRT Psychosocial Domain: macro</p>	

Best advice would be to try to connect with them culturally	"connect"; "culturally"	Teacher Training: CRT	Advice for teachers
build a relationship with them	"relationship"	Teacher Training: CRT	Advice for teachers
A lot of the kids have seen violence, and have some form of PTSD that a teacher may not have seen or be familiar with.	"PTSD"; "violence"	Teacher Training: SEML	
Teachers need to be sensitive to their needs	"sensitive"	Teacher Training: SEML Teacher Training: CRT	needs: social, emotional, physical & cultural. Teachers must understand how to recognize and deliver those needs
building a friendship is the first step otherwise they will not care or listen to you.	"friendship"; "care"	Teacher Training: SEML Teacher Training: CRT	
Most of what I do is tutor the kids using a push-in model.	"model"	Quality of school: program	
using kinesthetic/media tools to explain worksheets.	"tools"	Teaching Method	
One big barrier is the English language because for any subject you still need to understand the language	"barrier"; "language"	Cultural Adjustment: language barrier	
issues of hygiene and discipline	"issues"	Cultural Adjustment: school (rules) Psychosocial Domain: micro Psychosocial Domain: macro	
when they are really reserved it takes longer for teachers to feel out where they are in their learning	"reserved"	Student Description Teacher Challenge: SD (learning levels)	



<p>The successful ones are the ones who <b>care</b> about them as people not just as students</p>	<p>"care"; "people"</p>	<p>Teacher Training- CRT</p>	<p>"ones" --&gt; teachers "successful" teachers gain information on student's micro and macro domains (family, culture, personality)</p>
<p>School administrations that are willing to be creative and flexible</p>	<p>"flexible"; "creative"</p>	<p>Quality of school: inclusivity</p>	<p>In reference to accommodations for refugee students</p>
<p>more resources in teacher training to work <b>sensitively</b> across cultures, especially if ESL is not their background</p>	<p>"sensitively"; "training"</p>	<p>Teacher Training: CRT Teacher Challenge: services</p>	
<p>to teach the refugee kids different emotion words and how to express emotions.</p>	<p>"emotions"</p>	<p>Teacher Training: SEML</p>	
<p>Difficult for teachers to focus on the higher- level kids while also working with the lower-level kids</p>	<p>"difficult"</p>	<p>Teacher Challenge: SD ( learning levels)</p>	
<p>Grade level should not indicate their previous knowledge</p>	<p>placement</p>	<p>Cultural Adjustment: school (education system)</p>	<p>Age vs. knowledge level. Referencing American public school system on grade placement (disdvantage)</p>
<p>They are placed based on age and not English proficiency. This is where their home education system clashes with the American education system.</p>	<p>"clashes"</p>	<p>Cultural Adjustment: school (education system)</p>	
<p>but we need to be flexible</p>	<p>"flexible"</p>	<p>Quality of school: inclusivity</p>	<p>In reference to the accommodation services and programs for refugee students</p>

CLED (Center for Language Education and Development) program working with all of the ELL students in the Shelter Center	"program"	Quality of school: program	"Shelter Center" for ELL students. Immigrants and refugees mixed in the center
In this program we focus on four specific domains (listening, reading, writing, speaking-WIDA) and the goal is to help them move up 1 level per year.	"program"	Quality of school: program	WIDA: tests language proficiency
Once a month I'll receive more training but it's all academic based. Nothing else. No training in providing mental and psychosocial support	"support" ; "mental"; "psychosocial"	Teacher Training: SEML Teacher Challenge: services	
no interest or recognition of their mental and emotional health	"health"; "emotional"; "mental"	Psychosocial Domain: micro Quality of school: inclusivity	Expressed need for resources and services for schools (not just teachers) that will increase knowledge of refugees' mental and emotional health needs
Just the counselor knows and the teachers are unaware...we need better communication.	"communication" ; "unaware"	Quality of school: program	In reference to overall school structure/model
I struggle with the strong <b>testing</b> culture.	"testing"; "struggle"	Teacher Challenge: education system Quality of school: program	
We need to go slow. We need to go in a different order and the school does not understand that	"understand"	Quality of school: inclusivity	

doesn't seem to be enough accommodation to facilitate hands-on-learning and an understanding of refugee students.	"hands-on-learning"; "understanding"	Teaching Method Quality of school: inclusivity	
The intention is there but not the practice and that upsets me.	"upsets"	Quality of school: inclusivity Teacher Challenge: services	
resources intended for refugee students but they are not sensitive to students' cultures.	"sensitive"; "cultures"	Quality of school: resources Teacher Training: CRT	teacher training- learn skills to advocate for resources that are culturally responsive
We need to look at retention as reassignment due to these cultural differences...	system design	Quality of school: inclusivity	
our principle has no human understanding of what a refugee child might need	"understanding"	Quality of school: inclusivity Teacher Challenge: services	very persistent about school's lack of understanding of refugees
how do we address this school-wide? Anti-bully workshops, trainings, and assemblies?	"trainings"	Quality of school: resources Quality of school: inclusivity	
harassment and bullying from the gen-ed kids.	violence	Cultural Adjustment: cultural differences	
I was scolded for being too motherly with her	"motherly"	Teacher Training: SEML	
neither education nor discussion on the difference between immigrant and refugee students	awareness	Quality of school: inclusivity	Awareness of and respect to multicultural student body
For CELD training it is smushed into an hour	"training"	Teacher Challenge: education system	qualifications for teacher preparation programs
We need to start asking parents to advocate	"advocate"	Psychosocial Domain: macro Teacher Challenge: services	teachers desire more services and resources (training) to meet needs of refugees

I think having a shelter center for refugee students that exposes them to different student populations from different districts is needed	"exposes"	Psychosocial Domain: macro Quality of school: inclusivity	social interaction with various cultures
increase their exposure to other behavior and culture norms	"exposure"	Psychosocial Domain: macro Quality of school: inclusivity	social interaction with various cultures
if teachers were more educated on refugee issues as a whole then we would know the steps on how to access more services	"educated"	Teacher Training: SEML Teacher Training: CRT Teacher Challenge: services	
Teachers and school administrations across districts need to recognize the difference among language proficiency, immigrant population, and refugee population.	"recognize"; populations	Quality of school: inclusivity Teacher Training: CRT	
understand reactant behaviors	"behaviors"	Teacher Training: SEML	in reference to teachers
not worry about their students' test scores and their pay	evaluation	Teacher Challenge: education system	test score influence on teacher evaluation and teacher salary
but across all settings there needs to be more of a humanistic component	"humanistic"	Quality of school: inclusivity	
one without testing	"testing"	Teacher Challenge: education system	
huge to have that trust and love	"trust"; "love"	Psychosocial Domain: micro Teacher Training: SEML	encourage students to feel and express feelings of love and trust. Trust is key in building a relationship with student
If teachers don't show these students they care then no learning will happen	"care"	Teacher Training: SEML Teacher Training:	

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