

HERE's What We Know So Far

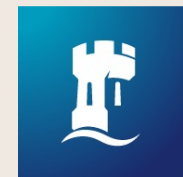
The Gendered Experiences of Refugee Education in Europe, 2015-2021

Speaker: Yousef Khalifa Aleghfeli

WWW.HUBHERE.ORG | HERE@NOTTINGHAM.AC.UK



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REFUGEE EDUCATION



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Nottingham
UK | CHINA | MALAYSIA

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ABOUT THE REVIEW

The review is the result of an ongoing, systematic process of searching for, reviewing and compiling texts in the Hub for European Refugee Education (HERE) knowledge base (www.hubhere.org). This review answers the question:

‘What have we learnt from empirical studies about the role of gender in refugees’ educational access, experiences and outcomes in Europe since 2015?’

By December 2021, 621 resources were included in the HERE knowledge base. Of these resources, 18 articles and reports met the inclusion criteria for the review.

METHODS

INCLUSION CRITERIA

INCLUDE IF:

Journal article; Masters & doctoral theses & dissertations; Reports; Conference proceedings; Book chapters; Books; Blog posts

Refers to arrivals since 2011, but published in/since 2015

Refers to 'refugee', 'forced migrant', 'displaced', 'asylum seeker', etc...

Focuses on the issue of gendered outcomes and experiences

Is published in English

Has at least 1 section on education, among other topics (can also focus on teaching about refugees/forced migration)

Refers to research from Europe (at least 1 European country included)

METHODS

EXCLUSION CRITERIA

EXCLUDE IF:

News article; press release; social media post; reference work entry; bachelor-level dissertation; book review; data table

Refers to those who arrived before 2011

Refers only to 'migrant' or 'immigrant'

Focuses primarily on health (including medical education)

METHODS

SEARCH TERMS

("Refugee*" OR "Asylum-seek*" OR "Asylum seek*" OR "Forced migrant*" OR "Displaced person*" OR "Displaced people*")

AND

("Educat*" OR "Learn*" OR "Teach*" OR "School*" OR "Classroom*")

AND

([COUNTRY] OR [DEMONYM])

METHODS

SEARCH SITES

DATABASES

EBSCOhost

Taylor & Francis Online

Elsevier Scopus

ProQuest

Google Scholar

ERIC

FINDINGS

INDIVIDUAL LEVEL CHALLENGES

Gendered pre-migration challenges

Pre-migration factors such as previous educational attainment, created a barrier to accessing and progressing through education in Europe. This arose in studies with both refugee men and women.

Health-related challenges

Physical and mental health issues often dictated refugees' educational access, experiences, outcomes, and trajectories. This particularly arose in studies with adult women.

FINDINGS

MICRO LEVEL CHALLENGES

Family-related challenges

Family responsibilities, such as childcare and domestic tasks, coupled with the feelings of isolation stemming from not having relatives close by can hamper refugee women's abilities to participate in education.

Peer-related challenges

Tensions with peers often occur through Islamophobic, gender- and race-based discrimination enacted by school or university peers against refugee girls of Islamic or African backgrounds.

Educator-related challenges

Educators' attitude and perceptions towards refugee learners were often found to be both discriminatory and gendered.

FINDINGS

MESO LEVEL CHALLENGES

Negative perceptions of refugee learners

Perceptions of refugee learners outside the educational setting were also found to be both discriminatory and gendered, pressuring both learners and their educators.

FINDINGS

MACRO LEVEL CHALLENGES

Education administration challenges

Administrative barriers were also deemed to present gendered challenges, often keeping refugee women and girls out of educational institutions; namely, universities.

Asylum system challenges

Factors related to the asylum systems often exacerbated the 'temporariness' of asylum-seeking status, impacted refugee women's educational access and experiences.

Socio-economic challenges

Structural challenges, such as employment insecurity and financial insecurity, limited refugee women's abilities to think about and construct their futures.

FINDINGS SUPPORTS

Educational aspirations

Goals and aspirations, often influenced by cultural and/or religious understandings of the importance of teaching and learning, were found to motivate refugee girls and women.

Survival tactics

Refugee girls and women often employed survival tactics, enabling them to find locate services granting them access to the education and employment they were aiming for.

Tailored opportunities and community support

Tailored educational programming and other opportunities assisted refugee women girls and women in their individual efforts to overcome barriers and access education.

EMERGING CONCLUSION

Educational policy and practice needs to incorporate a multi-level focus in order to counteract challenges both inside and outside of learning settings.

What approaches would be relevant to allow for a multi-level focus in educational policy and practice?

Gender perspectives can be considered when designing and running 'integrational' or other educational programmes.

What frameworks would be useful to allow for a Gender-focused perspective in educational programme development?

Thank You for Listening

HERE TEAM

Joanna McIntyre

Chris Stone

Lucy Hunt

Yousef Khalifa Aleghfeli

Jo-Anna Russon

Alexia Ball

WWW.HUBHERE.ORG | HERE@NOTTINGHAM.AC.UK

Presenter

Yousef Khalifa Aleghfeli



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