

Mapping the Migration, Settlement, Education, and Higher Education Prospects of Unaccompanied Asylum-Seeking Minors in Canada--An Annotated Bibliography

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Acknowledgments

Putting this annotated bibliography meant more than contributing and building on my knowledge of the challenges facing displaced students and, in particular, URM students in pursuing their academic and settlement journeys. It was an opportunity through which I got to reflect on my personal experiences and explore the parts of myself I yet had to, for which I want to thank Dr. Jenny Peterson for believing in my strengths and potential as an undergraduate student and for inspiring me to think critically. I want to thank Tamara Baldwin, the person behind all the beautiful things happening at [UBC - Office of Regional and International Community Engagement](#) (the office from where this research takes place), for the clarity she brings to our meetings. I hope you enjoy reading the fruit of our collective labor.

Key Terminology

The terms used in this annotated bibliography are defined differently within different fields of study. For purposes of this annotated bibliography, the following definitions will be used:

- *Refugee*: A refugee, by definition, is someone who leaves their country of origin due to a well-founded fear of persecution and violation of human rights. These individuals who seek refuge in other countries are unable to return to their home countries and unwilling to avail themselves of the protection of the country where they have sought refuge due to the risk to their safety if they were to return (UNHCR— The UN Refugee Agency).¹
- *Asylum Seekers*: An asylum seeker leaves their country of origin due to the fear of persecution and violation of their human rights. These individuals upon fleeing, seek protection in another country, waiting to receive a decision on their asylum claim and to be legally recognized as a refugee. It is worth highlighting that Not all asylum-seekers will be found to be refugees, but all refugees were once asylum-seekers (UNHCR—The UN Refugee Agency).²

¹ <https://www.unhcr.org/refugees>

² <https://www.unhcr.org/asylum-seekers>

- *Refugee Resettlement*: Refugee resettlement involves the selection and transfer of refugees from a country in which they have sought protection – usually somewhere with a large number of refugees – to a third country which has agreed to admit them as refugees where they can rebuild their lives (UNHCR—The UN Refugee Agency).³
- *Unaccompanied Refugee Minor (URM)*: This group of refugee children take on the journey of migration as a minor (under the age of 18) without the presence of their parents, previous legal guardians, or a relative (Immigration and Refugee Board of Canada).⁴ Various studies may use different terminology to refer to refugee children who leave their home countries as a minor without the company of their parents. These terms encompass but are not restricted to, unaccompanied refugee minors (URM), unaccompanied asylum-seeking minors (UAM), unaccompanied minors (UM), unaccompanied children, etc.. While it is acknowledged that different studies employ varied terminology for this group of refugee children, this annotated bibliography will adopt the term unaccompanied refugee minors (URM) to refer to both asylum seeking and refugee children leaving their home countries without the presence of their parents or primary caregivers.
- *Separated Children*: The UNHCR defines a separated child as someone without the presence of parents or primary caregiver while being accompanied by other relatives (Immigration and Refugee Board of Canada).⁵ Notwithstanding this interpretation is restrictive.

Notes on the Introduction and Preface

The preface and introduction of this annotated bibliography (AB) are intentionally written using emotional language, diverging from the conventional norms of academic writing, which typically emphasizes a measured and neutral tone. Traditional academic writing is expected to be formal, objective, and factual, devoid of personal opinions, bias, and emotive language, to maintain clarity and impartiality (Hyland, 2005). However, in the context of issues such as migration and forced displacement, the use of emotional language can be particularly significant, as advocated by international feminist scholars (Ahmed, 2014; Cvetkovich, 2012).

³ <https://www.unhcr.org/what-we-do/build-better-futures/long-term-solutions/resettlement#:~:text=Resettlement%20is%20the%20transfer%20of,ultimately%20grant%20them%20permanent%20residence.>

⁴ <https://www.irb-cisr.gc.ca/en/legal-policy/policies/Pages/GuideDir03.aspx>

⁵ <https://www.irb-cisr.gc.ca/en/legal-policy/policies/Pages/GuideDir03.aspx>

The significance of using emotional language in the context of migration and displacement lies in its power to humanize statistics and facts. Migration involves not just the movement of people from one place to another but also encompasses their hopes, fears, and struggles. By incorporating emotional language, the research vividly portrays the lived experiences of migrants, making their stories more relatable and compelling (Hochschild, 1979). Therefore, in this annotated bibliography, I sought to adopt a different approach, aiming to evoke emotions and possibly feelings of discomfort in readers as they navigate the complex and unpredictable journey of migration. By engaging readers on an emotional level, this annotated bibliography aims to highlight the human aspects and often harsh realities of migration. This intentional departure from traditional academic writing serves a dual purpose: presenting the factual and analytical aspects of migration while also illuminating the personal and emotional experiences that data alone cannot convey. This blend of emotional engagement with scholarly analysis seeks to provide a more holistic view of the topic, fostering greater empathy and awareness among readers.

Emotional language can break down barriers of indifference and promote a more profound empathy among readers. When readers are emotionally engaged, they are more likely to understand the urgency and gravity of the issues at hand, which can lead to a more nuanced understanding of the complexities surrounding migration and displacement, and potentially inspire advocacy and policy changes. Engaging the audience emotionally can be a powerful tool in transforming passive acknowledgment into active support and action, ultimately contributing to more effective and humane responses to migration crises (Nussbaum, 2001).

Preface

We do not grow absolutely, chronologically. We sometimes grow in one dimension and not in another; unevenly. We grow partially. We are relatives. We are mature in one realm and childish in another. The past, present and future mingle and pull us backward, forward, or fix us in the present. We are made up of layers, cells, and constellations (Nin, 1971, p. 127)

Nin's words, in the context of migration, serve as a reminder that migration is not just marked by one's physical movement toward safety alone; for when a migrant traverses their country of origin, the journey transcends beyond physical movement. On this journey, as you leave home and walk the unfamiliar terrains you have never walked before, the comforting care of parents is replaced with those of the agents (while more or less supportive), and the warm hugs of your friends are replaced with those of new companions

who you are traveling along with. After a number of changing landscapes, for those fortunate enough to make it through the wrath of the ocean, the harsh weather of the mountains, and the long periods of confinement at detention centers, upon reaching their final destinations, agents are to be replaced with caretakers while new friendships are formed over time to replace the old companions.

To this new homeland, you bring along with you heavy suitcases filled with years of loss and grief but also of healing and growth, of liminality and waiting in limbo but also of traveling towards hope, and of multiple labels with which you are identified with at different stages of your migration journey. As you get to unpack and forage through the contents of your suitcases, you are to choose which memories and identity(s) to leave in the past and which ones to carry forward into the future; the burden and weight amplify as more socially constructed and administrative identities such as victims, youth-at-risk, and protected-person add to your already heavy load. Yet it is moving through these vast liminal spaces and existing amidst the resulting pressure, which leads to your understanding of migration, transcending one's mere resettlement to safety alone. Migration becomes an ongoing process of reclaiming one's sense of identity while simultaneously grappling with the unsettlement of one's sense of self. It becomes about dealing with labels that disregard one's pre-migration experiences, as if you, the displaced figure, came into being only after arrival to this new place.

Regardless, it is moving about such unfamiliar, uncharted territories that has informed the groundwork of this annotated bibliography, that is employing the "whole-of-a-person" approach to carefully pull together and stitch the fragmented parts of one's sense of self in the hopes of weaving a tapestry that encompasses the vastness of URM's experiences. In this process, I sought to situate URM's within the broader context of their lives, moving beyond the borders of their homelands, extending to the threshold of their arrival in new territories, as well as embracing the myriad events that happen in between, to provide a comprehensive knowledge of their migration and settlement experiences and how it informs their higher educational experiences in their current context. However, it is worth noting my knowledge of this plight is not limited to personal migration experiences alone, as it has also been profoundly informed and shaped by the realities of refugee youth and URM's whom I have had the opportunity of getting to know through my work over the past years in British Columbia. These interactions further underpin the essence of this annotated bibliography—the "whole-of-a-person" approach—for as Anaïs states, "there is not one big cosmic meaning for all; there is only the meaning we each give to our life, an individual meaning, an individual plot, like an individual novel, a book for each person" (Nin, 1966, p. 124).

Introduction & Theoretical Framework

In the literature review process, it became evident that the factors supporting or hindering unaccompanied refugee minors (URMs) in their settlement post-migration, particularly their access to and success in tertiary education, are often analyzed separately. Socio-cultural, financial, structural, and institutional factors are typically viewed as distinct compartments requiring individual analysis. However, we need not see the various factors as extricable but invite simultaneous inclusion to build a more comprehensive understanding of URMs' higher education experiences, for although each factor may exist in isolation, their collective force significantly influences and impacts the higher education of URMs. Thus, in assembling this annotated bibliography, I aimed to take a "whole-of-a-person" approach to explore the multi-dimensionality and complexity of URMs' experiences in accessing and succeeding in tertiary education. This approach helps move beyond the isolated examination of each factor and acknowledges the interconnectedness of the factors influencing URMs' migration, settlement, and higher education experiences.

The significance of a "whole-of-a-person" approach becomes further evident upon reflecting on Heidbrink's words, who suggests, "unaccompanied children have long been cast either as victims deserving of care and services or as unauthorized outlaws subject to state discipline via detention and deportation" (Heidbrink 2014: 41–42). Heidbrink illustrates the ambivalence in the understanding of the URM figure, which, on the one hand, views a URM as a victim in need of care and support until reaching adulthood, or, on the other hand, labels them as an "unauthorized outlaw" upon coming of age, making them susceptible to limited support and state deportation. This dichotomous understanding highlights the complicity of the "West" in both producing and sustaining the forced migration of URMs through labels that are products of a "Western" colonial gaze. Such reductions of one's identity into simplistic and rigid categories fail to capture the full spectrum of their experiences. Therefore, policymakers and higher education institutions, along with other stakeholders, must adopt an approach that considers the entirety and multidimensionality of individuals' experiences to effectively address the factors hindering URMs' progression toward and within higher education. However, the complete understanding of a URM figure and their higher education experiences in Canada requires employing a post-colonial theoretical framework. Among the 20 pieces of literature included in this annotated bibliography, Quaiocoe's paper entitled "Theorising Immigrant and Refugee Children's Sense of Belonging from the Perspectives of Bourdieu and Postcolonial Theory" addresses this framework in relation to refugees and immigrants.

Homi K. Bhabha (1994) states, "Postcolonial perspectives emerge from the colonial testimony of Third World countries and the discourses of 'minorities' within the geopolitical divisions of East and West, North and South. They intervene in those ideological

discourses of modernity that attempt to give a hegemonic 'normality' to the uneven development and the differential, often disadvantaged, histories of nations, races, communities, peoples. They formulate their critical revisions around issues of cultural difference, social authority, and political discrimination in order to reveal the antagonistic and ambivalent moments within the 'rationalizations' of modernity" (p. 171). Drawing on Bhabha's statement, it is evident that our world today cannot be understood without considering the history of imperialism and colonial rule. Although the formal era of colonialism has ended, its consequences continue to impact former colonizer and colonized nations through creating and perpetuating discourses of East and West, North and South, "Us" and "Them," or the concept of "the Other."

Other scholars, such as Spivak (1999), discuss the power dynamics and inequalities influencing the relationship between former colonizers and the colonized. A post-colonial framework sheds light on how these dynamics continue to shape migration policies, often favoring wealthier, formerly colonial powers over poorer, formerly colonized nations (p. 198). Spivak's analysis helps us understand that employing a postcolonial lens can critically examine global and foreign power dynamics that lead to and shape refugees' forced displacement experiences. For instance, upon examining some of the world's major conflicts, such as the 2015 Syrian war, the Vietnam war in the 1950s-70s, or the most recent withdrawal of NATO and its allies from Afghanistan, which have plunged the country into destitution, it becomes evident that the increase of displaced people fleeing their home countries for safety cannot be separated from the foreign interventions of Western countries in the form of post-colonial political, military, and economic policies in the countries of origin of the displaced people. However, the implications of foreign interventions are not limited to the displacement of refugees within and outside of their national borders alone; rather, it continues to haunt refugees' lives upon resettling to their new contexts, as can be witnessed in the realm of refugee education, making it critical to adopt the postcolonial framework in understanding the higher education of refugees in particular URMs.

Fataar (2018) explains that approaching the education of refugees from a post-colonial lens can help center their voices and experiences over the pervasive and dominant narratives that often marginalize refugees. He further adds that such an approach encourages a pedagogy responsive to the needs of refugee students and empowers them to be active agents in their own educational journeys (p. 154). Reflecting on Fataar's arguments alongside those of Bhabha and Spivak, the significance of applying a postcolonial lens in this annotated bibliography becomes evident. This perspective not only provides a comprehensive understanding of the broader colonial, historical, and geopolitical contexts that have contributed to the displacement of URMs in the first place but also reveals how their lives are continued to be impacted and shaped even upon resettlement to their new contexts, as can be seen in the ways

educational pathways and opportunities available to URM's are influenced by systemic issues. Adopting this lens is essential for understanding the complex nature of URM's' experiences and for developing more informed and equitable strategies to support their higher education aspirations. By doing so, researchers and policymakers can ensure that interventions are not only responsive to individual needs but also address the underlying systemic issues that perpetuate inequality and hinder URM's' success.

Research Strategy and Data Organization

To find relevant literature for the purpose of this annotated bibliography, the search was conducted using several academic databases including, ProQuest Social Science Journals, Google Scholar, JSTOR, Taylor & Francis Online, and ScienceDirect. I conducted detailed searches using specific keywords such as "URM + Canada," "URM + Post-Secondary Education," "URM + Education Canada," "URM + University Experience," "URM + Educational Challenges," "Refugee Minors + Education," "Refugee + Higher Education," and "Foster Care + Higher Education + Refugee." Boolean operators (AND, OR, NOT) were employed to refine search results.

Due to the limited scholarship on the experiences of URM's in the Canadian context, the inclusion criteria for selecting literature were broadened. This included studies published in Europe, Australia, the United States, and Canada within the last 30 years. Additionally, studies focusing on refugee youth more generally, rather than exclusively on URM's, were also included. Articles not in English and non-academic sources were excluded from the search. The initial search yielded limited articles in the context of URM's and the different aspects of their migration experiences while the articles on refugee youth more generally were numerous. These articles were then screened by reading abstracts to determine their relevance. Articles meeting the inclusion criteria were subjected to a full-text review to extract key findings, methodologies, and conclusions. The extracted data was then organized by themes to facilitate analysis. A total of 19 articles were chosen to be analyzed and included in this annotated bibliography.

In segmenting the selected papers for this annotated bibliography, a thematic approach was adopted to encompass different aspects of refugees' migration experiences, using distinct headings (refer to page 11 for the list of headings). Each color represents a different thematic section. In approaching the classification of the literature in this manner, I aim to offer a comprehensive overview of URM's' migration experiences, highlighting the significance of accounting for the ways in which various factors may impact the settlement and education of URM's. Moreover, while some of the sources chosen and analyzed are written from the perspectives of URM's, refugee youth, and their respective families, others are written from the perspective of individuals and groups working with these

groups of refugees. In adopting such an approach to choosing existing literature, I aim to explore and understand the differences as well as the similarities between how refugees, including youth may conceptualize their identities and migration experiences in comparison to external parties. Conversely, my goal was to incorporate literature authored by refugee youth and URM's themselves; however, I was unable to achieve this due to the lack of adequate literature written by refugee youth and URM's. Nonetheless, I hope this annotated bibliography unravels the multifaceted aspects of unaccompanied refugee minors' forced migration, settlement, and education experiences.

Lessons Learned

Although the materials included in this annotated bibliography are only a portion of the literature available on the migration, settlement, and education of displaced persons, I hope it inspires us to re-evaluate our views of the role of education in the lives of displaced youth, particularly, URM's and, to evaluate the ways in which interventions are developed to address the barriers hindering the education of URM's. It is also worth highlighting that URM's are unlikely to enter higher education due to their age at displacement, but even when they come off age, accessing higher education can be a challenge. To further elaborate, URM's due to their young age at the time of displacement, they often struggle with immediate needs such as shelter, safety, and basic education, which can delay their entry into higher education. However, even after URM's come of age and are no longer minors, the challenges they faced as children continue to affect their ability to pursue higher education and other opportunities. These barriers include interrupted or gaps in education, the need to work to support themselves, psychological trauma from their experiences, and often a lack of understanding of the higher education system in their new country. As such education must not only be viewed as a means to an end but also as a portal for healing, an opportunity to reclaim one's sense of identity, and to explore one's interests, particularly in the context of displaced individuals, given the extended and protracted periods spent at refugee camps or transit countries where survival takes precedence over forming clear identities and exploring academic, career, or intellectual curiosities. Moreover, it would be only by going through this transformation process that it would be possible for a URM to tackle the more structural, institutional, or social-cultural barriers hindering their settlement and education experiences.

Lastly, as you read through this AB, I call you to reflect on the responsibilities we hold toward refugees, particularly towards URM's, letting your thoughts ripple across the vast expanse of possibility, contemplating the profound ways in which we, both as individuals and as a collective have a responsibility to take action and inspire change in the lives of refugees, similarly to Hania, whose in the vast

realm of her being, music emerges as her language, her only language — an intimate dialect — that becomes the vessel through which she takes action in response to the war in Ukraine. In relation to her hauntingly beautiful composition called “Kyiv,” Hania explains:

I have never been to Kyiv, but from now on, I have it in my heart ... I heard from many people right now that they find a bit of peace in action. The way to face this overwhelming helplessness is to transfer it into something good - help, empathy, and hope. The only language that I can consider as my own is the language of music. I found this composition under my fingers during one of the evenings in early March and thought it was an important thing to do - to share it with you today as my comment on the current shape of the world. This is a sound of grief and void ... But also a silent song of hope.”
(Rani, 2022)

Separated by the veils of borders, Hania's physical realm may remain untouched by the violence and destruction that plague Ukraine. Yet, she realizes what lies within her — the weighty responsibility she bears in channeling the “overwhelming helplessness” that grips the world into something profoundly beautiful —an outpouring of “help, empathy, and hope.” Thus, Hania weaves the melodies of “Kyiv,” a song of “grief and void ... but also a silent song of hope,” to remind us of the hope that can still emerge amid the chaos of war and conflict. However, to keep the flames of hope alive, we all have a collective responsibility, regardless of the physical distance that may separate us from places such as Kyiv, Khartoum, or Kabul. For within the realm of change, borders dissolve, and our collective duty to channel the emerging hope into action, to create a better world for all, intertwines with the very essence of our existence as individuals part of a broader collective.

Key for Categories

Unaccompanied Refugee Minor (URM)
Unaccompanied Refugee Minor + Canada
Unaccompanied Refugee Minor + Overall Settlement Experience
Unaccompanied Refugee Minor + Primary and Post-Primary Education
All Refugee Youth and Children + Education and Settlement Experiences Worldwide
All Refugee Youth and Children + Education and Settlement Experiences in Canada
Theoretical Frameworks to Study the Forced Migration of Refugees and URMs

#	Citation	Annotation
1	<p data-bbox="254 277 512 410">Alone in a Strange Land: unaccompanied Minors and Issues of Protection</p> <p data-bbox="254 456 531 699">Montgomery, C., Rousseau, C., and Shermarke, M. "Alone in a Strange Land: Unaccompanied Minors and Issues of Protection." Canadian Ethnic Studies Journal, vol. 33, 2001, p. 103.</p>	<p data-bbox="552 277 1904 656">Brief Summary: This study looks into the settlement experiences of unaccompanied minors in Quebec, as well as their risk and protective factors. The study starts with a definition of unaccompanied minors (UMs) and the characteristics that set one apart as UM from other refugee children and youth, followed by providing a brief overview of the first waves of UMs arriving in Canada. Upon evaluating and presenting the primary reasons for which one ends up in far lands away from their home countries and without the presence of their parents as unaccompanied minors, the author discusses the risk factors facing UMs and the protective factors they employ to cope with the challenges of migration and settlement. The study then lays out the reasons that prompt the government to provide special care for UMs compared to other refugee youth groups, followed by outlining recommendations for existing structures of care and support working with UMs to consider in their approaches for long-term outcomes.</p> <p data-bbox="552 703 1904 1349">Conclusions: An unaccompanied minor is a child under the age of 18 who leaves their country of origin without the presence of their parents for reasons such as fear of persecution, war, conflict, gender-based violence, economic instability, lack of educational opportunities, etc. Although there is insufficient data on the first waves of unaccompanied minors in Canada, it has been documented that between 1868 and 1925, about 80,000 impoverished British children were sent to Canada, most of whom worked as labourers on farms. These children who became known as the “British Home Children,” even though they are not refugees for they did not leave Britain due to the fear of persecution or threat against their livelihood, were nonetheless unaccompanied minors when considering the broader meaning of an unaccompanied minor, that is, a child who is under the age of majority and without the presence of their parents. Following this event, in the 1940s, Canada again evacuated about 6,000 British children, otherwise known as the “British Guest Children,” to protect them from the atrocities of WWII. Of the 6,000 “British Guest Children,” the majority were accompanied by their mothers or other close family members, and close to 1,500 of the children were evacuated without the presence of parents or legal guardians. Although the “British Guest Children” were brought to Canada due to the fear of getting killed in the war, it is crucial to remember that what sets them apart from unaccompanied minors nowadays is their temporary state of stay upon resettlement to Canada, as they were expected to return back to the U.K. once the war was over, the majority of whom did. In addition to the aforementioned evacuation program in the 1940s, Canada launched another program in 1943 to provide protection to about 1,000 Jewish youth living in the territories yet to be</p>

occupied in France during WWII, which was followed by the launch of another program in 1956 to evacuate Hungarian youth from the Russian Invasion, some of whom were also evacuated to the United States. Moving fast forward to 1978 until 1983, about 900 Cambodian, Laotian, and Vietnamese unaccompanied minors known as the “boat children” were evacuated to Canada, and since then, history has been recording the increasing numbers of unaccompanied refugee minors arriving in Canada through various means; while some may be resettled under refugee sponsorship programs, others may cross borders “illegally” with the help of smugglers and apply for asylum upon arrival in Canadian soil.

In regards to who decides for UMs to leave their countries of origin and leap into the journey of migration alone, it is crucial to remember that while some may have decided to leave based on their own will, other minors may have pursued the path of migration “involuntarily” with the encouragement of their parents and close family members. But despite who decides to leave their country of origin, the journey of migration nonetheless takes place for the prospects of a better future. Thus, the author stresses to be cautious of the contexts in which we use the term “voluntarily,” for there is nothing voluntary about having to flee and leave your family and friends behind for reasons such as the fear of persecution, threats against one’s livelihood, war, political unrest, and lack of job opportunities. Additionally, pertaining to the challenges posed to the settlement of unaccompanied minors in Quebec, the study suggests a lack of access to appropriate housing accommodations, difficulties opening a bank account, lack of access to educational opportunities, and access to certain services and resources, to be among the commonly faced barriers hindering their successful settlement. Although these aforementioned challenges may seem minor are nonetheless significant; thus, we must support unaccompanied minors to overcome such barriers, especially given that unaccompanied minors are not only unfamiliar with their new sociocultural environments but must navigate a new system on their own.

In relation to the protective factors that unaccompanied minors employ to overcome the challenges of living in a new environment alone, the study reports keeping in touch with transnational families, reminders of the sacrifices made by UMs families to ensure their resettlement to safety, getting an education and placement in the foster care system, as some of the most significant ones. Conversely, the study suggests that the protective factors supporting the transition of UMs into living independently in a new cultural setting may not always be positive. For instance, resorting to anger, although may reflect a negative connotation, is nonetheless employed by UMs to overcome

difficult situations. However, it is crucial to remember that while such protective measures may be useful in the short term, in the long run, it may contribute to poor mental well-being and quality of life. Thus, UMs must be supported to develop sustainable protective measures to draw on in times of adversity. Lastly, in relation to the protective factors employed by UMs the study highlights their potential for turning into risk factors, thus becoming a source of worry and stress rather than a source of support among unaccompanied minors. For instance, as highlighted in the study, sending remittances or working towards family reunification provides youth with a source of hope, helping them overcome the challenges of navigating a new environment. Youth view this an opportunity to pay back the sacrifices made by their parents to ensure their children have reached safety, however, if a youth fails to fulfill such responsibilities, family, once a source of support and hope, could become a source of worry and stress, thus a potential risk factor.

Research Methodology: In terms of methodology, the discussion is based on a series of individual interviews and one group interview with eighteen social practitioners working with unaccompanied minors in Montreal, including fifteen social workers and three program administrators. The analysis is based on individual and group interviews with eighteen social practitioners working with unaccompanied minors in Montreal.

Strengths and Relevance to Aims of this AB: This study highlights the significance of conducting further research into the experiences of UMs from the perspectives of professionals working with this group of refugee children. This suggestion is put forward on the basis that professionals, as individuals who have experience working closely with UMs, have a deeper and broader knowledge of the challenges facing their settlement, education, and the various aspects of their lives. Thus, their input could be valuable in developing support programs that would effectively target the specific needs and challenges of UMs. However, while I agree that including the perspectives of external parties involved in the everyday lives of UMs is essential for building a comprehensive and well-rounded knowledge of UMs' settlement and education experiences, it is crucial to consider outside perspectives in relation to how UMs themselves may conceptualize and understand their experiences. My point is not to disregard the valuable inputs individuals supporting the various aspects of UMs' settlement and education can provide but rather to highlight the significance of complementing these perspectives with the voices and agency of UMs. Adopting this approach can lead to the development of interventions and policies that effectively address the challenges faced by unaccompanied minors (UMs) while acknowledging their

		<p>rights to self-determination and recognizing their resourcefulness and assertiveness. It's essential to view external perspectives as complementary rather than superior to those of UMs to ensure more effective outcomes. This approach respects UMs as active participants in their own lives, equipped with remarkable survival strategies.</p> <p>Moreover, the research highlights the potential transformation of coping mechanisms into risk factors over time. It is this aspect of Montegmeory's perspective that I view to be the strength of this paper. As mentioned in the study, the majority of unaccompanied minors report maintaining relationships with parents as a significant resilience factor, helping them navigate challenging situations throughout their migration and settlement journeys. However, it is important to recognize that family, once a source of resilience, could become a source of worry and a risk factor. To further elaborate, the decision to leave one's country of origin for safety does not mean the prospects of a better future for the refugee child alone, for migration is a family project. Upon leaving one's country of origin without the presence of kin, as the carrier of the family project, the unaccompanied minor bears the responsibility of ensuring the successful completion of the family project, which may involve sending remittances or working toward family reunification. However, if the child is unable to meet these responsibilities, the family, once a source of resilience, could turn into a risk factor, thus, leading to decreased mental well-being and diminished quality of life for the UM. Here, Montgomery's analysis of protective factors and their potential for transforming into risk factors brings attention to the significance of supporting UMs in developing sustainable protective factors. It also highlights the limitations of merely substituting one protective factor for another; thus, to promote the long-term well-being of UMs, it is essential to tackle current risk factors rather than solely relying on developing new protective factors. A comprehensive support model requires a holistic approach that moves beyond mere substitution and directly addresses the underlying risk factors. Overall, the perspectives of URM on their live experiences must be complemented with those of external parties rather than substituted. In addition, to ensure the long-term well-being of URMs, it is crucial to address risk factors facing this group of refugee children altogether rather than solely replacing and developing new protective factors.</p>
2	<p>The Need to Redefine the Criteria of Well-founded Fear for Unaccompanied Minors Seeking Asylum in</p>	<p>Brief Summary: Chester, in this Master's thesis, seeks to argue for the elimination of the subjective criteria which requires an unaccompanied asylum-seeking child in Canada to prove the threat to their livelihood and fear of persecution. Rather URMs should be expected to prove one objective element only. To demonstrate her argument, the author has divided the paper into four sections, each section presenting and analyzing different aspects of her argument.</p>

<p>Canada</p> <p>Chester, Julia V. S. The Need to Redefine the Criteria of Well-Founded Fear for Unaccompanied Minors Seeking Asylum in Canada. Université de Sherbrooke, 2009. http://savoirs.usherbrooke.ca/handle/11143/5317. PDF file.</p>	<p>Conclusions: Chester argues that the status of unaccompanied asylum-seeking children as minors highlights a need for a shift in the way we process their asylum claims. Chester adds that a child under the age of 18 who is expected to prove both a subjective and an objective fear of persecution may fail to articulate a (subjective) fear while (objectively) being at risk of persecution. The inability to verbalize the subjective elements of their fear could be due to several reasons, such as having undergone traumatic events, age, and special vulnerability. Regardless, little has been done to change the asylum procedure of URM's so that they are not treated the same as adult asylum seekers. In part one, Chester seeks to explain what is meant by refugees having to prove a well-founded fear of persecution in order to gain protection in Canada. Part two demonstrates why URM's should be exempted from being required to prove a well-founded fear of persecution similar to adult refugees. Instead, Chester suggests that involved parties must adopt a child-centered manner in the asylum-seeking procedure of URM's, for the Child's best interests. Part two, also covers arguments in favor of accounting for only the objective elements of a URM's fear of persecution during the asylum process rather than accounting for both the subjective and objective elements. In part three, Chester argues that to expect URM's to prove both subjective and objective fears of persecution violates their rights to equality under section 15 of the Canadian Charter. As such, government actors and policymakers must seek to reform the legal process pertaining to the asylum claims of refugee children. Lastly, in part four, applying Ronald Dworkin's legal theory on principle, policy, and rule as well as the principle of the best interests of the child, Chester argues the reasons why URM's in Canada should be expected to present a single objective element rather than having to demonstrate several objective elements to prove their well-founded fear of persecution. Overall, Chester seeks to demonstrate the need to protect the rights and interests of unaccompanied asylum-seeking children, who are one of the most vulnerable groups of asylum seeking refugees.</p> <p>Research Methodology: This M.A. thesis uses essays, journals, articles, monographs, international materials, Canadian Cases and other cases, and government documents. The government documents included in this annotated bibliography provide an overview of the asylum procedure for both URM's and adult refugees in Canada. Chester has also used two pieces of legislation: the Canadian Charter of Rights and Freedoms, Part I of the Constitution Act (1982) and the Immigration and Refugee Protection Act (2001).</p> <p>Strengths and Relevance to Aims of this AB: This study stands out for providing a well-rounded overview of the</p>
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		<p>URMs asylum procedure in Canada and the challenges facing them within the legal system. Chester's argument about the strict requirements imposed on URM's to prove the validity of their asylum claims, similar to adult refugees, highlights the problematic nature of the asylum procedure. It is also the latter part of her argument, wherein Chester speaks of the different styles of communication influencing the asylum procedure and outcomes, that needs to be further taken into account in the asylum process. Chester writes how factors such as age, trauma, and the special vulnerability of being alone and a minor can affect URM's communication abilities. However, it's essential to also consider the critical role of cultural and social norms surrounding communication. These norms can significantly influence how URM's present their cases and how their claims are perceived and evaluated by authorities. Thus, it is critical that differences in expression styles and abilities are kept in mind by service and care providers as well as the legal system for the best interests of URM's. One way through which these differences could be accommodated is by adopting culturally sensitive approaches that recognize the unique backgrounds and experiences of URM's. Such an approach may involve learning about the cultural nuances of URM's, helping them develop better expressive skills, and providing a supportive environment where URM's feel encouraged to share their concerns.</p> <p>Chester's analysis also raises critical questions about the double standards in the treatment of URM's versus Canadian-born children. According to section 15 of the Canadian Charter of Rights and Freedoms, the best interest of the child and their right to equality must be respected regardless of their immigration status. However, requiring URM's to prove their fear of persecution goes against the best interest of a child, as it imposes undue burdens on already vulnerable minors. This contradiction highlights the need for a reformed approach that aligns with the principles of the Charter, as ensuring that URM's are treated with the same care and consideration as Canadian-born children is not only a legal obligation but also a moral imperative.</p>
<p>3</p>	<p>Theorising Immigrant and Refugee Children's Sense of Belonging from the Perspectives of Bourdieu and Postcolonial Theory</p> <p>Quaicoe, L. "Theorising</p>	<p>Brief Summary: Using Bourdieu's concepts of habitus, capital, and field, along with postcolonial theory, Quaicoe analyzes the educational experiences and sense of belonging of refugees and/or immigrant students in their new school environment upon resettlement in Canada. Quaicoe bases her argument on the premise that refugee and immigrant children participate in predominantly "Anglo-Celtic schools" wherein the education system is state-driven education which perpetuates the superiority of one group over the others upon moving to their new homelands. The dissertation paper starts by giving a brief overview of the Canadian migration policies relating to URM's. This is followed by a summary of the North American education system and the way in which it is</p>

<p>Immigrant and Refugee Children's Sense of Belonging from the Perspectives of Bourdieu and Postcolonial Theory." AARE Conference Proceedings, 2006, AARE.</p>	<p>operated. Quaiocoe then defends his argument, presenting the significance of applying a postcolonial theoretical framework and Bourdieu's concepts of habitus, field, and capital in studying the settlement experiences of refugee children.</p> <p>Conclusions: The study highlights the role of schools in enabling immigrant and refugee students to foster a sense of belonging upon resettlement in a new environment. School is also a sight where one is exposed to new cultural values and beliefs in their new social and cultural environments. However, the state-driven nature of the education system in Canada enables those in power to use the education system to reinforce existing biases and inequalities based on race, gender, ethnicity, and class, which can be damaging to refugee students. More specifically, the state-driven nature of the education system, wherein the subordination of one group over the other due to differences in backgrounds is perpetuated, could lead to the subordination of the marginalized in society, such as refugees. As such, it is suggested to employ a post-colonial lens to explore the educational experiences of refugee and immigrant students in Canada, for post-colonial theory has the power to deconstruct, challenge, and resist the dynamics of domination and subordination prevalent in our society. The concept of post-colonialism first gained prominence with the works of Edward Said, particularly his influential book "Orientalism" published in 1978.</p> <p>Said was influenced by Foucault's concept of discourse and representation in an attempt to challenge the power that Europe or the so-called (West) exerted over the Orient (East). This domination of the West over the East is made possible through the production of knowledge about the East, which the West further sustains through legitimizing the produced discourse and further by teaching and ultimately applying it in an attempt to perpetuate the superiority of Western identity and culture over that of the East. Quaiocoe further adds that the connection between power and knowledge in post-colonialism, which has been adopted from Foucault, is illustrated by the Western sense of dominance which has been constructed through colonial discourses and the creation of dichotomies such as West/East or us/them. As such, Quaiocoe argues for the employment of a post-colonial theoretical framework to study the educational experiences and sense of belonging of refugee students, for it provides the opportunity to question the power-knowledge nexus, which is especially crucial considering that refugees resettle and get an education in learning environments that predominantly promotes the values and knowledge of the dominant culture - that is Western ideologies, knowledge, and ways of knowing.</p>
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4	<p>Vulnerability and Vulnerable Groups</p>	<p>Brief Summary: This study seeks to explore the relevance of the intersectionality framework in relation to vulnerable groups in four European countries (Belgium, Finland, Sweden, and Estonia). It analyzes the importance</p>

<p>from an Intersectionality Perspective</p> <p>Kuran, Carina, et al. "Vulnerability and Vulnerable Groups from an Intersectionality Perspective." <i>International Journal of Disaster Risk Reduction</i>, vol. 50, 2020, https://doi.org/10.1016/j.ijdr.2020.101826.</p>	<p>of considering one's intersecting personal identities (gender, age, health), and socioeconomic and sociocultural backgrounds when supporting populations that are facing any hazards and are in a crisis. The study further discusses who falls under the vulnerable category and further lays out the limitations and advantages pertaining to the application of an intersectionality framework.</p> <p>Conclusions: Vulnerability and vulnerable groups are more or less defined the same in the countries of study (mentioned above.) These countries have been chosen because of their similarities in culture, language, geographical proximity, and strong welfare systems. Generally, groups of people falling under the vulnerable umbrella in these countries include seniors (+65), children (under 18), undocumented immigrants, individuals with limited or no language fluency, low-income individuals, members of minority groups, individuals with disabilities, and chronically ill people. The study argues that an intersectional framework is crucial in developing risk and crisis management programs targeting vulnerable individuals, as each individual has varying and different levels of exposure to hazards.</p> <p>Research Methodology: The methodology primarily involves a literature review and conceptual analysis. The authors systematically examine existing studies on vulnerability, focusing on how intersectionality can be applied to better understand the complex layers of marginalization.</p> <p>Strengths and Relevance to this AB: By applying an intersectional theoretical framework, the study delves into a deeper understanding of how various aspects of one's identity can result in different points of marginalization and privilege within society. In the context of refugees, for instance, although connected by their shared experiences of forced displacement, each refugee also possesses diverse intersecting identities (i.e., race, class, socioeconomic status, gender, age, mental and physical ability, etc); these markers of identity overlap and intertwine, influencing the experiences and needs of each refugee individual throughout their settlement and migration journey differently. Thus, given that the intersectional theoretical framework contests identity as singular but rather multifaceted and comprised of multiple layers of marginalization and privilege, adopting an intersectional theoretical framework becomes relevant to our understanding of the barriers facing URM in their migration, settlement, and education experiences. For instance, URM may encounter unique barriers related to their age and developmental stage, compounded by their racial, gender, and socioeconomic identities. A young female refugee from a low</p>
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		<p>socioeconomic background might face distinct challenges compared to an older male refugee from a higher socioeconomic status. These intersecting identities can influence their access to resources, support networks, and opportunities for education and integration. Here, an intersectional approach encourages the development of targeted interventions that address the specific needs of different groups within the refugee population.</p>
5	<p>Access to Secondary and Tertiary Education for all refugees: Steps and Challenges to Overcome</p> <p>Anselme, M. L., & Hands, C. "Access to Secondary and Tertiary Education for All Refugees: Steps and Challenges to Overcome." <i>Refuge: Canada's Journal on Refugees</i>, vol. 27, no. 2, 2012, pp. 89-96. https://doi.org/10.25071/1920-7336.34725.</p>	<p>Brief Summary: This study highlights various challenges faced by refugee youth as well as organizations working alongside refugee youth in accessing secondary and tertiary education in protracted situations in refugee camps. The research also examines the significance of post-primary education for the long-term sustainable economic development of refugee youth and their countries of origin should they choose to return once the conflict is over. However, the article notes that humanitarian aid agencies often overlook the importance of post-primary education for refugee youth; as such, the research findings urge institutions of care and support, government agencies, and responsible groups working with refugees to improve and increase post-primary educational opportunities for refugees worldwide.</p> <p>Conclusions: Refugee students encounter numerous obstacles when accessing post-primary education, issues such as financial barriers, lack of recognition for prior coursework, and history of disrupted education. Another crucial barrier is the lack of culturally sensitive and gender-specific programs, which is critical for increasing the participation of females in higher education. The paper presents that the absence of post-primary education is a significant factor in increasing the risk of refugee youth being forced to join rebel groups while providing refugees youth with post-primary education opportunities will lead to their personal and economic development, as well as their countries of origin, should they choose to return. Therefore, policymakers, educational institutions, and governments must work to remove barriers to accessing tertiary education for refugee youth; one way through which higher education can become more accessible is by implementing systems that establish and recognize post-primary curriculum for refugees living in camps and transit countries. Moreover, refugee youth arrive at camps and transit countries with previous learning attainments which are often not acknowledged but if the goal is to increase their participation in post-primary education efforts must be made to recognize their previous education. The study further suggests humanitarian aid agencies consider offering accelerated learning opportunities to refugee students to help catch up on missed years of schooling and fill in their knowledge gaps. In addition, donors can alleviate the financial burden of accessing higher education by expanding scholarship programs and creating avenues for income generation to help families of refugee students become financially stable. Ensuring that finances are not a</p>

	<p>barrier to getting an education is crucial in households with boys and girls, as in the absence of enough funds, families are more likely to enroll their sons in school rather than their daughters. Lastly, the study suggests that in the case of refugee youth living in the first or second countries of asylum, governments must facilitate the integration of refugee youth into the national education system to help them benefit from the same educational opportunities as their national peers. Overall, the study finds that improving refugee youth's access to higher education is necessary for their economic, personal, social, mental, and overall well-being.</p> <p>Research Methodology: The research methodology involves a review of existing literature and case studies.</p> <p>Strengths and Relevance to Aims of this AB: The paper's strength lies in its holistic approach, accounting for a wide range of barriers, including structural, socio-cultural, as well as personal barriers, that may impede refugees' access and success in higher education in their new contexts. In adopting such an approach to understanding refugee students' education experiences, we enable a deeper analysis of the barriers that are unique to the specific circumstances of an individual refugee student. Oftentimes such challenges may not be readily apparent unless viewed through a holistic, whole-of-a-person approach, and youth may feel hesitant to share challenges personal to them unless they feel that their experiences are genuinely understood and valued. However, by employing a holistic, whole-of-a-person approach, a deeper connection can be established between URMs and the parties responsible for their care and support. This approach incentivizes URMs to trust and share more personal yet persistent barriers that may have a significant impact on their settlement and higher education outcomes. Such challenges may include the past socio-economic status of URMs in their home countries, the current socio-economic status of their transnational families, as well as issues related to self-esteem and identity.</p> <p>Understanding and addressing such barriers are crucial for inspiring long-term change in the education of URMs. It is imperative for youth to have a deeper knowledge of their own interests, higher self-esteem, a sense of belonging, and a clear sense of identity in order to better navigate the more commonly understood societal and structural challenges, such as the complexities of the immigration process or financial barriers. It will also help youth to tackle the deeply personal hurdles they may face such as mental health challenges, filling in knowledge gaps, and improving language abilities. Overall, in order to create a supportive educational environment for URMs, it is necessary to go beyond addressing the surface-level barriers and delve into individual experiences that shape one's</p>
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		<p>educational journey, for which a holistic, whole-of-a-person approach that considers the diverse range of barriers, including structural, socio-cultural, and personal factors, is essential for understanding and addressing the unique challenges faced by URM in accessing and succeeding in higher education.</p>
6	<p>Somali Refugee Students In Canadian Schools: Post-Migration Experiences</p> <p>Ayoub, M., & Zhou, G. "Somali Refugee Students in Canadian Schools: Post-Migration Experiences." McGill Journal of Education, vol. 56, no. 1, 2022, pp. 33-51. https://doi.org/10.7202/1087047ar.</p>	<p>Brief Summary: This paper delves into the post-migration experiences of Somali refugee students attending public schools in Toronto. The authors examine the sociocultural, behavioral, and learning difficulties these students encounter in their new school environments. The study further investigates the role that school communities, such as educators and counsellors, play in helping Somali refugee students to adjust to the education system of their new context. Upon evaluating the post-migration experiences of Somali students, the paper provides recommendations to school communities, including teachers, on how to support the educational aspirations of Somali refugee students, as well as the broader population of refugee students in the school community.</p> <p>Conclusions: Some of the challenges faced by Somalian refugee children and their families pertaining to their integration into their new homelands include dealing with mental health issues and difficulty maintaining the culture of their country of origin while navigating that of their new homeland. Other challenges relating to the educational experiences of refugee students in the school setting include difficulty making friends, experiencing bullying, challenges navigating teacher-student relationships, behavioral issues, and lack of family engagement in their educational journey. The study, however, argues that despite these challenges, students of refugee backgrounds recognize the importance of getting an education and are persistent in pursuing their educational goals. But regardless of their perseverance and consistent efforts, refugee students nonetheless need support from external groups and individuals. The study further recommends school communities re-evaluate the support agendas that are aimed at helping this group of students. Firstly, educators are responsible for creating a welcoming classroom environment where different ways of knowing and levels of education are valued. In the context of refugee students, due to their limited knowledge and disruptions to their education, fostering a welcoming educational environment is especially crucial for better educational outcomes. The authors also stress the significance of parental engagement in refugee students' education for improved outcomes; thus, educators are encouraged to seek the involvement of refugee parents in the learning and education of their children. The study ends by highlighting the significance of improved learning outcomes among refugee students, for which the school community must be provided with resources to increase their intercultural fluency.</p>

		<p>Research Methodology: The data were collected through semi-structured, one-on-one interviews with six participants. The study is based on a qualitative study to look into the post-migration experiences of Somali students in a southwestern city in Ontario, Canada.</p> <p>Strengths and Relevance to Aims of this AB: The strength of this paper lies in exploring the role of school communities in the education and settlement of refugee students. The settlement of refugees into their new socio-cultural environments is often viewed as a one-way process wherein refugees are expected to mark certain milestones at various stages of their settlement process. These milestones often include learning the language, securing employment, and adopting the cultural values of their new contexts. But rarely has the role of the larger Canadian population played in supporting the settlement and education of refugees been investigated.</p> <p>Ayoub, however, through his research, challenges this dominant understanding of the refugees' integration process by evaluating the school communities' role in supporting the education and settlement of refugee students in their new school environment. This approach is especially crucial given refugee students' diverse cultural and educational backgrounds. For instance, in the context of education, while it may be manageable for students who are familiar with their current educational and socio-cultural systems to seek support proactively from educators and the school community when needed, such an approach may pose challenges for refugee students who may come from different educational, socio-cultural environments where support is viewed not as a one-sided process (the person who needs support must be proactive). Rather support may be understood as a collective phenomenon, a joint effort - where multiple parties work together to identify and tackle the challenge at hand. This is not to dismiss the agency of refugee students in having the ability to seek support as needed; rather, I seek to highlight how one's past experiences and contexts may influence one's everyday interactions and the ways in which they seek support, in their new contexts, for the present is inextricably intertwined with the past.</p> <p>Therefore, in relation to refugee students, support must be interpreted contextually, taking into account their previous socio-cultural and educational backgrounds. One way this could be achieved is if schools and higher education institutions play a proactive role in ensuring that refugee students have the necessary support and resources to pursue their educational aspirations while simultaneously supporting them to develop the skills needed</p>
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		<p>for seeking support independently. Rather than waiting for students to seek support, regular check-ins must be put in place to ensure student needs are addressed. Overall, a joint and collaborative effort between refugee students and school communities is required to establish a supportive community and ensure sustainable outcomes.</p>
7	<p>Refugees, Higher Education, and Informational Barriers</p> <p>Bajwa, J. K., Couto, S., Kidd, S., Markoulakis, R., Abai, M., & McKenzie, K. "Refugees, Higher Education, and Informational Barriers." <i>Refuge</i>, vol. 33, no. 2, 2017, pp. 56–65. https://doi.org/10.7202/1043063ar.</p>	<p>Brief Summary: This article examines the factors contributing to the lower rates of access to post-secondary education among refugees in Canada compared to other newcomers. Following by presenting the importance of providing opportunities for refugee students to attend and progress into higher education, the study suggests mechanisms and ways that service providers and related agencies can adopt to increase the accessibility of higher education among refugee students.</p> <p>Conclusions: A major obstacle for refugees pursuing higher education is the lack of reliable and accurate resources to become aware of available financial aid, scholarships, loans, bursaries, and grant programs. The issue extends beyond students facing difficulty finding support networks and resources to draw on for guidance regarding financial aid, as their chances of acquiring funds are further exacerbated due to unfamiliarity with the application process. Apart from informational barriers, refugee students report teachers, advisors, educators, and other involved parties who have a lack of knowledge on various immigration statuses, being mistaken for international students, and misinformation on educational entitlements. Other persistent challenges that hinder refugees' progress into higher education include a lack of clarity on the assessment of credentials, legal barriers to obtaining visas/student permits, mental health issues, and limited computer literacy and language skills. Moreover, the study further highlights higher education as an essential aspect of the integration process, leading to an improved sense of empowerment, better employment trajectories, improved mental health outcomes, and fostering community building among refugees. However, the barriers facing refugee students in accessing higher education must be addressed, given that it will benefit not only refugees but also their host homelands. One way this can be facilitated is through peer mentorship programs wherein previous refugee students can share their experiences relating to progressing into higher education with prospective refugee students. Such support programs will not only increase the social support networks of refugee students but also enable prospective refugee students to learn from the insights of individuals with similar backgrounds. Additionally, in relation to planning and facilitating meetings between prospective refugee students and support parties to discuss their future educational plans (i.e., academic advisors, teachers, professors, etc.), it is suggested to hold in-person meetings over virtual meetings. In-person meetings can help prospective refugee students clear any misunderstandings relating to their academic plans, the</p>

	<p>university application process, or any other issues relating to their education. It will also improve refugee students' sense of belonging in their new communities upon resettlement. The study concludes by suggesting service providers, educational institutions, and other involved parties working with students of refugee background to develop individualized and customized supports and culturally sensitive and trauma-informed programs to enhance the academic participation of refugee students in higher education.</p> <p>Research Methodology: This study is based on qualitative- community-based participatory action research between George Brown College (GBC), the Centre for Addiction and Mental Health (CDMH), and the Canadian Centre for Victims of Torture (CCVT). The project consisted of three phases: first, to evaluate the needs and challenges of those fleeing war and traumatic experiences; second, to develop programs to address the specific needs of these individuals; and lastly, to facilitate the integration of prospective students into the body of the GBC. This paper, however, specifically looked into the first phase of the project, the data which was collected through semi-structured one-on-one interviews with 38 survivors of war and torture and 10 CCTV service providers, and a focus group with 3 Tamil participants, survivors of torture and/or war in Ontario, Canada. In total, 51 participants were involved.</p> <p>Strengths and Relevance to Aims of this AB: This paper is notable for its comprehensive exploration of the obstacles and challenges refugees face in pursuing higher education in Canada. It covers a range of issues, including lack of access to financial resources, unfamiliarity with the application process, assessment of previous educational credentials, legal barriers, mental health issues, and various other challenges. The importance of access to higher education for refugees is also highlighted, and practical solutions such as peer mentorship and culturally sensitive programs are suggested to address the existing barriers to refugee education. However, to strengthen its analysis, the research paper could have benefited from providing concrete examples of effective models and practices that have been employed elsewhere and could be implemented in the Canadian context. For instance, highlighting successful initiatives in other countries that have effectively addressed similar barriers could provide a more robust framework for recommendations. These examples could serve as a blueprint for developing tailored programs and policies to support refugee students in Canada, enhancing the practical applicability of the research.</p> <p>Furthermore, this paper is distinguished for recognizing the critical need to increase the sense of belonging and</p>
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		<p>social support networks for refugee students, both within the school community and beyond, which is particularly crucial for URM's who have experienced displacement and instability, further compounded by the absence of parental support as they navigate their new socio-cultural and educational environment. The accumulation of these barriers, if remained unaddressed, could hinder URM's' from pursuing their academic aspirations; thus, URM's must be supported to improve their sense of belonging and harness a strong support network to rely on during challenging times.</p>
<p>8</p>	<p>Perspectives of Refugee Youth Experiencing Homelessness: A Qualitative Study of Factors Impacting Mental Health and Resilience</p> <p>Khan, Bushra M., Wasserman, J., and Patel, M. "Perspectives of Refugee Youth Experiencing Homelessness: A Qualitative Study of Factors Impacting Mental Health and Resilience." <i>Frontiers in Psychiatry</i>, vol. 13, 2022, https://doi.org/10.3389/fpsyt.2022.917200.</p>	<p>Brief Summary: The study looks into the mental health needs as well as the risk and resilience factors of refugee youth experiencing homelessness. Upon analyzing the risk and resilience factors, the study presents several recommendations to service providers to help improve the mental health of these refugee youth groups.</p> <p>Conclusions: The study found that the poor mental health of homeless refugee youth is primarily caused by systemic factors such as housing insecurity and instability, the immigration process, and lack of finances and employment opportunities. Additionally, acculturative stressors, such as culture shock, language barriers, and family relationships, also contribute to poor mental health. The findings suggest that this group of refugees' immediate and long-term needs must be addressed to improve their mental health. Their immediate needs include ensuring refugee youth have financial and housing stability and access to educational opportunities. In contrast, long-term needs may include family reunification or working toward acquiring youths' immigration status.</p> <p>Research Methodology: Data collected in 2018 through semi-structured interviews with 6 homeless refugee youth in Toronto, Canada.</p> <p>Strengths and Relevance to Aims of this AB: This paper stands out for delving into the precarious housing conditions of refugee youth and the profound impacts of these conditions on their overall mental well-being, highlighting an often overlooked challenge facing refugees, particularly refugee youth. As the study discusses the obstacles that refugee youth encounter in their search for housing, it can be drawn that URM's are particularly vulnerable to settling in precarious housing conditions for various reasons. Unlike other refugee children who have the support of their parents while navigating the rental market, URM's are left to navigate these challenges on their own. Aside from being unaccompanied minors, their status as refugees places URM's at a higher risk of experiencing discriminatory treatment and exploitation from landlords. Landlords may subject URM's to increased</p>

		<p>rental fees or stricter occupancy requirements, exacerbating their already tenuous housing situations. Such discriminatory practices further perpetuate the vulnerability of URMs and impede their access to stable and affordable housing. However, the importance of access to permanent and stable housing cannot be overstated, as it serves as a fundamental prerequisite for better educational outcomes. The provision of secure housing provides a solid foundation and a sense of stability for URMs, enabling them to focus on their education and overall well-being. Thus, aid organizations, higher education institutions and other stakeholders must seek to address this issue effectively to maximize URMs' participation in tertiary education.</p> <p>Furthermore, to investigate the housing needs, conditions, and challenges of unaccompanied refugee minors, stakeholders can apply the post-colonial framework and a whole-of-a-person approach. Post-colonialism can help explore the ongoing impacts of colonialism on the precarious housing conditions of refugee children and youth. The displacement of these individuals from their home countries, a consequence of colonialism, has disrupted social and economic systems, leaving many refugees vulnerable to housing challenges. When we acknowledge this historical context, we not only build a better understanding of the power imbalances and systemic issues at play in the experiences of refugee children but also advocate for interventions that address these power imbalances and provide a more equitable housing system. Additionally, the whole-of-a-person approach stresses accounting for the myriad dimensions of an individual's life and well-being, which in this context helps us recognize that housing is not just a basic necessity but a crucial factor that influences various aspects of a person's life, including their mental health, educational opportunities, and prospects. Acknowledging this interconnection between housing stability and educational success, support networks and educational institutions must collaborate to provide affordable and stable housing for URMs, thereby maximizing their participation in higher education.</p>
9	<p>Exploring Sociocultural Factors that Mediate, Facilitate & Constrain the Health and Empowerment of Refugee Youth</p> <p>Edge, S., Newbold, K. B., & McKeary, M.</p>	<p>Brief Summary: This research examines the limited understanding of the perspectives and experiences of refugee youth, specifically in terms of how they define and understand health, with a particular emphasis on the role of sociocultural factors in promoting or hindering health outcomes. The factors investigated were considered "mediating" as they either facilitate or threaten the youth's ability to overcome the challenges pertaining to other health determinants, such as economic or environmental factors.</p> <p>Conclusions: The study found that refugee youth had a broad understanding of health that included factors such as education and income; the most important and central factors for them were a sense of belonging, positive self-</p>

<p>"Exploring Socio-Cultural Factors That Mediate, Facilitate, and Constrain the Health and Empowerment of Refugee Youth." <i>Social Science & Medicine</i>, vol. 117, 2014, pp. 34-41. https://doi.org/10.1016/j.socscimed.2014.07.025.</p>	<p>identity, emotional well-being, and the right to self-determination. Moreover, it is brought to our attention that interventions such as patient-provider relationships and culturally appropriate models of care are important in fostering the overall health of refugee youth; sociocultural pathways and informal settings promote access to health services by enabling refugee youths' agencies are of importance. As such, youth should be empowered and given the opportunity to self-determination for better and improved health outcomes.</p> <p>Research Methodology: This research is based on qualitative techniques and uses a grounded theory methodology. A "grounded theory methodology" allows for a deeper analysis of how the study participants make "meaning" of events that have happened and the ways in which concepts, social structures, and processes impact their lives. The data collection process took place in Ontario, Canada, and started in the spring of 2010 over two years. The study participants comprised 26 youths, of whom 12 were females and 14 were males between the ages of 14-28 years. The data was collected and recorded over several focus groups guided by open-ended questions.</p> <p>Strengths and Relevance to Aims of this AB: While a huge body of scholarship has focused on exploring the more commonly understood health detriments of refugee youth, this study stands out for including URMs' perspectives in the research process to help determine factors influencing their health outcomes. Such an approach, which provides refugee youth with an opportunity to share their perspectives and insights, is crucial not only for gaining a deeper understanding of this phenomenon but also for giving readers insight into the significance of equitable inclusion of those impacted in discussions that pertain to their lives, as the barriers identified by impacted populations may not always align with those identified by external parties. For instance, this study suggests that factors such as the right to self-agency, positive self-perception, and a strong sense of belonging significantly influence and determine the health outcomes of refugee youth. This finding diverges from common understandings of refugee health determinants which emphasizes that one's educational background and income determine refugee youths' health. Such differences highlight that Edge et. al approach in this study, which centers around the active engagement and inclusion of refugee youth, has allowed for identifying novel factors influencing their health outcomes, which may have otherwise gone unnoticed had the perspectives of those impacted not been considered. This approach also aligns with the post-colonial theoretical framework by promoting refugee youth's right to self-determination and centring their voices. It challenges the traditional power dynamics and fosters a research paradigm that respects the agency and knowledge of the refugee youth themselves.</p>
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		<p>Additionally, by addressing the factors identified through engaging with the refugee youth themselves as mentioned above, they not only become better equipped to overcome health challenges but also to transcend various other obstacles such as financial, educational, and socio-cultural barriers that may impede their health and overall settlement. Thus, parties responsible for the care and wellbeing of URM's must support them to develop their sense of belonging, enhance their self-image, and are empowered with the right to self-determination, so they can address other challenges more effectively and sustainably. To build on this research, future studies could explore specific interventions that effectively foster the development of self-agency, positive self-perception, and a strong sense of belonging among refugee youth to provide stakeholders with successful examples to draw on.</p>
10	<p>Enabling Pathways for Students from Refugee and Asylum-Seeker Backgrounds in Higher Education: Aspirations About Progression to Postgraduate Studies</p> <p>Clark, C., & Lenette, C. "Enabling Pathways for Students from Refugee and Asylum-Seeker Backgrounds in Higher Education: Aspirations about Progression to Postgraduate Studies." Refugee Survey Quarterly, vol. 39, no. 2, 2020, pp. 244-271. https://doi.org/10.1093/rsq/hdaa001.</p>	<p>Brief Summary: This article delves into the critical role that education plays in the lives of refugees and asylum seekers who have gone through exceptional experiences of displacement, resettlement, and status ambiguity. Education can aid in overcoming difficulties and bettering overall well-being; however, access to higher education is limited. Universities, educational institutions, and government policies should actively promote and support improved accessibility and participation in higher education among refugees, yet progress in this area has been slow. The paper also notes that the lack of support structures during undergraduate studies limits the ability of refugees and asylum seekers to pursue postgraduate studies. The absence of references and support to pursue postgraduate studies in support structures can inadvertently reinforce the belief that refugees and asylum seekers should only aim for undergraduate studies.</p> <p>Conclusions: The study focuses on understanding the barriers and opportunities for supporting the aspirations of refugees and asylum seekers to pursue post-graduate studies from the perspectives of undergraduate students and staff members. It highlights that understanding and solving the more personal issues facing refugee students is important for improved educational outcomes, such as the low socio-economic status of refugee students' families. It suggests that while universities may not have the capacity to address such personal barriers hindering refugee youths' access to higher education, intervention and strategies could be developed to alleviate some of the financial burdens and barriers. A holistic, whole-of-a-person approach is suggested to be considered in the educational agenda of refugee students. In the context of this study, the whole-of-a-person lens enables taking into account both the more personal challenges as well as, the broader social and systemic barriers that impede refugee students' progress toward post-graduate studies.</p>

		<p>Research Methodology: This paper is based on a qualitative case study on the aspirations of refugee students for progress in post-graduate studies in Australia. The data was collected in 2018 through semi-structured in-person interviews, with one participant interviewed over the phone due to living in a different province. The interviews ranged from 45 to 60 minutes. The study applied Bronfenbrenner’s ecological systems theory to present the findings. Bronfenbrenner’s ecological systems theory suggests that individuals experience five different environmental systems that influence their behaviours throughout life. The five systems include the microsystem, the mesosystem, the exosystem, the macrosystem, and the chronosystem. The microsystem revolves around the student and their immediate surroundings. The mesosystem centers on the relationship between microsystems. The exosystem refers to the student's wider social surroundings that would affect the student’s immediate environment. The macrosystem is the set of societal beliefs, values, and policies that would (in) directly influence the student.</p> <p>Strengths and Relevance to Aims of this AB: This study highlights the lack of confidence and belief in refugees’ abilities and aspirations for progression into postgraduate studies as one of the main barriers hindering their mobility into postgraduate studies. This deficit mindset is often projected onto refugee students by individuals and groups supporting their academic goals, manifesting in discriminatory behaviors and unsolicited advice, which further harm refugees' self-esteem and sense of worth. Such treatments highlight the urgent need to reframe how refugee students are supported in their pursuit of higher education, aligning with the post-colonial theoretical framework and whole-of-a-person approach.</p> <p>Employing a post-colonial lens helps bring to light how the lack of belief in refugees’ aspirations and abilities can be understood as a manifestation of the power dynamics in a post-colonial society. In such a society, those in positions of authority sustain a narrative that emphasizes the inferiority or inadequacy of refugee students. By applying a post-colonial theoretical framework, we acknowledge that the deficit mindset is not inherent to refugee students but is thrust upon them. This perspective shifts focus from individual deficiencies to the systemic barriers and power relations that shape the educational experiences of refugee students. Furthermore, the whole-of-a-person approach challenges reductionist views that focus solely on individual deficiencies. It advocates for a more holistic understanding of refugee students, considering their diverse backgrounds, strengths, and potential. This approach emphasizes the importance of recognizing and valuing the multifaceted identities of refugee</p>
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		<p>students, including their cultural, social, and emotional dimensions.</p> <p>To address these issues effectively, educational institutions and support groups must adopt practices that affirm and nurture the aspirations and abilities of refugee students. This includes providing mentorship programs that foster positive self-perceptions, creating inclusive environments that celebrates diversity, and implementing policies that actively counteract discriminatory behaviors. Additionally, involving refugee students in decision-making processes can empower them and ensure that their voices are heard and respected.</p>
11	<p>Unpredictability, Invisibility, and Vulnerability: Unaccompanied Asylum-Seeking Minors' Journeys to Australia</p> <p>Nardone, M., and Correa-Velez, I. "Unpredictability, Invisibility and Vulnerability: Unaccompanied Asylum-Seeking Minors' Journeys to Australia." <i>Journal of Refugee Studies</i>, vol. 29, no. 3, 2016, pp. 295-314. https://doi.org/10.1093/jrs/fev020.</p>	<p>Brief Summary: This study focuses on the migration experiences and challenges of 17 male refugees who arrived in Australia as unaccompanied asylum-seeking minors between 2009 and 2013. This study examines four broad conceptual challenges experienced by these groups of refugee children. The challenges presented encompass UAMs' experiences from when they left their countries of origin to when they arrived at their destination countries. The four areas discussed and analyzed in this study include the temporal characteristics of UAMs, reasons for leaving their countries of origin and the destinations they were headed towards, experiences while in migration, and lastly, the personal characteristics of the UAMs who took on the journey of migration. Finally, by drawing on the findings and the risks posed to UAMs, the study suggests policymakers develop and implement programs that are aimed at protecting unaccompanied asylum-seeking minors during their migration journey as they move through transit countries under precarious and dangerous circumstances before they reach their final destination.</p> <p>Conclusions: The primary drivers that have been identified also force many of the UAMs to leave their home countries and take on the dangerous journey of migration through various means, walking through unfamiliar territories, sailing through vast oceans on small boats, and driving on debilitated roads in cars packed with tens of people that have the capacity for four passengers include the fear of persecution, belonging to an ethnic or religious minority, economic instability, lack of educational opportunities, missing or killed family members. The study suggests that while the majority of UAMs decide to migrate on their own, for others, the primary source of encouragement to leave one's country of origin may be parents or close family members. On the temporal characteristics of the journey, meaning the moment one's migration journey starts and when it ends, the study suggests the start of the journey to be in the planning phases, which is when a UAM decides to leave, followed by discussing it with their parents and arranging the money to make their journey of migration possible. Contrarily, the end of one's migration journey is determined by two different factors: one, a URM's physical arrival, which for</p>

	<p>some of the study participants was marked by their arrival on the boat and while on their way to Australia, while for some other youth, the end of the journey was marked when caught by the Australian Navy forces while sailing towards Australia. The second factor is one's mental arrival, which may not always happen simultaneously with a URM physical arrival. Pertaining to the characteristics that set one apart as a URM from other refugee groups, the study suggests age and gender be the primary ones. URM as minors without the support and protection of their parents or a legal guardian are at higher risk of being taken advantage of throughout their journey of migration; as such, the study highlights the increased need for implementing interventions and policies that are aimed at protecting these children from falling into the hands of human traffickers. These policies must seek to provide protection for URM from the time they leave their home countries until they arrive at their final destinations. Conversely, implementing such policies is crucial considering that a significant number of girls also migrate independently for the prospects of reaching safety and a better future.</p> <p>Research Methodology: This qualitative research methodology was conducted through semi-structured interviews with the youth participants. The interview questions were informed by the gap identified in the literature and the study's objectives. The interviews were also conducted in the language preferred by the youth participants by peers who received training in ethical research. The recruitment process of the 17 male participants was done through a "snowballing recruitment technique." The data collected were transcribed and evaluated by employing a thematic analysis approach.</p> <p>Strengths and Relevance to Aims of this AB: This study is distinguished for highlighting the difference between the mental arrival and the physical arrival of refugee children in their final destinations. The physical arrival, often a moment of relief, marks the end of a daunting and dangerous chapter in their migration journey, which inevitably involved separation from parents and immediate family members and facing numerous obstacles along the way. On the other hand, the mental arrival, referring to the psychological presence of URM in their new environment, may not coincide with their physical arrival. In fact, the mental arrival may take longer to occur, and some URM may never fully achieve it.</p> <p>Various contributing factors such as cultural differences, language barriers, impacts of trauma, discrimination and racism, and separation from parents, can significantly delay or even prevent URM from achieving mental arrival.</p>
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		<p>These factors collectively may set the groundwork for a difficult settlement process, wherein URM's may be physically present but mentally absent, feeling disconnected and inferior to their surroundings, in turn, impacting their higher education experiences.</p> <p>In the context of URM's progress into higher education, it is crucial to understand how one's mental (in) arrival could impact their educational experiences and outcomes, which requires dialogue and collaboration among various stakeholders to identify and address the factors that may hinder or facilitate a URM's mental (in) arrival in their new context. By identifying the contributing factors, stakeholders can work together to facilitate the development of holistic support systems that address the psychological and emotional well-being of URM's, promoting their successful integration, well-being, and participation in higher education.</p>
12	<p>The Gap Between Legal Protection, Good Intentions, and Political Restrictions. Unaccompanied Minors in Norway</p> <p>Lidén, H., Stang, E.G., & Eide, K. "The Gap Between Legal Protection, Good Intentions and Political Restrictions: Unaccompanied Minors in Norway." <i>Social Work and Society</i>, vol. 15, 2017.</p>	<p>Brief Summary: The study highlights the stance of Norway on unaccompanied asylum-seeking minors (UAM) to be unclear. Norway seems to have taken measures to promote and protect human rights, including those of the UAMs. This can be seen in Norway's approval of the UN Convention on the Rights of the Child (CRC) or adoption of a child-sensitive lens in The Immigration Act of 2008. But, contrary to portraying such positive images in protecting children's rights, the Norwegian government has placed certain immigration practices and policies that have made it difficult for UAMs to seek asylum in Norway. Thus, this paper aims to explore the dichotomous nature of the Norwegian government in treating UAMs, wherein on an international level takes pride in protecting the rights of UAMs, while in practice, its restrictive immigration laws and practices have been hindering UAMs success in their asylum cases, proof otherwise, shedding light on the violation of UAMs rights who as children under the CRC are entitled to the same rights as every other Norwegian child. The study also explores the challenges facing UAMs in the asylum and resettlement process.</p> <p>Conclusions: Unaccompanied asylum-seeking minor refers to individuals under 18 who seek asylum without legal guardians in Norway. The number of UAMs in Norway has changed over the years, with a decrease in 2016 due to stricter border controls, EU agreements, and new regulations that were set in place. The challenges and barriers facing UAMs in their new homelands include adjusting to the asylum and the care procedure, dealing with uncertainty relating to their status and adapting to the education and welfare services. However, these challenges are further compounded due to the lack of language fluency, trauma, and physical and mental health issues. In addition to these challenges impacting the overall well-being of UAMs, the study delves deeper into four of the key</p>

challenge areas experienced. These key challenges, which I will touch upon shortly, are suggested to be further investigated to provide a comprehensive analysis of how UAMs asylum procedure and overall well-being may be impacted in their new contexts. As reported in this study, one of the most significant challenges is the evaluation of UAMs' credibility in their asylum claims; thus, although UAMs may receive residence permits, many others are not granted asylum, which is often due to the UAMs' inability to provide credible reasons to prove their fear of persecution or threat to their livelihood. However, it is often underscored how, having undergone trauma, violence, and exploitation throughout one's migration journey, a UAM may be unable to trust and, therefore express the threat to their livelihood. In such cases, UAMs are often refused protection and forced to return to their countries of origin. The second key issue highlighted pertains to UAMs' status in Norway. Specifically, the rising issuance of limited residency permits by the Immigration Board is leading to many minors living in a state of uncertainty about their future. The third challenge highlights the insufficient living and care arrangements for unaccompanied minors who are expected to stay in reception centers for extended periods. Lastly, the fourth key challenge concerns the ineffectiveness of programs and practices that support the resettlement and integration of UAMs. Ultimately, the study concludes that although the Norwegian government has made some efforts to protect the rights of unaccompanied minors throughout the immigration process, further measures must be taken to ensure UAMs have equal opportunities similar to Norwegian-born children.

Research Methodology: The article is based on six research projects. The text combines legal analysis (human rights conventions, national laws, regulations, and court cases), the analysis of the quantitative data from immigration authorities to identify particular areas of concern, and qualitative research, including fieldwork and interviews with minors, staff in reception centers, legal guardians and the immigration authorities.

Strengths and Relevance to Aims of this AB: The strength of this paper lies in highlighting the implications stemming from the asylum and legal processes of UAMs, a process fraught with long periods of waiting in limbo, putting on hold UAMs lives as a result. The resulting implications are many, with some of the most significant ones including, low self-esteem, a lack of a sense of belonging, negative educational trajectories, and decreased mental health well-being. For instance, the long wait periods associated with the asylum process prolong the mental arrival of refugees in their current context, making it difficult for UAMs to set the groundwork for a successful integration process. While these youths are physically present in the country of asylum, the uncertainty

		<p>surrounding their asylum cases and legal status undermines their ability to fully immerse themselves in their new environment. This uncertainty overshadows their ability to focus on building essential life skills, pursuing education, and forming meaningful connections within the host community. Additionally, it obstructs URM's from accessing key support systems, resources, and opportunities crucial for successful integration.</p> <p>The prolonged wait times contribute to a state of psychological limbo, where URM's are unable to plan for their future, leading to increased anxiety and stress. This situation negatively impacts their mental health, exacerbating feelings of hopelessness and helplessness. The lack of legal resolution can also deter URM's from investing in their education, as they may feel uncertain about their long-term prospects in the host country. Given these challenges, it is imperative to take steps to reform the legal system to decrease the long waiting periods associated with the asylum process. Streamlining and expediting these processes can significantly improve the well-being and integration outcomes for URM's.</p>
13	<p>A Risk and Resilience Perspective on Unaccompanied Refugee Minors</p> <p>Carlson, B., Cacciatore, J., & Klimek, B. "A Risk and Resilience Perspective on Unaccompanied Refugee Minors." <i>Social Work</i>, vol. 57, no. 3, 2012, pp. 259-269. https://doi.org/10.1093/sw/sws003.</p>	<p>Brief Summary: This study discusses the challenges and strengths of unaccompanied refugee minors (URMs) using a risk and resilience perspective. It explores risk factors such as traumatic experiences and losses, mental health issues, and placement in culturally incongruous foster homes unaware of the youths' cultural needs and values. The study also examines sources of resilience or protective measures that help URM's overcome the challenges they face throughout their migration journey.</p> <p>Conclusion: The success of unaccompanied refugee minors (URMs) in adjusting to the culture of their new homeland is linked to the type and frequency of support they have access to both during their migration journey and throughout their pre-migration. Factors such as having a supportive family while growing up, placement in a foster family upon resettlement to a new homeland, and access to the child welfare system can aid URM's in overcoming the challenges of adapting to a new culture. Other resilience factors employed to help overcome the risk factors include having a positive attitude, developing effective coping mechanisms, religiosity, and connections to aid organizations to support his transition to a new cultural environment. Conversely, the lack of adequate residential care, absence of supportive adult figures, and lack of support from the child welfare system upon moving to their new homelands can make it difficult for URM's to adjust to a new cultural environment. Therefore, to ensure a successful integration process, it is important to provide the necessary support to URM's throughout their settlement journey. Additionally, the study suggests networks of care and support to gain a comprehensive and well-rounded understanding of URM's' before, during, and after migration experiences to better</p>

		<p>respond to their needs when challenges arise.</p> <p>Research Methodology: This research looks into the case study of the Lost Boys From Sudan, entailing the migration experiences of two Sudanese boys, Jany and his brother Simon, using a risk and resilience, and ecological systems conceptual framework. The data was gathered over a three and a half hour informal interview with Jany.</p> <p>Strengths and Relevance to Aims of this AB: This research paper is distinguished for employing an ethnographic case study approach to allow for a comprehensive examination of the risk and resilience factors of URM as they adapt to living in their new homelands without the support of parents and close family members. This data collection method enabled me as a reader to build a more nuanced and comprehensive understanding of Jany’s identity beyond the simplified labels that often reduce refugee children to minors at risk or minors in need of protection. More specifically, the study gives readers glimpses into Jany and Simon’s childhood and upbringing, their lives at the refugee camp in Kenya, and the settlement process in the United States. By tracing their journeys throughout different life stages, the readers build a more comprehensive and in-depth knowledge of their life experiences, informing us of the resilience and skills upon which these youth employ to overcome the challenges of migration and settlement while also explaining the reasons behind the different settlement outcomes.</p> <p>Additionally, adopting an open-ended informal interview approach over a set of rigidly predetermined questions has enabled Jany to take charge of the interview process by sharing as much or as little information as he feels comfortable with. Adopting such an approach to set the groundwork of the interview process acknowledges the subjectivity of Jany's identity and facilitates challenging the power dynamics between researchers and research subjects. This is especially crucial in the context of URM as power dynamics can be particularly fraught in their situations, not just in research but also in the interactions between URM and individuals or institutions providing care and support for them. By acknowledging and challenging such power imbalances, we can create an environment that empowers URM and promotes a more equitable research and support system.</p>
14	<p>‘Discuss it With Your Legal Guardian’: Challenges in</p>	<p>Brief Summary: The study aims to explore the arrangements for care at residential institutions for unaccompanied refugee minors and the conditions that these arrangements create for the well-being and development of URM in their new contexts. The findings have been analyzed to explore the ways in which care is arranged for URM, and</p>

<p>Practicing Care for Young Unaccompanied Refugee Minors</p> <p>Omland, GB, Andenas, A., and Sveaass, N. “‘Discuss It with Your Legal Guardian’: Challenges in Practising Care for Young Unaccompanied Refugee Minors.” <i>Child & Family Social Work</i>, vol. 26, 2021, pp. 309-317. https://doi.org/10.1111/cfs.12810.</p>	<p>how placement in different care programs may contribute to different outcomes for URM.</p> <p>Conclusions: This study focuses on the experiences of 15 URMs who were resettled in Norwegian municipalities. The participants comprised four girls and 11 boys, with a median claimed age of 14 years and an age range of 13-16 years. They came from countries such as Afghanistan, Somalia, Angola, and Sri Lanka and were all granted temporary residence permits upon arrival in Norway. Among the many challenges, the study suggests outsourcing legal issues pertaining to URMs' asylum cases from their legal guardians in Norway to be one of the main issues. More specifically, upon settling in Norway, a URM would be assigned a legal guardian responsible for supporting the welfare, safety, and legal affairs of a URM. However, in practice, upon close inspection, it becomes evident that guardians often have limited resources, time, and expertise to deal with certain complex issues, such as legal issues that pertain to the asylum case of a URM. As a result, URMs' legal issues (i.e., family reunification, asylum application, and residence permits) are outsourced to lawyers, social workers, or other professionals by their legal guardians. The study also discusses the challenges that URMs face with family reunification and obtaining residence permits. These issues can add significant stress to URMs' lives and impact their overall mental and physical health; as illustrated, most URMs suffer from anxiety, depression, and sleep issues that take root from uncertain legal status and the fear of being deported from Norway. Thus, the study emphasizes the importance of providing adequate support and resources to access legal expertise regarding family reunification, obtaining permanent status, and ensuring URMs' overall well-being of URMs to facilitate their successful integration into their new contexts.</p> <p>Research Methodology: This study focuses on the experiences of 15 URMs, who were resettled in Norwegian municipalities. The participants comprised four girls and 11 boys, with a median claimed age of 14 years and an age range of 13-16 years. The refugee minors came to Norway from Afghanistan, Somalia, Angola, and Sri Lanka and were all granted temporary residence permits upon arrival. The data was gathered through interviews with the youth and their caregivers.</p> <p>Strengths and Relevance to Aims of this AB: This paper stood out for discussing the outsourcing of legal issues concerning URMs by their foster parents, which, as the study mentions, has been one of the main challenges facing URMs in Norway, which is crucial to be addressed for various reasons. Firstly, this discussion brings to light the</p>
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		<p>harm inflicted on URM through policies and interventions that, on the surface, claim to support their settlement and overall well-being. However, in practice, URM are often excluded from decision-making processes related to their legal and settlement issues. For example, programs and interventions designed to support the well-being of foster care children, including refugee children, may aim to provide resources and skills for independent living as they age out of the Child Welfare System. While these interventions may appear to prioritize empowerment and engagement, the actual care and support provided to URM can focus more on obedience and compliance, as exemplified by delegating their legal matters to foster parents. This is not to condemn the outsourcing of URM's legal issues, as it is important to acknowledge that outsourcing URM's legal issues can provide access to expertise and potentially increase their chances of success in the short term. However, in the long run, excluding URM from the legal process and other matters concerning their lives can have negative implications. It may result in a limited understanding of legal and immigration processes, low self-esteem, lack of resourcefulness, and inadequate skills necessary for independent living as they age out of the foster care system. Thus, interventions and support programs must seek to set URM up for success upon leaving foster homes, for which empowerment and engagement of URM must be considered as its critical component.</p> <p>Secondly, as the study also highlights, URM must eventually prove their subjective and objective fear of persecution, making it crucial to understand the asylum procedure to enhance their chances of success during hearing determinations. Therefore, it is essential to enable URM to actively participate in the decision-making processes about their asylum procedure and other aspects of their settlement, such as through collaboration between legal professionals, foster parents, social workers, and URM. This collaboration should empower URM, ensure their active participation in legal and settlement matters, and provide them with the knowledge and skills to navigate complex legal processes independently. Overall, this paper stood out for bringing attention to the outsourcing of legal issues faced by URM in Norway and the need to address this challenge. Further research, collaboration, and the amplification of URM's voices are essential for developing inclusive policies and interventions that empower URM and ensure their well-being and success as they navigate their legal and settlement processes.</p>
15	<p>Intergenerational Perspectives on Refugee Children and</p>	<p>Brief Summary: The article addresses the gap in research on the integration experiences of refugee children and youth in Norway from an intergenerational perspective. More specifically, it explores and analyzes the challenges facing unaccompanied minors from Eritrea and Afghanistan and young adults upon resettlement to Norway. The</p>

<p>Youth's Adaptation to Life in Norway</p> <p>Daniel, M., Ottemöller, F. G., Katsi, M., Hollekim, R., & Tesfazghi, Z. Z. "Intergenerational Perspectives on Refugee Children and Youth's Adaptation to Life in Norway." <i>Population, Space and Place</i>, vol. 26, no. 6, 2020, https://doi.org/10.1002/sp.2321.</p>	<p>paper also sheds light on the type of resources these groups of refugees seek to navigate and the challenges hindering their integration process. However, to provide a more comprehensive analysis of refugee youth integration experiences, the study also explores the perspectives and experiences of refugee parents who have navigated raising their children in two different socio-cultural settings - their respective countries of origin as well as in Norway.</p> <p>Conclusions: The findings suggest the challenges facing URMs and parents of refugee children are related to social interactions in their new contexts, language barriers, and lack of knowledge of the welfare systems, and navigating dual cultures (that is, practicing the culture of their new homelands while keeping the cultural values of their countries of origin). More specifically, the study suggests that the Norwegian system is efficient in helping refugees adapt to their new homelands, but it requires navigating different bureaucratic agencies, which can be particularly challenging for URMs, given that they must navigate the settlement process without the support of their parents. The study further reports of the adverse impacts of the abrupt termination of support by the Child Welfare System once an unaccompanied refugee minor is of legal age. In relation to the challenges facing parents of refugee children, the study reports raising kids to be a challenge in Norway due to the pressure to adopt Norwegian cultural values while instilling the cultural values of their countries of origin in their children, which causes tension and conflicts between the parents and children.</p> <p>Moreover, while learning the language is a barrier for refugee parents, hindering their full participation in Norwegian society, for refugee youth and URMs, acquiring the Norwegian language is more a matter of time before they are fluent. Furthermore, many URMs and refugee youth report the different social norms, such as not knowing how to communicate and “behave respectfully towards officials and other Norwegians when they meet with them in their offices; they did not understand what was required of them” (Daniel et al., 2020), further complicating the integration process. However, to overcome and cope with the challenges of adaptation and acculturation, URMs and refugee youth majority of whom are living in group homes or foster homes, report partaking in activities such as playing football or simply having tea with their peers to help. Other coping strategies identified and implemented include taking the initiative to seek support when needed, building connections with Norwegians, and practicing Norwegian culture while maintaining the cultural values of their country of origin. The study concludes by suggesting that in order to facilitate a successful settlement process for refugees, we must</p>
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	<p>understand their settlement experiences in relation to the spaces they occupy (in their new homelands) and the ways in which they move about through these spaces from an intergenerational lens.</p> <p>Research Methodology: The study uses qualitative data that has been collected through semi-structured interviews and focus groups with refugees from Eritrea and Afghanistan in Norway. The participants included 13 URMs, eight young adults, and nine parents - a total of 30 participants. The study uses a “social navigation theoretical framework.”</p> <p>Strengths and Relevance to Project: The study stands out for shedding light on the problematic nature of the abrupt termination of support by the Child Welfare System once a URM reaches the age of majority. To elaborate, upon resettlement, the majority of URMs enter the child welfare system for a maximum of one to two years before reaching the age of majority. Once the age of majority, URMs are no longer under the protection and care of the government as a ward of the Child Welfare System. While there are programs in place to support URMs in developing the necessary skills for independent living during their time in care, expecting these refugee children to acquire these skills while simultaneously adapting to the foster care system, navigating a new socio-cultural and educational environment, dealing with the immigration system, and addressing mental health challenges without the presence of their parents is unreasonable. While it is inevitable that URMs in the foster care system must transition into independent living at some point, the current support system, coupled with the abrupt termination of support upon reaching the legal age, presents significant challenges. Therefore, policymakers, service providers, and those responsible for the care of URMs must advocate for a reevaluation of the criteria and age at which URMs are deemed ready to exit the Child Welfare System, ensuring that they receive the necessary support and preparation for a successful transition to independent living. Additionally, it must be ensured that URMs receive extended support beyond the age of minority to ensure their long-term well-being and facilitate a smoother transition into adulthood. Recognizing that the challenges faced by URMs extend beyond their time in care, comprehensive support structures and resources should be put in place to address their ongoing needs and promote their successful settlement.</p> <p>However, while this study provides valuable insights, I found it necessary to analyze certain findings presented with careful consideration. For instance, in relation to the behaviours and tactics youth employ to overcome the</p>
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		<p>challenges of living in a new socio-cultural environment, the study fails to provide a comprehensive analysis. The study writes that participation in activities such as playing football or simply drinking tea with other refugee youth, and adherence to cultural norms such as respecting and helping older people have helped some Eritrean URMs adjust and cope with the challenges of their new socio-cultural environment. Although such coping mechanisms may be representative of some refugee children or all, the study fails to recognize that these individual behaviours are not effective solutions in the long term, as to foster the successful integration of these youth into the host society, it is crucial to address the underlying systemic challenges and provide comprehensive support networks that extend beyond individual behaviours and cultural norms. We can only facilitate a more successful integration and education experience for refugee children by recognizing and addressing these broader issues.</p>
16	<p>Uncertain Territory: Family Reunification and the Plight of the Unaccompanied Minors in Canada</p> <p>Luke, A. "Uncertain Territory: Family Reunification and the Plight of Unaccompanied Minors in Canada." Dalhousie Journal of Legal Studies, vol. 16, 2007, pp. 69-84.</p>	<p>Brief Summary: The main goal of this article is to examine the conflicts between Canada's legal duties towards unaccompanied minors and the Immigration and Refugee Protection Act Sponsorship Program's (IRPA) failure to reunite these children with their families. The paper starts by explaining the nature and extent of the problem relating to the family reunification of unaccompanied refugee minors. Subsequently, the study discusses a specific issue in Canadian immigration and legal framework in relation to unaccompanied minors who are not eligible for family reunification through family sponsorship programs under the IRPA pro, especially the problematic nature of such policies that URMs chances of reuniting with their families are in contradiction with Canada's international obligations under the UN Children's Convention, and with the domestic family reunification objectives affirmed under the IRPA. To conclude, the study recommends legal and policy reforms to address the specific needs of unaccompanied minors pertaining to family reunification and address the insufficient options of URMs to reunite with their families in or outside of Canada.</p> <p>Conclusions: The study argues that restrictions placed on unaccompanied refugee minors who seek family reunification in Canada highlight the tension and inconsistency of immigration and child welfare policies that claim to put at the forefront of their programs and policies the well-being and protection of refugee children, including URMs. One such barrier can be witnessed in the sponsorship system that allows asylum-seeking adults to include their spouses and dependent children on their application for permanent residence. However, URMs are not eligible for; they do not meet the eligibility criteria for sponsorship, making it difficult for URMs to reunite. Thus, they must wait to reach the age of majority and demonstrate they meet the financial and legal requirements for family reunification. With the limitations being unjustified and lacking evidence, the study argues for reforming</p>

family reunification regulations and policies to enable URMs to sponsor their immediate family members. Some suggestions include allowing refugee youth to sponsor their families under the family class visas or enabling them to list their legal or customary caregivers on their asylum applications. Additionally, while the paper recognizes the challenge of advocating for reforming the legal system, it calls on visa officers to use their judgment to process permanent residency applications for non-accompanying family members of URMs. Lastly, it is also suggested that the courts must intervene and address URMs' need for family reunification, given that they are vulnerable and politically invisible compared to other refugees.

Research Methodology: This article uses multiple essays, journals, articles, monographs, international materials, Canadian and other cases, and legislation to analyze and present its argument.

Strengths and Relevance to Aims of this AB: This paper stands out for its insightful discussions of the tensions and inconsistencies within legal frameworks pertaining to the rights and protection of unaccompanied refugee minors in the Canadian Context. Under these policies, aimed at protecting refugee children, such as the UN Children's Convention, which the Canadian Federal government has agreed to and signed on, foreign-born children, including URMs, are entitled to the same rights as Canadian-born children. However, despite Canada's promises to protect and fulfill its role toward refugee children, the government has persistently failed to deliver on these promises. One such violation and double standard, as the study also explains, can be witnessed in the context of family reunification of unaccompanied refugee minors.

The legal system pertaining to family reunification has been presenting itself as a persistent challenge in the lives of URMs, with efforts to support family reunification being inadequate and minimal. Such inconsistencies in the treatment of refugee children who are entitled to the same rights as Canadian-born children prove to be in contradiction with the IRPA, which needs to be addressed in order to avoid creating further barriers to the settlement and well-being of URMs. Thus, promising steps within policy frameworks must be taken to set a roadmap for action toward family reunification. This reform is especially crucial considering that the presence of parents could contribute to URMs' increased sense of stability and continuity, which are essential for achieving better learning and education outcomes, while being separated from parents could lead to various challenges, such as mental health issues, social isolation, difficulty with acculturation, and lack of material support. Recognizing the

		<p>importance of family reunification for URM goes beyond fulfilling legal obligations; it is a fundamental aspect of their well-being and integration into Canadian society. Therefore, tensions and inconsistencies within legal frameworks concerning the immigration and rights of URM must be addressed to avoid further barriers and create a supportive environment where URM can thrive academically.</p>
17	<p>Unaccompanied/Separated Minors and Refugee Protection in Canada: Filling Information Gaps</p> <p>.Wouk, J., Yu, S., Roach, L., Thomson, J., & Harris, A. "Unaccompanied/Separated Minors and Refugee Protection in Canada: Filling Information Gaps." <i>Refuge: Canada's Journal on Refugees</i>, vol. 23, no. 2, 2006, pp. 125–138. https://www.jstor.org/stable/48648581.</p>	<p>Brief Summary: The study addresses the lack of scholarship on URM in Canada compared to unaccompanied refugee minors resettling in Europe. The study also explores the two refugee resettlement programs through which refugees, including URM, could get resettled in Canada. The study discusses who is viewed as an “unaccompanied” refugee minor and a “separated” refugee minor under the two sponsorship programs, the in-Canada and the Humanitarian Resettlement program.</p> <p>Conclusions: There is a substantial amount of scholarship available on URM migration and settlement experiences in the EU; however, the lack of sufficient and reliable data on this population of young refugees in Canada has prompted national and international sources to request information from the CIC about this population of young refugees to help create national policies that are consistent regarding the reception and treatment of these young refugees. The study recommends that consistent and detailed definitions are needed to develop a comprehensive policy framework for URM as such, Citizenship and Immigration Canada (CIC) must seek to address the inconsistent data appearing in their administrative databases. Based on this paper, the Canadian government has two refugee protection programs. One is in-Canada asylum, wherein refugees claim asylum from within Canada, and if deemed eligible, these individuals are granted asylum. In the case their claim is rejected, these individuals are subject to deportation. The second route to seeking protection for refugees is through the Refugee and Humanitarian Resettlement Program, a program for those seeking protection from outside Canada. Within this program, there are multiple ways through which people can be resettled to Canada. Government-sponsored refugees (GARs) are referred to by the UNHCR. Once resettled in Canada, these individuals are provided with settlement support through the Resettlement Assistant Program (RAP). Privately Sponsored refugees (PSRs) are sponsored by voluntary groups and are responsible for providing refugees with housing settlement, and other necessary support once the refugee is resettled in Canada. Under the refugee sponsorship programs in Canada, “unaccompanied” minors who are also considered “truly separated minors” are individuals under 18 who claim refugee protection in Canada without the presence of parents or a legal guardian. Separated refugee minors, however, are individuals under 18, without the presence of parents but accompanied by another blood relative, or</p>

will be reuniting upon resettlement to Canada. In relation to the age of these minors at the time of seeking asylum, the study reports a mean age of 15.2 and 15.3 years, which in the case of unaccompanied refugee minors especially, these individuals are placed in the provincial child welfare system.

Research Methodology: The research focused on estimating data on unaccompanied minor asylum claimants, who are referred to as unaccompanied refugee minors. The study employed a three-step process to collect information on this population. The first step involved defining the population of interest as those who sought asylum in Ontario between January 2000 and December 2004 and were 18 years old or younger at the time of their claim. Using Field Operational Support System (FOSS), the administrative database of Citizenship and Immigration Canada, 3,021 individuals meeting the criteria were identified. In the second step, 280 minor claimants were randomly selected using SPSS software. The final stage involved in-depth searches of electronic immigration databases to gather relevant information for each of the 280 claimants, including identifying the presence and identity of adults around the time of the claim and determining if the child had been reunited with family members. The data collection process involved reviewing court cases, paper files, and other immigration databases to track the cases of URM.

Strengths and Relevance to Aims of this AB: This paper stands out for highlighting the inconsistencies in the definition of unaccompanied refugee minors and separated refugee minors. Such an analysis is crucial and critical considering that the laws and regulations of the Child Welfare System vary in each Canadian province. The varying and inconsistent definitions of a minor can pose significant challenges to the care, immigration, and overall offering of comprehensive support to URM. To illustrate the impacts of such inconsistencies, let us take the example of British Columbia (B.C.) and Alberta (A.B.).

In B.C., a minor is defined as anyone under the age of 19, whereas in Alberta, the age of a minor extends only to 18. This disparity becomes significant when a URM resettles in Alberta months before their 19th birthday. By narrowly missing the definition of a minor, they become ineligible for care and support under the Provincial Child Welfare System. However, if the same URM had resettled in B.C., they would have fallen within the age range protected by the Provincial Child Welfare System, as the age of protection extends to 19 in the province. The impacts of such inconsistent definitions extend beyond bureaucratic technicalities. They lay the foundation for a

		<p>challenging settlement journey for URM's who must be dealing with the unfamiliarity of their new socio-cultural environment and the complexities of the legal system. The lack of clarity and consistency about the definition of a minor, compounded with that of an unaccompanied refugee minor and separated refugee minor, further creates barriers to accessing essential care services and support, ultimately impacting the well-being and integration of URM's into Canadian society.</p> <p>Therefore, as the study stresses, it is paramount that Citizenship and Immigration Canada (CIC) and other responsible agencies address these inconsistencies and establish a unified and consistent definition of unaccompanied and separated refugee minors. This not only ensures equal protection and opportunities for all URM's but also streamlines the processes involved in their care, immigration, and other essential services. Establishing a clear and consistent framework would significantly enhance the ability of service providers to offer comprehensive support to URM's, ensuring their smoother settlement into Canadian society.</p>
18	<p>The "Brown Paper Syndrome": Unaccompanied Minors and Questions of Status</p> <p>Montgomery, C. "The 'Brown Paper Syndrome': Unaccompanied Minors and Questions of Status." <i>Refuge: Canada's Journal on Refugees</i>, vol. 20, no. 2, 2002, pp. 56–67. https://doi.org/10.25071/1920-7336.21255.</p>	<p>Brief Summary: By drawing on a case study, Montgomery explores how one's status as an unaccompanied minor exposes one to a wide range of challenges in the process of integration as well as access to resources upon resettlement to their new homelands. He illustrates that unaccompanied minors (UMs), due to their status both as refugee claimants and as minors, are placed at a disadvantage compared to other minority and immigrant groups. Furthermore, by drawing on the interviews that took place between the researcher and the UMs, and upon evaluating the explored challenges facing UMs in their settlement and integration, Montgomery solicited suggestions for improvements to policymakers and groups working with UMs for consideration.</p> <p>Conclusions: The "brown paper syndrome" is a term referring to the compounded layer of vulnerability facing a UM, which a UM used to refer to the immigration papers that tend to view refugee claimants as being "different" than Canadian Citizens. Concerning the barriers facing the integration of unaccompanied minors, the study suggests that UMs' status as refugee claimants and minors increases their vulnerability. One way UMs have been impacted as a result of the compounded layer of vulnerability is perceptions about UMs being "different" than Canadian citizens and as outsiders in the community of rights. However, Motegmorey suggests that such perceptions and situations facing UMs contradict the international sphere of rights protection and the humanitarian values of conventions that Canada ratifies. Therefore, to minimize the adverse consequences of status differences, we must develop policies and measures that address the administrative process of refugee determination. One way this can be achieved is through the efficient systematization of the refugee determination process while ensuring</p>

		<p>just and equitable hearings. The second issue concerns access to diverse resources, which could be resolved through the promotion of awareness of the special needs and rights of this population. Understanding youths' lived experiences is crucial to developing policies and practices that are better tailored to their needs.</p> <p>Research Methodology: The data was gathered through interviews with a group of 13 individuals, seven male and six female. The interviews were conducted with a semi-structured approach and were focused on the minors' backgrounds and migration experiences, as well as any challenges and support encountered during their settlement process, including education, health, social services, and support networks.</p> <p>Strengths and Relevance to Aims of this AB: This study's strength lies in understanding the lived experiences of unaccompanied refugee minors on an individual basis rather than homogenizing their migration and settlement experiences, which has enabled a deeper analysis of the unique challenges and complexities facing URM's migration and settlement. This approach is especially worth considering when taking into account the factors under which refugees leave their countries of origin, such as war, fear of persecution, and violation of human rights; their migration experiences are diverse and influenced by different factors.</p> <p>In the context of URM's higher education, building insight into the unique challenges and needs facing this group of refugee children can help universities, community organizations, and other responsible parties offer support programs, interventions, and mentorship programs that address the specific needs of a URM and are not based on bureaucratically assumed needs. However, achieving an in-depth analysis calls for an individualized approach to understanding the migration and settlement experiences of URM's. This approach entails acknowledging that each individual possesses a unique set of circumstances, including factors such as age, gender, educational and socio-cultural backgrounds, and personal values.</p> <p>By adopting an individualized approach, we can gain valuable and nuanced insights into the unique challenges faced by each URM, thus enabling the development of targeted support programs that address the specific needs of URM's. This personalized understanding ensures that support programs are tailored to address the actual, rather than assumed, needs of URM's, facilitating better integration and well-being for these individuals.</p>
19	Education of	<p>Brief Summary: This study looks into the risk and resilience factors of URM's pertaining to their educational</p>

<p>Unaccompanied Refugee Minors in High-Income Countries: Risk and Resilience Factors</p> <p>Aleghfeli, Y. K., & Hunt, L. "Education of Unaccompanied Refugee Minors in High-Income Countries: Risk and Resilience Factors." <i>Educational Research Review</i>, vol. 35, 2022, https://doi.org/10.1016/j.edurev.2022.100433.</p>	<p>outcomes. The author starts by shedding light on the misunderstood nature of the word “resilience” by policymakers and scholars, followed by a brief explanation of what resilience means in the context of education. The findings were drawn through a systemic mixed-methods review of existing literature on the education of URM in high-income European countries, through which a total of 26 risk and resilience factors were identified. These factors were evaluated and analyzed through the five levels of Bronfenbrenner’s ecological system. The levels include the child, microsystem, mesosystem, exosystem, and macrosystem. The authors conclude the study by discussing the findings and their implications for groups and individuals responsible for the education of URM.</p> <p>Conclusions: Unlike the common understanding of resilience as one’s personal trait, the study reports resilience as a product of an individual's positive outcomes in the face of adverse childhood experiences. More specifically, the resilience one may possess is shaped in childhood when, in the face of adversity, the child achieves a positive outcome regardless. Conversely, risk factors increase the odds of participating in behaviours that have negative and unpleasant consequences. The risk factors could take shape in one’s childhood in their country of origin or while in migration. The study further reports that risk factors could be a result of one’s characteristics (older age, female, being a URM), social conditions while in their country of origin and current context (language barriers, discrimination, socio-economic status), or conditions during the asylum process (long waits, detention). More specifically, being an unaccompanied refugee minor itself is a risk factor, for migrating as a minor without the parental presence or a legal guardian exposes refugee youth to exploitation during the migration or makes the acculturation and integration process difficult. During the admission process, older URM may find it harder to access and pursue education compared to other refugee youth groups. Moreover, females, especially young mothers, are the most vulnerable to additional challenges while in the process of migration and settlement. However, URM draw on their resilience factors to overcome the challenges of migration and settlement. These resilience factors, as the authors report, include supportive biological parents, quality foster and residential care, supportive friends and teachers, getting an education, and connections with social support networks. But, it is suggested that refugee minors must be empowered to build on and leverage these resilience factors in times of crisis and adverse life events for positive outcomes.</p> <p>Research Methodology: Through a systematic mixed-methods review, this study presents the education outcomes of URM in high-income countries. Both quantitative and qualitative data, derived from 26 articles, are included</p>
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		<p>for evaluation.</p> <p>Strengths and Relevance to Aims of this AB: Throughout the literature review process, a significant observation emerged regarding the gendered nature of the field of migration studies. The majority of scholarships have focused heavily on exploring the migration experiences of male refugees, while relatively less attention has been given to the experiences of female refugees. This gender bias in the field underscores the importance of addressing the specific challenges and vulnerabilities faced by female refugees. Consequently, it is refreshing to encounter this study, which brings attention to the unique challenges and barriers female refugees, such as young mothers, experience throughout their migration and settlement journeys. Financial limitations, mental health issues, lack of access to healthcare and childcare, and prolonged periods of being out of school are just a few of the challenges facing them. Cumulatively, these barriers hinder their chances of receiving an education and perpetuate their marginalization within society. Therefore, actionable steps must be taken in policy frameworks and practices to target female refugees' unique challenges, vulnerability, and needs to increase their chances of accessing higher education and breaking the cycles of marginalization. Additionally, to further advance this area of study, further research on the intersectionality of gender with other social identities, such as ethnicity, age, and socioeconomic status, must be conducted to contribute to a more nuanced understanding of the experiences and needs of female refugees within different contexts. By illuminating how gender and intersecting identities shape female refugees' lives, we can inform the development of targeted support systems and policies that foster female URM's' successful settlement and progression into higher education.</p>
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Conclusion

This annotated bibliography sought to capture the migration, settlement, and educational experiences of refugee and asylum-seeking children. In this AB, I attempted to explore the various aspects of their migration and settlement experiences, including all the relevant events from the moment these children leave their home countries while in migration and after their arrival in their new homelands. In doing so, my aim was to unravel the complexity of their migration journey as well as how the accumulation of challenges pertaining to the various aspects and phases of their migration process may influence their access and success in higher education. Such a comprehensive understanding can support the development of interventions that better tackle the barriers facing the education and settlement of URM. As such, this AB can be shared with the international community of researchers, students, educators, and practitioners who work with or are interested in unaccompanied refugee minors and refugee youth, forced migration, and education to inform their practice.

In the literature review process, the dearth of scholarship specifically focusing on the migration, settlement, and education experiences of URM became evident; therefore, for a more well-rounded analysis, I drew on studies and materials that encompassed the experiences of all refugee children, regardless of whether they were accompanied by a parent or not. While this broader perspective offers valuable insights, it is crucial to acknowledge that there are unique challenges faced by URM that set them apart from other refugee groups. Migration, adjusting to a new socio-cultural environment, and overcoming the trauma of forced displacement are daunting experiences for all refugees. However, for URM, the absence of parents or guardians to provide guidance and support makes navigating their new socio-cultural and educational environments further challenging. Thus, the distinct circumstances of URM necessitate a nuanced understanding, and their experiences cannot be homogenized or reduced to a single narrative.

Conversely, the findings presented in this annotated bibliography have been drawn from a small amount of the literature available on the migration, settlement and education of URM due to the dearth of scholarship on URM. This lack was prominently pronounced in Canada, as most studies reviewed for the purpose of this AB were conducted in the United States and Europe. This geographical bias highlights the need for more research and attention to be directed toward understanding the unique challenges and experiences of URM in different contexts, including Canada and other regions. In the context of URM's education experiences, while there are studies examining their experiences, it is worth noting that most of these analyses tend to conclude at the point of high school graduation. There is a noticeable gap in the research investigating the post-secondary education of URM. This gap in knowledge

underscores the significance of further research to study the educational trajectories and experiences of URM's beyond high school. The following section presents some of the common themes and topics appearing in the scholarship about the migration, settlement, and education of refugee children and URM's.

- URM's compared to other refugee children who are accompanied by parents or legal guardians, have a difficult time adapting to a new socio-cultural and educational environment. Regardless, efforts for family reunification have been minimal.
- URM's placement in culturally incongruous foster homes, care arrangements, and support programs further hinders URM's settlement and success in higher education.
- Dealing with mental health issues persist as barriers to successful settlement and education for refugee youth and URM's.
- Knowledge gaps, limited language fluency, financial constraints, and lack of information on available resources hinder URM's progress in higher education.
- The prevalency of insufficient information and misinformation about immigration pathways and immigration status among advisors, educators, and stakeholders, complicates the support-seeking process for URM's. Immigration status reflects the circumstances and reasons for which one had to make the reason to migrate. It also influences the type of support one can access upon resettlement in their new context.
- The presence of parents in URM's lives is significant for better education outcomes, as parents provide necessary psycho-social and financial support.

The overall findings and themes drawn from the studies reviewed for this annotated bibliography indicate similarities in the experiences of URM's. However, it is important to recognize that each URM's experience is unique, influenced by individual socio-cultural backgrounds, upbringing, personal strengths, and contextual factors. Thus, the identified barriers must be viewed as potential obstacles rather than definitive hindrances to the settlement and education of URM's, as the refugee experience is not uniform but diverse and ever evolving. The recognition of this diversity is critical.

As mentioned earlier, the literature review process revealed significant gaps in research on the migration, settlement, and education of URM's, particularly in the Canadian context. Therefore, further research is needed to explore the post-secondary education experiences

of URMs and gain a more comprehensive understanding of the diverse and individualized journeys of URMs. By gaining a more comprehensive understanding of their diverse and individualized journeys, we can develop targeted interventions and support systems that address their unique challenges and promote their successful participation in tertiary education and settlement in their new communities. Thus, policymakers, governments, social workers, and existing networks of care and support must work with and alongside URMs to identify and address the barriers preventing their successful settlement and progression toward and in higher education from a whole-of-a-person approach and post-colonial theoretical framework.

A whole-of-a-person approach ensures that strategies developed are holistic, inclusive, and effective by considering the multifaceted aspects of each individual's experience. It moves beyond isolated examination of factors to acknowledge the interconnectedness of socio-cultural, financial, structural, and institutional influences on URMs' lives. On the other hand, applying a post-colonial theoretical framework is essential because it provides a critical lens to examine the historical and geopolitical contexts that shape URMs' experiences, even after resettlement. This framework helps reveal how historical injustices and ongoing power imbalances continue to influence the educational pathways and opportunities available to URMs. For instance, by understanding the lingering effects of colonialism and imperialism, we can better comprehend the systemic issues that perpetuate inequality and hinder the success of URMs in higher education.

In summary, the recognition of URMs' diverse and individualized experiences, coupled with the application of comprehensive and critical frameworks, is crucial for fostering their successful settlement and progression in higher education. Further research and collaborative efforts are essential to address the gaps in knowledge and to develop targeted interventions that support the unique needs of URMs.

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