

## **Educational Dilemmas in Forced Displacement**

**2 ECTS**

Category	Content
<b>Course Code</b>	
<b>Course Title</b>	Education in Forced Displacement
<b>ECTS Credits</b>	2 ECTS credit points for course participation (80% attendance) and submission of a paper (2000 word +/- 10%)
<b>Level of study</b>	Ph.D.
<b>Full-time/ Part-time</b>	Part-time
<b>Language of Instruction</b>	English
<b>Semester of Instruction</b>	Spring/Fall Semester
<b>Place of Instruction</b>	NLA University College, Bergen (Sandviken)
<b>Objectives and Content</b>	<p><i>Main Learning Objectives</i></p> <p>The main goal of the course is to introduce PhD students to education in situations of forced displacement, both nationally and globally.</p> <p>More specifically, the course examines the global governance structures of refugee education, discusses the purposes of education in protracted refugee situations, and reflects on fundamental pedagogical dilemmas related to the education and upbringing of refugee- and asylum children.</p> <p><i>Key content</i></p> <ul style="list-style-type: none"><li>• The global refugee crisis</li><li>• Global governance of refugee education</li><li>• Theories of the purpose of education</li><li>• Trauma and vulnerability in education for refugees-</li><li>• Reception of asylum-seeking children- a policy or political dilemma?</li></ul>

<b>Learning Outcomes</b>	<p>By completing the course, the Ph.D. students will have met the following learning objectives, which are here categorised as knowledge, skills, and general competence:</p> <p><b>Knowledge</b> Upon completing the course, the student...</p> <ul style="list-style-type: none"> <li>• has knowledge of global political drivers of the ‘global refugee crisis’, specifically as it relates protracted refugee situations;</li> <li>• is familiar with current research in the field of global refugee education;</li> <li>• can outline key theories related to the purpose of education;</li> <li>• has specialized knowledge on underlying pedagogical dilemmas related to the education and upbringing of children in forced displacement, within a chosen focus area (demonstrated through the written assignment).</li> </ul> <p><b>Skills</b> Upon completing the course, the student...</p> <ul style="list-style-type: none"> <li>• can explain how global politics influence displacement and refugee education;</li> <li>• can apply abstract theories of the purpose of education to the context of forced displacement;</li> <li>• can argue for different educational and pedagogical approaches to the challenges presented by global forced displacement;</li> <li>• can process and analyse relevant literature as it relates to a topic of their choice;</li> </ul> <p><b>General Competence</b> Upon completing the course, the student...</p> <ul style="list-style-type: none"> <li>• master's relevant terminology within the fields of global refugee education, the philosophy of education, and forced displacement;</li> <li>• can formulate research statements and -questions based in the fields of forced migration and refugee education;</li> <li>• can reflect on underlying pedagogical dilemmas in contexts of forced displacement, and its implications for refugee education.</li> </ul>
<b>Required Previous Knowledge</b>	Master's degree within disciplines relevant to international education, forced migration studies, comparative education, and/or pedagogy
<b>Recommended previous knowledge</b>	Should possess some knowledge on forced migration, educational research, and philosophy of education from bachelors and master's level
<b>Credit reduction due to course overlap</b>	None
<b>Is the course reserved for students enrolled in particular programmes?</b>	No. The course is open to students at Ph.D. level.
<b>Teaching and Learning Methods</b>	Teaching will be organized as one full day (09:00- 16:00) of lectures and case-based workshops.
<b>Compulsory Assignments and Attendance</b>	Reading of required literature prior to lectures. 80% Attendance on the course day. Submitting a written paper (2000 words, +/- 10%).
<b>Forms of assessment</b>	80% attendance: Approved / Not Approved  Written paper (2500 words, +/- 10%): Approved / Not Approved. In the paper, the student highlights/addresses one or more issues related to the course themes. The workload for the paper is estimated to be 2 weeks.
<b>Examination Support Material</b>	All supporting material allowed.
<b>Grading Scale</b>	Approved / Not Approved
<b>Assessment Semester</b>	Spring/ Fall semester

## Reading List

### Required reading

Dryden-Peterson, S. (2017) Refugee education: Education for an unknowable future. *Curriculum Inquiry*, 47(1), 14-24, DOI: 10.1080/03626784.2016.1255935

Kalisha, W. (2023). Vulnerable Enough for Inclusion? Unaccompanied Minors' Experiences of Vulnerability and Trauma on Their Way to Norway. In I. Bostad, M. Papastefanou, & T. Strand (Eds.), *Justice, Education, and the World of Today Philosophical Investigations* (pp. 131-154). Routledge.

Kalisha, W. (2024). Asylum spaces as spaces of nonrecognition: the ambiguities of welcoming and educating asylum-seeking children in Norway. *Frontiers in Education*, 9. <https://doi.org/10.3389/feduc.2024.1415522>

Kalisha, W. (2024). Embracing the Language Barrier: Ignoring Misunderstandings in Teaching Language to newly arrived Unaccompanied Minors Seeking Asylum in Norway. In W. Kalisha & T. Szkudlarek (Eds.) *Educating the Next Generation: Reflections on Crises, Migration, and Education*. Springer

Vlieghe, J. & Piotr, Z. (2024). "Look, this is your world (too)" Educational generosity beyond integration and hospitality. In W. Kalisha & T. Szkudlarek (Eds.) *Educating the Next Generation: Reflections on Crises, Migration, and Education*. Springer.

Galea, S. (2024). Belonging to the World. On Children, Education and Migration. In W. Kalisha & T. Szkudlarek (Eds.) *Educating the Next Generation: Reflections on Crises, Migration, and Education*. Springer.

Rompianesi, T. & Hilt, L. (2024). Multicultural Tact. Representing the World in a Culturally Diverse Society. In W. Kalisha & T. Szkudlarek (Eds.) *Educating the Next Generation: Reflections on Crises, Migration, and Education*. Springer.

Støren, I. C. (2024). Governance and duty in global refugee education: a Kantian perspective. *Frontiers in Education*, 9. <https://doi.org/10.3389/feduc.2024.1384243>

Støren, I. (2024). Stateless, futureless, purposeless? A critical reflection on educating the next generation of refugees. In W. Kalisha & T. Szkudlarek (Eds.) *Educating the Next Generation: Reflections on Crises, Migration, and Education*. Springer.

### Further Reading

Dryden-Peterson, S., Adelman, E., Bellino, M. J., Chopra, V. (2019). The Purposes of Refugee Education: Policy and Practice of Including Refugees in National Education Systems. *Sociology of Education*, 92(4), 346-366

Kalisha, W. (2020). While We Wait: Unaccompanied Minors in Norway – Or the Hospita(bi)lity for the Other. In T. Strand (Ed.), *Rethinking Ethical-Political Education* (pp. 67-84). Springer International Publishing. [https://doi.org/10.1007/978-3-030-49524-4\\_5](https://doi.org/10.1007/978-3-030-49524-4_5)

Pastoor, L. d. W. (2016). Rethinking Refugee Education: Principles, Policies and Practice from a European Perspective. In A. W. Wiseman (Ed.), *Annual Review of Comparative and International Education 2016* (Vol. 30, pp. 107-116). Emerald Group Publishing Limited. <https://doi.org/10.1108/S1479-367920160000030009>

Tørrisplass, A.-T. (2023). Outcasts or valuable children? Unaccompanied refugee minors—an "extreme case" in the Norwegian egalitarianism debate. In A. Dankertsen & C. Lo (Eds.), *The End of Norwegian Egalitarianism? Limits and Challenges to a Cherished Idea* (pp. 62-76). Universitetsforlaget. [https://doi.org/https://doi.org/10.18261/9788215059839-23-04](https://doi.org/10.18261/9788215059839-23-04)

United Nations High Commissioner for Refugees (2021). Staying the Course: The Challenges Facing Refugee Education. 2021 Refugee Education Report. UN Refugee Agency (UNHCR). Available at: <https://www.unhcr.org/publications/education/612f85d64/unhcr-education-report-2021-staying-course-challenges-facing-refugee-education.html>. (27 pages).

	<p>Yeo, S. S. &amp; Yoo, S.-S. (2022) Is refugee education indeed educational? The Freirean perspective to refugee education beyond humanitarian, rights, or development rationale. <i>Educational Philosophy and Theory</i>, 54(13), 2203-2213, DOI: 10.1080/00131857.2022.2081545</p>
<b>Course Evaluation</b>	Course evaluation is done in accordance with the UiB Faculty of Psychology's procedures for study quality
<b>Course Coordinators</b>	Prof. Rune Johan Krumsvik (UiB) Associate Prof. Inga Støren (NLA) Associate Prof. Wills Kalisha (NLA)
<b>Course Administrator</b>	Research Group <i>Education Displacement and Belonging</i> , at the Department of Education, NLA University College  All economic resources will be provided by NLA
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