

# Index

- Academic culture, 68
- Academics, 80
- Accountability, 147
- American Dream, 2
- Asylee, 21–23
- Attendance for refugee students, 45–46
  
- Biases, 117–118
- Bottom-up change, 143
  
- Capitalism, 144
- Capitalistic education systems, 143
- Capitalistic societies, 143
- Career training partnerships, 127
- Change, 130
  - agency for, 41–43
  - in belief, 129–130
  - in educational philosophies, 104–105
  - in outcomes, 137–138
  - in policy, 132–137
  - in practice, 137
  - professional development, 130–132
- Classrooms, 21–22
- Community, 111–112
  - colleges, 127
  - cultural and sociopolitical influences
    - on educational communities, 80–83
  - development process, 101–102
  - focus on refugees, 83–85
  - learning exchanges, 83, 103
  - members, 102
  - secondary migration, 85–86
  - valuing and developing, 79
- Community-building
  - space for, 102
  - work, 114
- Computer program, 144
  
- Concrete techniques, 38
- Counseling, 110
- Counselors, 110
- Coursework, 47–48
- Cultural influences on educational communities, 80–83
- Cultural Proficiency and Inclusiveness, 77
- Cultural vision, 103–105
- Culturally Proficient School Systems (CPSS), 67–68
- Culturally relevant pedagogy, 7, 11, 66
- Culture, 65–69
- Curricula, 114–118
  
- Decision-making processes, 134
- Democracy and equity interpretation, 152–153
- District leaders, 126–127
- Dual-language programs, 116
- Dutch community, 51–52
- Dutch language, 51–52
- Dutch teachers' descriptions of refugees, 23
  
- Educate/education, 3, 21, 31, 40, 102, 117–118, 141–142, 144
  - reconsideration, 141–143
  - refugees, 31, 84, 140
  - system, 46, 139
- Educational aims, 31
- Educational communities, cultural and sociopolitical influences on, 80–83
- Educational goals, 89
- Educational influence, 100
- Educational leaders, 107, 140
- Educational outcomes, 137
- Educational philosophies, 104–105

- Educational stakeholders, 149
- Educational support, 59
- Educational systems, 54, 142
  - leaders, 145
- Educators, 5–6, 13, 58, 87, 101–103, 106–107, 109–110, 114–115, 119–120, 122–123, 140, 152
  - care and love, 74
  - connection, 123–127
  - creating awareness across levels of influence, 119–121
  - education, 118–123
  - empathetic staff, 121–122
  - listening, 55
  - treating educators well, 122–123
- Election process, 134
- ELlevation software, 50
- Emancipation, 141–142
- Emancipatory education, 31, 39, 42–43, 84, 102–103, 123
  - model of education, 1–2
  - for refugees, 32, 114–115
- Emotional learning, 37–39
  - encouraging friendships, 110
  - prioritization, 109–111
  - providing counseling, 110–111
- Empathy, educational aims, 33–37
- English as Second Language (ESL), 10
- English fluency, 143–144
- English language, 46–47, 117
  - learning, 125
  - support for English language acquisition, 7–8
  - teaching, 7–8
- English language learners (ELL), 7–8, 136
- Enrollment for refugee students, 45–46
- Examination, 77
- Families, 102
- Faraq’s online program, 49
- Faraq’s science curriculum, 115
- Faraq’s teachers, 47, 49–50, 91
- Federal policymakers, 142
- Funding, 92, 96, 139–140
- Google Translate, 90
- Immigrations and Customs Enforcement (ICE), 82
- Inclusion, educational aims, 33–37
- Inclusive education for refugees, 10
- International educational goals, 38
- International Rescue Committee (IRC), 32, 75, 78, 94–95, 120–121
- International Schools, 12–13
- Interpreters, 139
- Iraqi refugee, 35
- K-12
  - schooling, 45–46
  - schools, 127, 147
- Language, 147
  - addressing, 116–117
  - describing refugees, 139
  - learners, 144
  - learning, 49
- Language Proficiency Assessment Committee (LPAC), 50
- Lawmakers, 102
- Leaders, 2, 146–147
- Leadership, partnership and, 10–12
- Learning, 150
  - culture, 65–69
  - individuals, 70–76
  - program, 31
  - for resettled refugees, 45
  - self, 76–78
- Listening, 55–56, 107
  - learning culture, 65–69
  - learning effects of forced displacement on families, 58–65
  - learning individuals, 70–76
  - learning self, 76–78
  - making time, 56–58
- Local community members, 79, 102
- Mentor system, 37
- Meritocratic discourse, 2

- Methodology for Academic and Personal Success, 37
- Money, 137
- Multiple-choice standardized testing and reliance, 116
- National leaders, 154
- New York University Global TIES, 95
- Nonrefugee children, 79
- Nonrefugee students, 67
- Organizational aims (*see also* Psychosocial educational aims)
- enrollment and attendance, 45–46
  - graduate assimilation, 46–48
  - language proficiency, 49–54
- Parent advisory council, 64
- Parent-student-staff meetings, 105
- Parental involvement, 10
- Participants, 21–22, 89
- Partnerships, 126–127
- in supporting educational goals, 89
- Policies, 102, 137, 151
- changes, 108, 132, 137
  - collectively informed, 149–150
- Policymakers, 140
- Political control issues, 24
- Posttraumatic stress disorder (PTSD), 25
- Predictability techniques, 38
- Professional development
- change, 130–132
  - listening, 56–57
  - redefining, 145–146
- Psychosocial educational aims (*see also* Organizational aims)
- agency for change, 41–43
  - inclusion and empathy, 33–37
  - Maslow's hierarchy of needs, 31–33
  - self-sufficiency and self-advocacy, 39–41
  - social and emotional learning, 37–39
- Public-school system, 89
- Publicly displaying care, 108
- Refugee Act (1980), 3
- Refugee children, 46, 103, 111
- lack of academic success, 109
- Refugee education, 3, 13, 31, 42, 45, 55–56, 58–59, 88, 138, 145–147
- context of study, 2–3
  - international schools, 12–13
  - partnership and leadership, 10–12
  - qualification, 8–10
  - socialization, 5–6
  - subjectification, 10
  - support for English language acquisition, 7–8
  - support for identity, cultural, psychological, social, and emotional issues, 6–7
  - vertical case study, 13–14
- Refugee parents, 64
- supporting, 111–114
- Refugee School Impact Grant, 139–140
- Refugee students, 40, 46, 48–49, 76–77, 107, 118, 127
- and parents, 143
  - separating or integrating, 124
- Refugees, 13, 22–23, 25–26, 31, 33–36, 40, 46–47, 65, 79, 83, 85, 90, 94, 101–102, 106, 113, 115, 123, 127, 134, 136, 139–140, 146
- classification, 21–22
  - defining and identifying, 21
  - education, 142
  - emancipatory education for, 32
  - emotion, 24–25
  - experience, 25
  - families, 31, 33
  - population, 123
  - self-advocacy, 141
  - stories, 55
  - stratification, 23–24
  - support organizations, 79
  - support specialists, 125–126

- test-takers, 47–48
- uncertainty of selves, 25–29
- Residency tracking system, 125–126
- Resources, 123–127
  - creative with funding, 92–96
  - responsibility for systemic change, 96–100
  - school district, 89–92
- Respect
  - establishing cultural vision, 103–105
  - making time for storytelling, 105–107
  - philosophies of, 102–108
  - publicly displaying care, 108
  - valuing difference, 107–108
- Rigid educational systems, 118
- School board, 133
  - members, 133, 149–150
- School district
  - leaders, 112
  - school district, 89–92
- Schooling perpetuates, 104
- Schools, 33, 104, 113, 134–135, 153
  - budgets and grants, 139–140
  - existing systems, 22
  - improvement, 145
  - leaders, 108, 111
  - school-aged refugees, 92–93
  - staff, 102
  - systems, 52, 142
- Secondary migration, 85–86
- Self-advocacy, 39, 41, 101, 111
- Self-assessment, 100
- Self-awareness, 77
- Self-challenge
  - establishing cultural vision, 103–105
  - making time for storytelling, 105–107
  - philosophies of, 102–108
  - publicly displaying care, 108
  - valuing difference, 107–108
- Self-contained classrooms, 54
- Self-determination, 101, 141
- Self-segregating via secondary migration, 125
- Self-sufficiency, 39–41
- Social and emotional learning (SEL), 38
- Social learning, 37–39
  - encouraging friendships, 110
  - prioritization, 109–111
  - providing counseling, 110–111
- Social workers, 139
- Socialization, 5–6
  - social systems, 143–145
  - umbrella of, 5
- Standardized testing, 48
- Storytelling, 109
  - making time for, 105–107
- Students, 102, 105
  - mentorship program, 110
  - student-mentors, 110
- Subjectification, 10
- Subtractive schooling, 7
- Syrian culture, 65–66
- Systemic change
  - authenticity in practice, 151–152
  - changing international perceptions of United States, 153–154
  - collectively informed policies, 149–150
  - educate reconsideration, 141–143
  - funding, 139–140
  - integrating leadership, policy, and practice, 148–152
  - interpreting democracy and equity, 152–153
  - measurement, 147–148
  - redefining professional development, 145–146
  - responsibility for, 96–100
  - socialization requires social systems, 143–145
- Teachers, 34–36, 57–59, 61, 67, 75, 102, 109–111, 113, 116, 118, 131, 139, 141–142, 145–146, 148, 152
  - as cultural workers, 66
  - interactions, 145–146
  - learning circles, 78

- Teaching, 114, 118, 142, 150
  - addressing biases, 117–118
  - addressing language, 116–117
  - refugees, 57
- Technology, 140
- Texas Education Agency, 116
- Texas' academic testing system, 47–48
- Top-down change, 143
  
- United Nations High Commissioner  
for Refugees, 23–24
  
- United States, 2, 7–8
  - changing international perceptions  
of, 153–154
  - education system, 57, 141, 143
- Vertical case study, 13–14
- Worldwide Refugee Admissions  
Processing System, 3