

## ***Part 6: Learning More about Refugee and War-Affected Learners and Families—A Bibliography of Selected Web-Based and Text Resources***

### ***Child soldiers—Children and war***



© United Nations Photo. November 21, 2009. Panpandiar, Sudan. UN Photo/Tim McKulka. Special representative for children visits former child soldiers. CC license. <[www.un.org/av/photo/](http://www.un.org/av/photo/)>.

- BBC World Service. *Children of conflict*. A BBC news site about child soldiers, wounded children, lost children, child workers, and child-headed households. See <[www.bbc.co.uk/worldservice/people/features/childrensrights/childrenofconflict/](http://www.bbc.co.uk/worldservice/people/features/childrensrights/childrenofconflict/)>.
- Finken, H.A. (2003). Child soldiers. *Teaching module: Child labor research initiative*, University of Iowa. Center for Human Rights. A module developed for secondary students to explore the effects of the recruitment of child soldiers and the things being done to stop this from happening. Students learn about child soldiers through various activities. See <[www.continuetolearn.uiowa.edu/laborctr/child\\_labor/materials/pdf/modules/child\\_soldiers.pdf](http://www.continuetolearn.uiowa.edu/laborctr/child_labor/materials/pdf/modules/child_soldiers.pdf)>.
- Alfredson, L. (2002). Child soldiers, displacement and human security. *Disarmament Forums, UNDIR*. 17–27. See <[www.unidir.org/pdf/articles/pdf-art1728.pdf](http://www.unidir.org/pdf/articles/pdf-art1728.pdf)>.
- *Child Soldiers International*. This is an organization that helps to stop the use of child soldiers and to reintegrate these children into society. The website features resources of interest to educators. See <[www.child-soldiers.org/home](http://www.child-soldiers.org/home)>.
- *COAV Children and Youth in Organized Armed Violence*. This site includes research from organizations and groups all over the world with regard to child soldiers, gangs, and children's rights. See <[www.coav.org.br](http://www.coav.org.br)>.
- *Human Rights Watch—Child Soldiers*. Human Rights Watch has several resources related to child soldiers. Reports, commentaries, and multimedia resources on a variety of human rights issues are available. See <[www.hrw.org/topic/childrens-rights/child-soldiers](http://www.hrw.org/topic/childrens-rights/child-soldiers)>.
- *Invisible Children*. This organization was founded by the three filmmakers that produced the 2003 documentary "Invisible Children: Rough Cut," a film that exposes the realities of northern Uganda's night commuters and child soldiers. The organization is dedicated to activism. Through this documentary, the filmmakers hope to teach the people of the Western world about the situation regarding children in Uganda and to inspire them to use their voice for change. The site features video resources and information about the conflict. See <<http://invisiblechildren.com/>>.

- *Peacebuild: The Canadian Peacebuilding Network*. This organization seeks to promote the creation of peace groups in Canada in order to participate in creating international peace. There are excellent links to Canadian Initiatives for Youth. See <[www.peacebuild.ca/about-links-e.php](http://www.peacebuild.ca/about-links-e.php)>.
- *Save the Children U.K.* This organization works in more than 120 countries on child poverty, children's rights, climate change, education, emergencies, health and HIV, hunger, and protection. See <[www.savethechildren.org.uk/](http://www.savethechildren.org.uk/)>.
- *UNHCR refugee resources for teachers*. There are lesson modules for three age groups that enable teachers to introduce refugee issues into History, Geography, Art, Human Rights, Language Arts, and Citizenship. See <[www.unhcr.org/pages/49c3646cbf.html](http://www.unhcr.org/pages/49c3646cbf.html)>.
- *UNICEF—Child recruitment by armed forces or armed groups*. UNICEF helps secure the release of child soldiers, reunites them with their families, and reintegrates them into society by looking after their physical and mental health. They also help them build a better future by providing them with life skills, education, vocational skills, and livelihoods training. The site offers [Machel's 1996 study](#) of the impact of war on children as well as many other resources. See <[www.unicef.org/protection/57929\\_58007.html](http://www.unicef.org/protection/57929_58007.html)>.
- *UNICEF Children in War*. The United Nations International Children's Emergency Fund focuses on the following areas: child survival and development, basic education and gender equality, HIV/AIDS and children, child protection, and policy advocacy and partnerships. See <[www.unicef.org/children-in-war/feature-peaceed.html](http://www.unicef.org/children-in-war/feature-peaceed.html)>.
- *War is not a game: The experiences of refugee children*. Video, 32 min. Frameline Productions. It is a documentary video about the effects of war and violence on refugee children living in Canada. See <[www.framelineproductions.net/](http://www.framelineproductions.net/)>.
- *War Child Canada*: The mission of the organization is to help youth succeed within their communities and overcome the difficulties associated with living in war zones. War Child Canada fulfills its mission in these communities by
  - making it easier to go to school (especially for female youth)
  - helping them overcome obstacles related to poverty and marginalization
  - creating an environment that protects the rights of children and youth
 War Child Canada has a strong school focus and students represent a big part of the War Child community. See [Get Involved](#) for further information.
- Youth Advocate Program International. *Children in armed conflict: How girl soldiers are punished by their past*. This document broaches the issues surrounding girl child soldiers (as opposed to boy child soldiers) and their reintegration into society. See <[www.yapi.org/rpgirlsoldiers.pdf](http://www.yapi.org/rpgirlsoldiers.pdf)>.

### Articles and Books

- Brett, R., & Specht, I. (2004). *Young soldiers*. Boulder, CO: Lynne Rienner Publishers Inc.
- Deng, W. D. (2001). *A Survey of programs on the reintegration of former child soldiers*. Ministry of Foreign Affairs of Japan. Retrieved from <[www.mofa.go.jp/policy/human/child/survey/index.html](http://www.mofa.go.jp/policy/human/child/survey/index.html)>
- Kaplan, S. (2005). *Children in Africa with experiences of massive trauma*. Stockholm: SIDA. Retrieved from <[www.enigma.se/kaplan/pdf/SIDACHildreninAfrica.pdf](http://www.enigma.se/kaplan/pdf/SIDACHildreninAfrica.pdf)>.

- Keairns, Y. (2002). *Child soldiers*. Retrieved from <[www.afsc.org/issues/issue.php?id=315](http://www.afsc.org/issues/issue.php?id=315)>.
- Keairns, Y. (2002). *The voices of girl child soldiers*. New York: Quaker United Nations Office. Retrieved from <[www.quno.org/newyork/Resources/QUNOchildsoldiers.pdf](http://www.quno.org/newyork/Resources/QUNOchildsoldiers.pdf)>.
- Machel, G. (1996). *Children at both ends of the gun. Impact of armed conflict on children*. United Nations/UNICEF. Retrieved from <[www.unicef.org/graca](http://www.unicef.org/graca)>.
- Peters, K. (2003). *When children affected by war go home*. London: Save the Children UK.
- Pillsbury, A., & Lowicki, J. (2001). *Against all odds: Surviving the war on adolescents: Promoting the protection and capacity of Ugandan and Sudanese Adolescents in Northern Uganda*. New York: Women's Commission for Refugee Women and Children. Retrieved from <[www.forcedmigration.org/psychosocial/inventory/psychosocial-working-group-inventory-of-key-resources/pwg012/pwg012.pdf](http://www.forcedmigration.org/psychosocial/inventory/psychosocial-working-group-inventory-of-key-resources/pwg012/pwg012.pdf)>.
- Singer, P.W. (2005). *Children at war*. New York: Pantheon Books.
- Stark, L. (unknown). *The reintegration of former child soldiers: Literature review and summary analysis*. United States Agency for International Development. Retrieved from <<http://protection.unsudanig.org/index.php?fid=child>>.
- Tsuchida, D. (2006). *Hidden among the shadows: A literature review of girl mothers associated with armed forces*. Retrieved from <<http://protection.unsudanig.org/index.php?fid=child>>.
- Tutu, D. (1999). *No future without forgiveness*. New York: Doubleday.

## Children and creative interventions



© Nimzilvio. July 21, 2009. UNRWA school graffiti (2). Nahr El Bared Camp. CC license. <[www.flickr.com/photos/nimzilvio/3789044589/in/photostream/](http://www.flickr.com/photos/nimzilvio/3789044589/in/photostream/)>.

- *Communities 4 Families (C4F)* Communities 4 Families (C4F) helps support families living in downtown Winnipeg. It is funded by Healthy Child Manitoba. Of particular interest are their programming resources for families and facilitators' resources which could be adapted to suit other settings whether urban or rural. See <<http://communities4families.ca/facilitators/intro>>.
- Miller, V. W., & Friedrich W. A. *Helping children outgrow war*. This document includes examples of helping children outgrow war. It deals with the following post-conflict phases: emergency, recovery, rehabilitation, and reconstruction. See <[www.essex.ac.uk/armedcon/story\\_id/000074.pdf](http://www.essex.ac.uk/armedcon/story_id/000074.pdf)>.
- *Playing with Rainbows*. UNA: Canada Toronto Branch. "Playing with Rainbows" is a non-therapeutic program for children. Through recreation, children acquire skills such as self-confidence, teamwork, problem solving, safety, adaptability, understanding, and love of their heritage. See <<http://to.unac.org/projects/playing-with-rainbows/>>.
- The Centre for Multicultural Youth Issues. (2007). *Playing for the future: The role of sport and recreation in supporting refugee young people to 'settle well' in Australia*. Melbourne, Victoria, Australia: The Centre for Multicultural Youth Issues. This document broaches the use of sport and recreation as a tool to facilitate settlement and integration of refugee youth and to help them with their physical and mental recovery from trauma and war and to alleviate feelings of isolation. See <[www.cmy.net.au/Assets/185/1/PlayingForTheFuture.pdf](http://www.cmy.net.au/Assets/185/1/PlayingForTheFuture.pdf)>.
- Harris, D. A. (2010). *A 2010 postscript to: Pathways to embodied empathy and reconciliation after atrocity: Former boy soldiers in a dance/movement therapy group in Sierra Leone*. See <[www.child-soldiers.org/psycho-social/David Alan Harris 2010 Postscript linked.pdf](http://www.child-soldiers.org/psycho-social/David%20Alan%20Harris%202010%20Postscript%20linked.pdf)>.
- Harris, D. A. (2009). Dance and child soldiers. *Foreign Policy in Focus: June 15, 2009*. See <[www.fpif.org/articles/dance and child soldiers](http://www.fpif.org/articles/dance_and_child_soldiers)>.
- Malchiodi, C.A. (ed.). (2008). *Creative interventions with traumatized children*. New York, N.Y: The Guilford Press. This document details various means of facilitating the emotional recovery of children after trauma.

## *Cultural diversity*



© United Nations Photo. Photo ID 450277. September 21, 2010. Alieu, Timor-Leste. UN Photo/Martine Perret. Timorese celebrate International Day of Peace. CC license. <[www.unmultimedia.org/photo/](http://www.unmultimedia.org/photo/)>.

- *Cultural Orientation Center (COR)*. This site includes orientation resources for refugees and service providers in the United States and abroad. See <[www.cal.org/co/index.html](http://www.cal.org/co/index.html)>.
- Canadian Council on Social Development (CCSD). *Cultural Diversity: A CCSD Research Initiative*. This is an initiative of the Canadian Council on Social Development (CCSD) to help social service and community organizations, and the different levels of government to create culturally appropriate policies, programs, and services. See <[www.ccsd.ca/subsites/cd/about.htm](http://www.ccsd.ca/subsites/cd/about.htm)>.
- *Cultural Competency for Kids*. This site provides practical ideas for learning about oneself and others which, in turn, leads to cultural competency which entails the respect of others' values, beliefs, traditions, and customs. See <[www.education.com/reference/article/Ref\\_Cultural\\_Competency/](http://www.education.com/reference/article/Ref_Cultural_Competency/)>.
- Gross Davis, Barbara. *Diversity and complexity in the classroom: Considerations of race, ethnicity and gender from tools for teaching*. Excellent suggestions of teaching practices to respond to ethnic, gender, and cultural diversity in the classroom. Though it is intended for post-secondary faculty, there are many appropriate ideas for various grade levels. See <<http://teaching.berkeley.edu/bgd/diversity.html>>.
- Lee, Enid. *Coaching for equity*. In this article about coaching new teachers, there are several important points made that address one's perspective and approaches in a classroom of diversity. See <[www.newteachercenter.org/newsletters/ReflectionsSPO2.pdf](http://www.newteachercenter.org/newsletters/ReflectionsSPO2.pdf)>.
- Sage Publications: Search "**Multicultural**" *A selection of multicultural resources with an emphasis on counselling*. See <[www.sagepub.com/](http://www.sagepub.com/)>.

## *Mental health and supports for war-affected children and families*



© United Nations Photo. February 9, 2010. Timor-Leste. UN Photo/Martine Perret. Children at play in Timor-Leste. CC license. <[www.unmultimedia.org/photo/](http://www.unmultimedia.org/photo/)>.

- American Psychological Association. *Resilience of refugee children after war*. This is a summary of the report of the American Psychological Association (APA) Task Force on the psychosocial effects of war on children and families who are refugees from armed conflict residing in the United States. See <[www.apa.org/pubs/info/reports/refugees.aspx](http://www.apa.org/pubs/info/reports/refugees.aspx)>.
- The [Boston Center for Refugee Health and Human Rights](http://www.bu.edu/bcrhhr/pro/course/course_index.html) provides a free online course **Caring for Torture Survivors**. The course is for people who want to learn about survivors of torture and refugee trauma and how to help them. There are also links to legal and clinical documents, as well as other resources. See <[www.bu.edu/bcrhhr/pro/course/course\\_index.html](http://www.bu.edu/bcrhhr/pro/course/course_index.html)>.
- *Canadian Centre for Victims of Torture (CCVT)*. The Canadian Centre for Victims of Torture helps survivors integrate into Canadian society and helps protect them. It also raises awareness surrounding torture and its consequences. See <<http://ccvt.org>>.
- The [Center for Health and Health Care in Schools](http://www.healthinschools.org/en/Immigrant-and-Refugee-Children.aspx) supports the health of youth through health initiatives at school. This web site includes a variety of resources related to immigrant and refugee students, including Caring Across Communities: Addressing the Mental Health Needs of Diverse Children and Youth. See <[www.healthinschools.org/en/Immigrant-and-Refugee-Children.aspx](http://www.healthinschools.org/en/Immigrant-and-Refugee-Children.aspx)>.
- *The Ecological Approach to the Assessment of Refugee Children*. According to the ecological approach, one must consider the environment in which one resides in order to understand one's behaviour and development. This environment includes family, community, and culture as well as experiences before and after migration. See <[www.ncb.org.uk/ncb-websites/arc/pdf-briefings/assessment-and-planning](http://www.ncb.org.uk/ncb-websites/arc/pdf-briefings/assessment-and-planning)>.
- [Heal Torture](http://healtorture.org) is a project of [The Center for Victims of Torture](http://www.cvt.org). The site offers a variety of resources for service providers, survivors, and students. See <<http://healtorture.org>> and <<http://www.cvt.org>>.
- [Immigrant and refugee children and youth needs research study, Final report](#): This is a 2008 report on the needs of immigrant and refugee children and youth in Alberta. Although there are differences between Alberta and Manitoba, this report is useful and helpful for understanding the issues and gaps in service provision in Manitoba.
- **The International Society for Traumatic Stress Studies (ISTSS)** shares information on the effects of trauma, and seeks to discover and distribute information to help reduce traumatic stressors and their consequences. The ISTSS website features a number of resources of interest including information on assessment resources (see [ISTSS | Assessment Resources](#)) and treatment guidelines (see [ISTSS | Treatment Guidelines](#)). See <[www.istss.org/AboutISTSS.htm](http://www.istss.org/AboutISTSS.htm)>.

- *Mental Health in the ESL Classroom*. This manual guides ESL teachers by detailing the burdens carried by refugee students and explaining how ESL teachers can turn their classrooms into effective and welcoming teaching and learning environments. The seven sections are as follows: (1) The Refugee and Mental Health; (2) The ESL Classroom; (3) The Multi-Faceted Role of the ESL Teacher; (4) Student Needs Assessment; (5) Curriculum and Instruction; (6) Bibliography and Internet Resources; and (7) Acknowledgements.  
See <[www.uscritefugees.org/2010Website/5\\_Resources/5\\_1\\_For\\_Refugees\\_Immigrants/5\\_1\\_1\\_Health/5\\_1\\_1\\_3\\_Mental\\_Health/Mental\\_Health\\_and\\_the\\_ESL\\_Classroom.pdf](http://www.uscritefugees.org/2010Website/5_Resources/5_1_For_Refugees_Immigrants/5_1_1_Health/5_1_1_3_Mental_Health/Mental_Health_and_the_ESL_Classroom.pdf)>.
- Chase, Robert, and Bush, Kenneth. *The mental health of war-affected children: A community based rehabilitation and reconciliation program in Sri Lanka's Eastern Province*. This document deals with the mental health effects of militarized violence on children. It details the Butterfly Peace Garden in Batticaloa, Sri Lanka, an after-school program provided to 600 children who have experienced trauma. See <[www.hhri.org/?keyword=12&region=209&search=Search](http://www.hhri.org/?keyword=12&region=209&search=Search)>.
- The National Center for Post-Traumatic Stress Disorder. *Post traumatic stress disorder in children and adolescents*. The National Center for Post-Traumatic Stress Disorder provides a PTSD fact sheet which includes the events that cause PTSD in children; the risk factors for PTSD; the age-specific features for some symptoms; and other effects of trauma and treatment.  
See <[www.ptsd.va.gov/public/pages/ptsd-children-adolescents.asp](http://www.ptsd.va.gov/public/pages/ptsd-children-adolescents.asp)>.
- The National Institute for Trauma and Loss in Children (TLC) provides professional development, parental, and other resources. See <[www.starrtraining.org/home](http://www.starrtraining.org/home)>.
- UNESCO's *Guidebook for planning education in emergencies and reconstruction* offers in-depth information to help departments of education and similar organizations by providing detailed information and guidance to support ministries of education in countries affected by conflict or natural disaster, as well as UN organizations, donor agencies, and non-governmental organizations (NGOs) working in support of these ministries. The guidebook has five sections, including one on teachers and learners. See <[www.iiep.unesco.org/fileadmin/user\\_upload/Cap\\_Dev\\_Technical\\_Assistance/pdf/Guidebook/Guidebook.pdf](http://www.iiep.unesco.org/fileadmin/user_upload/Cap_Dev_Technical_Assistance/pdf/Guidebook/Guidebook.pdf)>.
- U.S. Center for Victims of Torture (CVT). The CVT offers training related to the effects of torture and war trauma. There are links to other projects and information related to victims of torture. See <[www.cvt.org/](http://www.cvt.org/)>.

  - U.S. Center for Victims of Torture (CVT). *New neighbors, hidden scars* (in PDF format, 45 pages). The examples are for Minnesota but are relevant to Manitoba. Also, the Storycloth newsletter features New Neighbors, Hidden Scars; Tales of the Self, an article about the value of storytelling. See <[www.cvt.org/new\\_neighbors/index.htm](http://www.cvt.org/new_neighbors/index.htm)>.
- ***Working with refugee students in secondary school—A counselor's companion:*** This pdf format support document from the Minnesota Department of Education provides information on the following:

  - characteristics of refugee students and effects of trauma on education
  - placement and scheduling
  - evaluation of international transcripts
  - identification and assessment (language proficiency and level of former schooling)

See <<http://education.state.mn.us/mdeprod/groups/EnglishLang/documents/Manual/016630.pdf>>.

- Dowdney, L. (Ed.). (2007). Trauma, resilience and cultural healing: how do we move forward? *Coalition to Stop the Use of Child Soldiers*. See <[www.child-soldiers.org/psycho-social/Trauma\\_Resilience\\_and\\_Cultural\\_Healing\\_2007.pdf](http://www.child-soldiers.org/psycho-social/Trauma_Resilience_and_Cultural_Healing_2007.pdf)>.
- Miller, K. E., & Rasco, L. M. (Eds.). (2004). *The mental health of refugees; Ecological approaches to healing and adaptation*. Mahwah, New Jersey: Lawrence Erlbaum Associates, Inc.



## *Refugees: General information*



© United Nations Photo. August 28, 1992. Knin, Croatia. UN Photo/John Isaac. United Nations protection force in Croatia and Bosnia and Herzegovina. CC license. <[www.un.org/av/photo/](http://www.un.org/av/photo/)>.

- **The Canadian Council for Refugees** is a non-profit umbrella organization that promotes the settlement, sponsorship, and protection of refugees and immigrants. The organization's web site features many resources of interest to teachers. See <<http://ccrweb.ca/en/about-ccr>>.
- **International Red Cross/Red Crescent Movement** <[www.ifrc.org](http://www.ifrc.org)>: Teachers will find the *International Committee of the Red Cross, Children and War Report 2009* a useful resource as it provides an excellent overview of the effects of war on children. See <[www.icrc.org/eng/assets/files/other/icrc\\_002\\_4015.pdf](http://www.icrc.org/eng/assets/files/other/icrc_002_4015.pdf)>.
- **Forced Migration Online (FMO)** is a website featuring resources relating to refugees and forced migration. Among the resources featured on the site educators may find the resources related to [research](#), the [digital library](#), [podcasts and media](#), and [news](#) particularly useful. See <[www.forcedmigration.org/](http://www.forcedmigration.org/)>.
- United Nations Association of Canada Resource. *Refugees: A Canadian perspective*. The site contains resources for kids, youth, and educators. See <[www.unac.org/learn/wrld/Refugees/REFeng.htm](http://www.unac.org/learn/wrld/Refugees/REFeng.htm)>.

## Resiliency



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May 22, 2006. Kapisa Province,  
Afghanistan. UN Photo/Eskinder Debede.  
Young girl in Kapisa Province. CC license.  
<[www.unmultimedia.org/photo/](http://www.unmultimedia.org/photo/)>.

- **Queensland BRiTA Futures** is programming for children and youth who have migrated to Australia from a non-English speaking country as well as for those who are second and subsequent generations of Australians from culturally and linguistically diverse (CALD) backgrounds and those with a recent refugee background. There is a program for students in Grades 5, 6, and 7, and there is one for those aged 12 to 18 years. See the following:
  - <[www.health.qld.gov.au/pahospital/qtmhc/projects.asp](http://www.health.qld.gov.au/pahospital/qtmhc/projects.asp)>
  - <<http://amh.e-contentmanagement.com/archives/vol/9/issue/3/article/4000>>
- **CommunityMatters** is a booklet that is part of the Mind Matters resource suite. Topics covered include identity, culture, and community as well as how these relate to students' mental health. See <[www.mindmatters.edu.au/whole\\_school\\_approach/community\\_matters\\_draft.html](http://www.mindmatters.edu.au/whole_school_approach/community_matters_draft.html)>.
- **Resilience and recovery after war: Refugee children and families in the United States** is a report from the American Psychological Association (APA) Task Force on the Psychosocial Effects of War on Children and Families Who are Refugees from Armed Conflict Residing in the United States. See <[www.apa.org/pubs/info/reports/refugees.aspx](http://www.apa.org/pubs/info/reports/refugees.aspx)>.
- Raymond, R. (2005). *The mental health impacts of trauma on refugee young people and therapeutic interventions promoting resilience: A background paper for the Hopes Fulfilled or Dreams Shattered? From Resettlement to Settlement Conference, November 23 to 28, 2005*. The Resilience Research Centre (RRC). This document deals with the psychological effects of trauma on refugee youth and the developmental issues that may arise. Resettlement issues are also discussed as well as therapeutic interventions to help these youth heal. See <[www.crr.unsw.edu.au/media/File/Refugee\\_Resilience.pdf](http://www.crr.unsw.edu.au/media/File/Refugee_Resilience.pdf)>.
- **The Resilience Project** studies how young people cope with adversity; more specifically, the social and physical factors that increase the likelihood of resilience (e.g., family, neighbourhood, community, school, culture, political forces, and economic forces). See <[www.resilienceproject.org/index.html](http://www.resilienceproject.org/index.html)>.

- Ungar, M. (2006). *Strengths-based counselling for at-risk youth*. Thousand Oaks, CA: Corwin Press.
- Ungar, M. (Ed.). (2005). *Resource for working with children and youth: Pathways to resilience across cultures and contexts*. Thousand Oaks, CA: Sage Publications. ISBN 1412904056
- Yohani, S. C., & Larsen, D. J. (2009). Hope lives in the heart: Refugee and immigrant children's perceptions of hope and hope-engendering sources during early years of adjustment. *Canadian Journal of Counselling*, 43(4). This document draws attention to the role of hope in the resettlement process and future life outcomes of refugee youth.  
See <<http://cjc-rcc.ucalgary.ca/cjc/index.php/rcc/article/viewFile/631/731>>.

## *Stories and literary resources by and about refugees*



© United Nations Photo. Photo ID 468142. March 27, 2011. Rounyn, Sudan. UN Photo/Albert Gonzalez Farran. Darfur village abandoned after heavy clashes. CC license. <[www.unmultimedia.org/photo/](http://www.unmultimedia.org/photo/)>.

This section provides a selected bibliography of some of the literature and biographies that are available and may be of interest to teachers. It also provides information on a few bibliographies that are more detailed as well as other resources.

### *Bibliographies*

- Mason, E. (2009). *Collecting children's refugee literature: A bibliography*. This bibliography was created to help primary school teachers who work with refugee children and to suggest relevant documents. Retrieved from <[http://forcedmigrationguide.pbworks.com/w/page/7447744/CollectingChildren%27s Refugee Literature](http://forcedmigrationguide.pbworks.com/w/page/7447744/CollectingChildren%27s%20Refugee%20Literature)>.
- Gangi, J. M., Ph.D. (2006). *Annotated children's literature bibliography on the refugee experience*. The bibliography was prepared for "Refugees in Recent Children's and Young Adult Literature: Sociocultural Considerations", a presentation for "Transformations" Children's Literature Association's 33<sup>rd</sup> Annual Conference, Claremont, California; June 8 to 11, 2006. Retrieved from <<http://faculty.mville.edu/gangij/refugee.htm>>.
- The Refugee Council of the United Kingdom provides information on books and resources pertaining to refugee experiences. There are many resources including autobiographies, novels, anthologies, non-fiction, children's books, and alternatives. See <[www.refugeecouncil.org.uk/practice/basics/books](http://www.refugeecouncil.org.uk/practice/basics/books)>.

### *Individual Titles*

- Akpan, U. (2008). *Say you're one of them*. New York, N.Y: Back Bay Books/ Little, Brown and Company. Short stories that show the resilience of children in horrible situations.
- Ali, A. H. (2007). *Infidel*. New York, NY: Simon and Schuster. The autobiography of Ayaan Hirsi Ali details how she escaped oppression in Somalia by immigrating. She became a member of Parliament in the Netherlands and then became a political activist and founded the AHA Foundation in the United States.
- Ali, A. H. (2010). *Nomad: From Islam to America: A personal journey through the clash of civilizations*. New York, NY: Free Press, a division of Simon and Schuster. This is another Ayaan book. This one tells the story of her journey from pre-modern nomadic Somali life to modern life in the western world.
- Armstrong, S. (2002). *Veiled threat: The hidden power of the women of Afghanistan*. Toronto, ON: Penguin Books a division of Pearson Canada. Author Sally Armstrong tells the story of several women of Afghanistan who rebelled against the Taliban under whose regime they struggled to survive.

- Asgedom, M. (2002). *Of beetles and angels: A boy's remarkable journey from a refugee camp to Harvard*. New York, NY: Little, Brown and Company. This is the true story of a boy's journey from civil war in east Africa to a refugee camp in Sudan, to a childhood on welfare in an affluent American suburb, and eventually to a full-tuition scholarship at Harvard University.
- Bashir, H., & Lewis, D. (2008). *Tears of the desert: A memoir of survival in Darfur*. Toronto, ON: Harper Collins Publishers Limited. A woman caught up in the war in Darfur tells her story and the story of her people.
- Beah, I. (2007). *A long way gone: Memoirs of a boy soldier*. Vancouver, BC: Douglas and McIntyre. Ishmael Beah tells his story of becoming a child soldier and then being rehabilitated.
- Campano, G. (2007). *Immigrant students and literacy: Reading, writing, and remembering*. New York, NY: Teachers College, Columbia University. This book demonstrates how incorporating refugee students' own cultural resources, narratives, and identities into the curriculum can facilitate their learning.
- Eggers, D. (2006). *What is the what: The autobiography of Valentino Achak Deng*. Toronto, ON: Vintage Canada, a division of Random House. This is the story of Valentino Achak Deng's life as told to Dave Eggers. Deng was one of the lost boys, forced to leave his village at the age of seven, who travelled hundreds of miles by foot while being chased by militias, government bombers, and wild animals. Deng and his companions finally found freedom after crossing the deserts of three countries.
- Ellis, D. (Various) Deborah Ellis is an internationally acclaimed Canadian author who writes about the lives of children in less developed countries. Her novels include the following:
  - Ellis, D. (2001). *The breadwinner*. Toronto, ON: Groundwood Books. This is the story of Parvana, an 11-year-old Afghani. Her parents are well-educated, prosperous people who have been forced to live in near poverty. Parvana dresses as a boy and goes out and makes money to feed her family after her father is arrested because he was educated overseas.
  - Ellis, D. (2002). *Parvana's journey*. Toronto, ON: Groundwood Books. After Parvana's father's death, she once again dresses as a boy and tries to find her mother and siblings. While travelling through a war-torn, Taliban-ruled Afghanistan, she learns much about life and about herself as she meets and befriends others who have been affected by war.
  - Ellis, D. (2003). *Mud city*. Toronto, ON: Groundwood Books. This is the story of fourteen-year-old Shauzia, Parvana's new friend, who wishes to leave the Afghan refugee camp where she lives and make a new life in France. Forced to leave because of the camp's leader, Shauzia does as Parvana did before her and dresses like a boy in order to earn money and escape. She's forced to beg and to pick through garbage, and she eventually ends up in jail where she is seemingly rescued by a well-meaning American family.
  - Ellis, D. (2006) *I am a taxi*. Toronto, ON: Groundwood Books. With both of his parents in a Bolivian prison, and hoping to make a lot of money, twelve-year-old Diego and his best friend are tricked into making coca paste that will later be made into cocaine.
  - Ellis, D. (2007). *Sacred leaf*. Toronto, ON: Groundwood Books. A sequel to *I am a taxi*. After being saved from slavery on an illegal cocaine operation, Diego is taken in by the Ricardo family. His recovery abruptly ends when the army moves in and destroys the family's coca crop (their livelihood). This story clearly shows how the war on drugs is having serious consequences on the people in Bolivia who have grown coca for legitimate purposes for hundreds of years.

- Ellis, D. (2010). *No safe place*. Toronto, ON: Groundwood Books. This is the story of an orphaned fifteen-year old, Abdul, who travels from his war-torn home in Baghdad only to end up in “The Jungle,” a poor migrant community in Calais. After the accidental stabbing of a police officer, Abdul heads to England in a small boat with other refugees and forms close bonds with three others on the boat: a young Romani girl who has escaped from the white slave trade; a young person who is away without leave from a Russian military school; and the ten-year-old nephew of the boat’s pilot. About to be captured, the four young friends hijack a yacht and find refuge in a child's secret cave on the English coast.
- Ellis, D. (2009). *Children of war: Voices of Iraqi refugees*. Toronto, ON: Groundwood Books. This non-fiction work details, through interviews, the lives of Iraqi children, victims of war. While most of these children live as refugees in Jordan, there are a few who are trying to build new lives in North America.
- Fadiman, A. (1997). *The spirit catches you and you fall down: A Hmong child, her American doctors and the collision of two cultures*. New York, NY: Farrar, Straus and Giroux. This book shows how a lack of understanding between a refugee family from Laos and American doctors led to tragedy.
- Hari, D. (2008). *The translator*. Canada: Doubleday, a division of Random House of Canada Limited. This memoir shows how Daoud Hari has helped inform the world about Darfur.
- Kamara, M. with McClelland, S. (2008). *The bite of the mango*. Buffalo, NY: Annick Press Ltd. This is the story of how a 12-year-old girl became a victim of one of the most brutal wars of the 20<sup>th</sup> century and overcame extraordinary odds.
- Mortenson, G. and Relin, D.O. (2006). *Three cups of tea*. New York, N.Y.: Penguin Books. In 1993, Greg Mortenson came to an impoverished Pakistan village in the Karakoram Mountains after failing to successfully climb K2. Touched by the villagers’ kindness, he promised that he would return and build a school.
- Mortenson, G. (2009). *Stones into schools: Promoting peace with books, not bombs, in Afghanistan and Pakistan*. New York, N.Y: Viking published by the Penguin Group. This is the story of the men of the Central Asia Institute (CAI) who recognize the importance of girls’ education and of having schools to accommodate them, and the successes of the young women who are now completing their studies at these schools.
- Naidoo, B. (2004). *Making it home: Real-life stories from children forced to flee*. NY: Dial Books. Each chapter of this book describes the conflict in a given country followed by the testimony of a refugee child or youth from that country, forced to flee because of that particular conflict. Countries referenced in this book are Kosovo, Bosnia, Afghanistan, Iraq, the Democratic Republic of Congo, Liberia, Sudan, and Burundi.
- Nemat, M. (2008). *Prisoner of Tehran: A memoir*. Toronto, ON: Penguin Canada. This is the author’s story of being falsely arrested in 1982 at the age of 16 by Iranian Revolutionary Guards and tortured in Tehran’s Evin prison. Condemned to die, one of the guards pleaded for her life. The price Ali exacted: she would have to marry him.
- Phan, Z. with Lewis, D. (2009). *Little daughter*. Toronto, ON: Penguin Group Canada. This is the true story of Zoya Phan who was born in the jungles of Burma and whose life was forever changed because of Burma’s military junta. She is now a champion of the Burmese people’s fight for freedom.
- Walters, E., & Bradbury, A. (2008). *When elephants fight: The lives of children in conflict in Afghanistan, Bosnia, Sri Lanka, Sudan and Uganda*. Victoria, BC: Orca Book Publishers. This is the story of five children living in conflict in five different countries.

## *Schools helping students affected by trauma*



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### **Web-based Resources**

- *Calmer classrooms: A guide to working with traumatized children* is an Australian resource that was developed to help educators understand and work with children/youth whose lives have been affected by trauma. The booklet explains the effect of abuse on learning and attachment and it provides teachers with strategies that reflect relationship-based practices for dealing with challenges and conflicts in the classroom. The emphasis in this document is on the needs of children traumatized by abuse and neglect.

See <[www.ocsc.vic.gov.au/downloads/calmer\\_classrooms.pdf](http://www.ocsc.vic.gov.au/downloads/calmer_classrooms.pdf)>.

- The National Child Traumatic Stress Network (NCTSN) is an American organization that develops and disseminates research-based interventions, trauma-informed services, and public and professional education. Its academic and community-based service centers improve care and access to services for traumatized children and their families. See <[www.nctsn.org/](http://www.nctsn.org/)>.

The *Child trauma toolkit for educators* was developed by the National Child Traumatic Stress Network. It provides information for educators and caregivers, including facts, suggestions for supporting learners, psychological and behavioural impacts of trauma by grade level, and self-care for educators and caregivers.

See <[www.nctsn.org/nctsn\\_assets/pdfs/Child\\_Trauma\\_Toolkit\\_Final.pdf](http://www.nctsn.org/nctsn_assets/pdfs/Child_Trauma_Toolkit_Final.pdf)>.

The Learning Center for Child and Adolescent Trauma is intended for professionals and families. It provides various services and resources, including access to National Child Traumatic Stress Network experts and up-to-date information. See <<http://learn.nctsn.org/>>.

- *Creating sanctuary in the school* is a paper by Sandra L. Bloom that applies knowledge derived from establishing and working in the context of The Sanctuary™ to education (an inpatient therapeutic milieu unit designed to treat adults who have been traumatized as children). It describes how to provide a safe and healing environment in the schools for children who need to recover from the effects of trauma, as well as for less traumatized children. See <[http://sanctuaryweb.com/PDFs\\_new/Bloom%20Sanctuary%20in%20the%20Classroom.pdf](http://sanctuaryweb.com/PDFs_new/Bloom%20Sanctuary%20in%20the%20Classroom.pdf)>. The website also provides additional information on the Sanctuary model and schools. See <[www.sanctuaryweb.com/schools.php](http://www.sanctuaryweb.com/schools.php)>.

- *Helping traumatized children learn* is a report from the Massachusetts Advocates for Children. It explores the fact that many of the daily educational difficulties faced by teachers with regard to students may be the result of children’s trauma from exposure to family violence as well as other forms of violence. The report provides a flexible framework for a school-wide approach to creating trauma-sensitive school environments. See <[www.massadvocates.org/download-book.php](http://www.massadvocates.org/download-book.php)>.
- *The heart of learning: Compassion, resiliency, and academic success* is a handbook with information for educators who work with students whose learning has been negatively affected by trauma. See <<http://k12.wa.us/CompassionateSchools/HeartofLearning.aspx>>.
- The Australian Child and Adolescent Trauma, Loss and Grief Network’s website provides information and resources about traumatized children for school communities, and refugee children and families. See <[www.earlytraumagrief.anu.edu.au/](http://www.earlytraumagrief.anu.edu.au/)>.
- *The language of trauma and loss* is a web-based resource for teachers about the effect of trauma and loss on children, and the teacher’s role with regard to identifying and referring appropriate students. It also helps educators create safe classrooms and improve language arts skills. Web-streamed videos and other professional development information for teachers, as well as age-appropriate lessons for early, middle, and senior years students are included. See <<http://westernreservepublicmedia.org/trauma/>>.
- School Mental Health from the UCLA Center for Mental Health in Schools is a web-based “Quickfind Clearinghouse” on topics related to mental health and schools such as PTSD, child abuse, immigrants and refugees, impulse control, traumatic brain injury, juvenile delinquency, eating disorders, physical and somatic complaints, homelessness, loss, grief, and bereavement. Included on this site are documents, web links, audio and video downloads, and fact sheets. See <<http://smhp.psych.ucla.edu/>>.

### **Websites with Clinical Information**

- The Child Trauma Academy works to improve the lives of vulnerable children by providing direct services, and undertaking research and education. The Academy advocates biologically-informed child and family respectful practice, programs, and policy. See <[www.childtrauma.org/](http://www.childtrauma.org/)>.
- *David Baldwin’s Trauma Information Pages* website is intended for clinicians and researchers in the traumatic-stress field. It focuses mostly on emotional trauma and traumatic stress. See <[www.trauma-pages.com/](http://www.trauma-pages.com/)>.
- The National Institute for Trauma and Loss in Children (TLC) is dedicated to improving the lives of traumatized children by creating environments where they can flourish. Information on trauma, as well as resources and training, are available. See <[www.starrtraining.org/home](http://www.starrtraining.org/home)>.
- The National Center for Posttraumatic Stress Disorder website is sponsored by the U. S. Department of Veteran affairs and provides materials and resources on trauma pertaining to young children, adolescents, adults, family, active military, and veterans. See <[www.ptsd.va.gov/index.asp](http://www.ptsd.va.gov/index.asp)>.
- The Jasper Mountain Center is a treatment facility for traumatized children and adults. The center’s website contains several informative articles, including the following:
  - *Optimum learning environments for traumatized children* is an article by Dr. Dave Ziegler in which the performance of traumatized children in schools and the reasons for their behaviour, the functioning of the traumatized brain, and the enhancement of school supports for traumatized children are discussed. See <[www.jaspermountain.org/optimum\\_learning\\_environment.pdf](http://www.jaspermountain.org/optimum_learning_environment.pdf)>.



- *Understanding and helping children who have been traumatized* is an article by Dr. Dave Ziegler in which information about children who have been traumatized and suggestions on how to support them is provided. See <[www.jaspermountain.org/understanding\\_helping\\_children.pdf](http://www.jaspermountain.org/understanding_helping_children.pdf)>.
- *Resilience and recovery from trauma* is a paper on the Los Angeles Unified School District (LAUSD) Trauma Services Adaptation (TSA) Center for Schools and Communities website. It summarizes research findings concerning the relationship between mental health and academic achievement. See <[www.tsaforschools.org/index.php?option=com\\_content&task=view&id=92&Itemid=81](http://www.tsaforschools.org/index.php?option=com_content&task=view&id=92&Itemid=81)>.
- *Trauma in children and related learning problems* is an article from the Emory University School of Medicine, Department of Psychiatry and Behavioral Sciences. It describes the survival mode experienced by traumatized children and how it impacts on their ability to learn as well as on their behaviour. See <[www.psychiatry.emory.edu/PROGRAMS/GADrug/Feature%20Articles/Parenting/2006%20Trauma%20in%20Children%20and%20Related%20Learning%20Problems.pdf](http://www.psychiatry.emory.edu/PROGRAMS/GADrug/Feature%20Articles/Parenting/2006%20Trauma%20in%20Children%20and%20Related%20Learning%20Problems.pdf)>.
- *Healing the hurt: Trauma-informed approaches to the health of boys and young men of color* is a paper that addresses the specific needs of Black and Latino male children and young adults. It examines the role of trauma and adversity in their lives and trauma-informed approaches to improving their health. See <[www.calendow.org/uploadedFiles/Publications/BMOC/Drexel%20-%20Healing%20the%20Hurt%20-%20Full%20Report.pdf](http://www.calendow.org/uploadedFiles/Publications/BMOC/Drexel%20-%20Healing%20the%20Hurt%20-%20Full%20Report.pdf)>.
- *Healing the invisible wounds: Children's exposure to violence—A guide for families* is a publication designed to help caregivers understand how children are deeply affected by exposure to violence. See <[www.safestartcenter.org/pdf/caregiver.pdf](http://www.safestartcenter.org/pdf/caregiver.pdf)>.
- *Teaching strategies: Emergency preparedness* offers two web resources intended to help educators respond to children after a natural disaster. They were developed after hurricane Katerina devastated Louisiana and other southern states. See <[www.teachingstrategies.com/page/AU\\_HurricaneRelief.cfm](http://www.teachingstrategies.com/page/AU_HurricaneRelief.cfm)>. The resources are
  - *Helping children rebound: Strategies for infant and toddler teachers after the 2005 hurricanes*
  - *Helping children rebound: Strategies for preschool teachers after the 2005 hurricanes*

## Books

### Preschool and Early Years

Koplow, L. (Ed.). (2007). *Unsmiling faces: How preschools can heal* (2nd edition). New York, NY: Teachers College Press.

Koplow, L. (Ed.). (2008). *Bears, bears everywhere: Supporting children's emotional health in the classroom*. New York, NY: Teachers College Press.

### Middle Years

Craig, S. (2008). *Reaching and teaching children who hurt: Strategies for your classroom*. Baltimore, MD: Paul Brookes Publishing.

Oehlberg, B. (2006). *Reaching and teaching stressed and anxious learners in Grades 4-8: Strategies for relieving distress and trauma in schools and classrooms*. Thousand Oaks, CA: Corwin Press.

## **Senior Years**

Horsman, J. (2000). *Too scared to learn*. New York, NY: Routledge.

Stien, Phyllis, *et al.* (2003). *Psychological trauma and the developing brain: Neurologically based interventions for troubled children*. New York, NY: Routledge.

## **Pre-kindergarten to Senior Years**

Greenwald, R. (2009). *Treating problem behaviors: A trauma-informed approach*. New York, NY: Routledge.

Koplow, L. (2002). *Creating schools that heal: Real-life solutions*. New York, NY: Teacher's College, Columbia University Press.

## *Supporting refugee children and youth, programming models, and resources*



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<[www.un.org/av/photo/](http://www.un.org/av/photo/)>.

- Bridging Refugee Youth and Children's Services (BRYCS): BRYCS helps service providers from refugee resettlement agencies and other groups such as child welfare, schools, and ethnic community-based organizations. BRYCS offers expertise on how to best help refugee children and families. In addition, BRYCS offers thousands of resources, among which are [Refugee children in U.S. schools: A toolkit for teachers and school personnel](#) and [Growing up in a new country: A positive youth development toolkit for working with refugees and immigrants](#).
- *Daring to dream: Raising the achievement of 14 to 16 year old asylum-seeking and refugee children and young people*. This report from the United Kingdom shows that asylum-seeking and refugee children and youth are highly motivated and can potentially be high achievers. This report also shows the marginalization of their parents. See <[www.refugeecouncil.org.uk/policy/position/2005/children.htm](http://www.refugeecouncil.org.uk/policy/position/2005/children.htm)>.
- *Helping students cope with trauma and loss—Online training for school personnel*. This online course by Columbia University deals with self-care and vicarious traumatization. Part 1 is available online for self-study. See <<http://ci.columbia.edu/w0521/index.html>>.
- *The Refugee toolkit. A toolkit for all practitioners* is a website developed by The Children's Society Family Health Inclusion Project. It is funded by the United Kingdom Department of Health. See <[www.refugeetoolkit.org.uk/](http://www.refugeetoolkit.org.uk/)>.
- Hamilton, R. J., Anderson, A., Frater-Mathieson, K, Loewen, S., & Moore, D.W. (2005). *Interventions for refugee children in New Zealand schools: Models, methods, and best practice*. This document examines what works best when it comes to helping refugee children in New Zealand schools. See <[www.educationcounts.govt.nz/publications/schooling/5463](http://www.educationcounts.govt.nz/publications/schooling/5463)>.
- The La Trobe Refugee Research Centre (LaRRC). <[www.latrobe.edu.au/larrc/](http://www.latrobe.edu.au/larrc/)> works to promote the overall well-being of refugees. Several of LaRRC's research projects have focused on refugee youth and education issues. A variety of publications and resources are available. However, the Good Starts for Refugee youth research is especially relevant. See [Good starts for refugee youth, La Trobe University](#).
- *Opening the school gate* is a resource kit containing strategies to encourage parents and families from diverse and newcomer backgrounds to participate in the education experience of their children. (Centre for Multicultural Youth Issues, ph (03) 9340 3700, download from <[www.cmyi.net.au/](http://www.cmyi.net.au/)>)

- **The Pharos School Prevention Programmes:** Since 1993, the Pharos National Knowledge and Advisory Centre on Migrants, Refugees and Health (formerly called Pharos Refugees and Health Knowledge Centre), a Netherlands-based agency, has developed a number of school initiatives for refugee and asylum-seeking children and youth, both in primary and secondary education. The overall aim of the initiatives has been the reduction of social-emotional problems and the reinforcement of children's intrapersonal strength. In addition, training initiatives and support materials for teachers have been developed to improve teacher's competencies in supporting these pupils in the classroom setting. The two most successful initiatives developed through Pharos are *The World United* and *Welcome to School*. The effectiveness of these initiatives has been demonstrated in large-scale effect studies. Resources from Pharos include the following:

- (1) **The Pharos School Prevention Programmes Manual:** The manual was written to give British experts a global idea of the Dutch preventive school initiative for refugee and asylum-seekers' children. The manual mainly focuses on the philosophies and theoretical framework behind the initiatives so that implementation in other contexts may be feasible.
- (2) ***The World United (F.C. De Wereld)*** is an initiative for 10- to 12-year-old asylum-seeking and refugee children. It aims to strengthen these children's competencies with regard to self-esteem, coping and social skills, and behavioural adjustment. Necessary conditions for the initiative are a safe and familiar atmosphere in which children feel free to express themselves and their feelings. The initiative consists of eight weekly sessions of about one and a half hours. The topics are: me; my school; my home; my family; celebrating days; friendship; play and games; and me, you and we. Every session begins and ends with *The World United* song. During the sessions, the children make their own ME-book; a kind of diary in which they can write about themselves and collect the creations they have made during the sessions.

For further information on **The World United** and to download the teacher's manuals and related student documents, see the PHAROS website: <[www.pharos.nl/information-in-english/school-programmes-for-refugee-youth-in-primary-education](http://www.pharos.nl/information-in-english/school-programmes-for-refugee-youth-in-primary-education)>.

***Welcome to School*** is an initiative for secondary school pupils that can be used in a classroom setting for groups of new arrivals: asylum seeking, refugee, and migrant youngsters. This 21-lesson series aims to improve well-being and prevent psychosocial problems. The guiding principle of *Welcome to School* is building bridges between the past, the present, and the future. Classmates become companions and learn how to support each other. Themes for group discussions are: getting acquainted; where do I come from; my school; who are we; important days; living in the Netherlands; important people; friendship; being in love and marrying; leisure time; feeling excluded; on the road to the future; etc.

For further information about **Welcome to School** and to download the teacher's manuals and related student documents, see the PHAROS website: <[www.pharos.nl/information-in-english/school-programmes-for-refugee-youth-in-secondary-education](http://www.pharos.nl/information-in-english/school-programmes-for-refugee-youth-in-secondary-education)>.

Additional information on the implementation of *The World United* and *Welcome to School* initiatives is available as follows:

- The 2007 *Listen to them, Final report of the project supporting refugee and asylum-seeking children at school* is funded by the European Refugee Fund of the EC. It provides additional information on the two Pharos initiatives and their implementation in the United Kingdom, Austria, Germany, Italy, and Sweden. See <[www.pharos.nl/information-in-english/school-programmes-for-refugee-youth-in-primary-education](http://www.pharos.nl/information-in-english/school-programmes-for-refugee-youth-in-primary-education)>.

- An article about implementing the project in the UK and who to contact for the English language version of the manual (Ingleby, D., & Watters C. (2002). Refugee children at school: Good practices in mental health and social care. *Education and Health*; 20(3): 43–45.) is available at: <<http://sheu.org.uk/sites/sheu.org.uk/files/imagepicker/1/eh203di.pdf>>.
- A report by Koreen Geres, a teacher in Saskatchewan who undertook an action research project on the use of digital storytelling with immigrant and refugee youth that utilized the PHAROS Welcome to School materials, is also a source of information. The authors' action research project took place in a secondary school, in a beginner level English as an additional language (EAL) classroom in Saskatoon, Saskatchewan, over one, five-month semester. Her 2010 report to the Dr. Stirling McDowell Foundation provides some insights as to how these resources may be applied in a Canadian setting. See *Using digital narratives with refugee and immigrant youth to promote literacy, healing, and hope* (2010) available at: <[www.mcdowellfoundation.ca/main\\_mcdowell/projects/research\\_rep/200\\_using\\_digital\\_narratives.pdf](http://www.mcdowellfoundation.ca/main_mcdowell/projects/research_rep/200_using_digital_narratives.pdf)>.
- A presentation used for a one-day course for teachers and managers from several European countries titled *Educating new arrivals: teacher, therapist or integration expert?* by Bram Tuk of the PHAROS Knowledge Centre, a key person in the development of both programs, provides information on PHAROS and its initiatives, as well as contact information. It is available at: <[www.carmelcollegegouda.nl/site\\_me/docs/grundtvig/GrundtvigEurope%20Carmelcollege%20Gouda%20vml.%20St.Antoniuscollege/Meeting%20in%20The%20Netherlands%20March%202009/Pharos%20Presentation%20maart%202009.pdf](http://www.carmelcollegegouda.nl/site_me/docs/grundtvig/GrundtvigEurope%20Carmelcollege%20Gouda%20vml.%20St.Antoniuscollege/Meeting%20in%20The%20Netherlands%20March%202009/Pharos%20Presentation%20maart%202009.pdf)>.
- Foundation House (Victorian Foundation for Survivors of Torture) creates resources to facilitate the understanding of the specific needs of refugees among health and other professionals, (in government and outside of government). They have also created some school and education resources, as well as curriculum materials. *Schools in for refugees: Whole-school guide to refugee readiness* is one such resource. Its purpose is to aid schools in identifying and meeting the needs of refugee students. It can be downloaded from <[www.foundationhouse.org.au](http://www.foundationhouse.org.au)>. Other relevant resources from Foundation House include the following:
  - *A guide to working with young people who are refugees (1996 and 2000)* includes strategies for providing individual counselling and group work.  
[download](#)
  - *The Rainbow program for children in refugee families (2002)* is a seven-session structured group program for primary-aged children (ages 9 to 12).  
[download](#)
  - HealthWise—health literacy teaching resource for refugee and other ESL students (2004) is health literacy programming for secondary school students from refugee and other culturally and linguistically diverse backgrounds.  
[download](#)
  - *Taking action—Human rights and refugee issues teaching resource (2005)* is an eleven-lesson curriculum unit that aims to develop attitudes and behaviours that promote human rights.  
[download](#)
  - *Klassroom kaleidoscope: A program to facilitate connectedness and well-being in the culturally diverse classroom (2007)* is a ten-lesson unit adapted from the Kaleidoscope program for classrooms comprised of both refugee and non-refugee students.  
[download](#)

- *Education and refugee students from Southern Sudan* provides information on the background and experiences of South Sudanese students. Its purpose is to help schools understand the needs of South Sudanese students in order to provide a more supportive educational environment.  
[download](#)
- *Talk's in. Families of refugee background and schools in dialogue* is a resource to help school communities provide a supportive and inclusive environment for families of refugee backgrounds. The resource includes background information, practical suggestions, and resources for workshops with school staff and families.  
Talk's in (booklet) [download](#)  
Workshop for families (PowerPoint presentation) [download](#)

- *A three part guide to working with students from refugee backgrounds* is a resource that includes
  - a teacher's guide
  - a school counselling guide
  - a school's guide

It is published by QPASTT (Queensland Program of Assistance to Survivors of Torture and Trauma). It can be downloaded from [www.qpastt.org.au/resources\\_index.html](http://www.qpastt.org.au/resources_index.html).

- Bigelow, M. H. (2005). *The social and cultural capital of a Somali teenage girl by LESLLA*. Adolescent immigrants and refugees to the United States need access to good quality schooling. Too often though, there is a focus on what these young people don't know. Instead, we need to not only determine what they don't know but also concentrate on their strengths and assets. The author recommends doing this by learning about the home- and community-based aspects that they bring to their schooling. See [www.theliteracyinstitute.org/projects/pdf/LESLLA%20Research1.pdf](http://www.theliteracyinstitute.org/projects/pdf/LESLLA%20Research1.pdf).
- Stewart, J. (2011). *Supporting refugee children: Strategies for educators*. Toronto, ON: University of Toronto Press. This document deals with the experiences of refugee children who have come to North America; the systems, structures, and programs in place to help them and the strategies and activities that help them adjust.
- Dunn, B., & Adkins, M. A. *The multicultural classroom: Teaching refugee and immigrant children*. A short paper that talks about the multicultural classroom and common misconceptions. See [http://jtp.ipgkti.edu.my/map/resource/kplspm/sumber/KB/NewHorizon/www.newhorizons.org/strategies/multicultural/adkins\\_dunn.htm](http://jtp.ipgkti.edu.my/map/resource/kplspm/sumber/KB/NewHorizon/www.newhorizons.org/strategies/multicultural/adkins_dunn.htm).
- Rutter, J. (2006). *Refugee children in the UK*. New York, NY: McGraw Hill Education. This book takes a closer look at factors that have an effect on refugee children's education, such as social policies.
- De Capua, A., Smathers, W., & Tang, L. F. (2009). *Meeting the needs of students with limited or interrupted schooling*. Ann Arbor, MI: The University of Michigan Press. This book deals with some of the issues surrounding English language learners who have limited or interrupted formal schooling. Practical guidance is given throughout the book to help teachers meet the needs of these students.
- Hamilton, R., & Moore, D. (Eds.). (2004). *Educational interventions for refugee children: Theoretical perspectives and implementing best practice*. New York, NY: Routledge Falmer. This document focuses on the education of refugee children.

- Rutter, J. (2001). *Supporting refugee children in 21<sup>st</sup> century Britain: A compendium of essential information*. Sterling, VA: Trentham Books Limited. This document, even though it is intended for educators in the United Kingdom, provides useful information for all educators of refugee students; of particular interest is part two (Refugees in Schools).
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- UNICEF. (2000). *Helping children cope with the stresses of war: A manual for parents and teachers*. See <[www.unicef.org/publications/index\\_4398.html](http://www.unicef.org/publications/index_4398.html)>.

## Talking to children



© United Nations Photo. October 16, 2009. New York, United States. UN Photo/Paulo Filgueiras. UNIS students gather for "Stand up against poverty". CC license. <[www.unmultimedia.org/photo/](http://www.unmultimedia.org/photo/)>.

- *Helping traumatized children: A brief overview for caregivers* by Dr. B. D. Perry: This booklet is one in a series created to assist parents, caregivers, teachers, and various professionals working with maltreated and traumatized children to help them understand the reactions that often follow traumatic events in children. This booklet could also be helpful to caseworkers, teachers, and other family members and adults working and living with traumatized children.
- David Baldwin's Trauma Information Pages deal with emotional trauma and traumatic stress; of note is the *Principles of Work with Traumatized Children* section under the *Childhood Trauma* section. See <[www.trauma-pages.com/](http://www.trauma-pages.com/)>.
- Birman, D. (2002). *Mental health of refugee children: A guide for the ESL teacher*. Denver, Colorado: Spring Institute for Intercultural Learning. This resource for English as a second language educators deals specifically with cultural and mental health issues for refugee youth. See <[www.springinstitute.com](http://www.springinstitute.com)>.
- *Genogram exercise with older students*. This exercise should be used with caution because certain questions may seem invasive for newcomer youth. See <[www.uky.edu/Classes/FAM/357/fam544/genogram.html](http://www.uky.edu/Classes/FAM/357/fam544/genogram.html)>.



## *Vicarious trauma, secondary trauma, and compassion fatigue*



© United Nations Photo. May 15, 2004. Burgenstock, Democratic Republic of Congo. UN Photo/A. Burridge. Fighting continues in DRC and UN fears humanitarian catastrophe. CC license. <[www.un.org/av/photo/](http://www.un.org/av/photo/)>.

- **American Counseling Association:** The website offers many resources on counselor wellness. See <[www.counseling.org/wellness\\_taskforce/index.htm](http://www.counseling.org/wellness_taskforce/index.htm)>.
- Bloom, S. L. (2003). *Caring for the caregiver: Avoiding and treating vicarious traumatization*. This text provides an overview of the nature and treatment of vicarious trauma. See <[www.sanctuaryweb.com/PDFs\\_new/Bloom%20Caring%20for%20Caregiver.pdf](http://www.sanctuaryweb.com/PDFs_new/Bloom%20Caring%20for%20Caregiver.pdf)>.
- Columbia University, Faculty of Social Work. *Helping students cope with trauma and loss—Online training for school personnel*. Part 1 of the course includes information on self-care and vicarious traumatization. See <<http://ci.columbia.edu/w0521/index.html>>.
- The *Compassion Fatigue Awareness Project*© offers original training materials, workbooks, and texts. See <[www.compassionfatigue.org/index.html](http://www.compassionfatigue.org/index.html)>.
- *Compassion Fatigue Solutions*. This Canadian organization offers training and educational resources. See <[www.compassionfatigue.ca](http://www.compassionfatigue.ca)>.
- The Headington Institute supports humanitarian organizations by promoting the well-being of their staff. They offer several online training resources and self-study guides, including one on Understanding and Addressing Vicarious Trauma. See <[www.headington-institute.org/Default.aspx?tabid=2647](http://www.headington-institute.org/Default.aspx?tabid=2647)>.
- Helpguide.org is a not-for profit organization that provides resources to support mental and emotional health. The web site offers online resources on Post-Post Traumatic Stress Disorder and Trauma. See <[http://helpguide.org/topics/ptsd\\_trauma.htm](http://helpguide.org/topics/ptsd_trauma.htm)>.
- Mathieu, F. (2007). *Transforming compassion fatigue into compassion satisfaction: Top 12 self-care tips for helpers*. This website offers some useful tips for educators and other caregivers. See <[www.compassionfatigue.org/pages/Top12SelfCareTips.pdf](http://www.compassionfatigue.org/pages/Top12SelfCareTips.pdf)>.
- Meichenbaum, D. (2012). *Self-care for trauma psychotherapists and caregivers: Individual, social and organizational interventions*. This document provides a good overview of prevention strategies. See <[www.melissainstitute.org/documents/Meichenbaum\\_SelfCare\\_11thconf.pdf](http://www.melissainstitute.org/documents/Meichenbaum_SelfCare_11thconf.pdf)>.

- National Clearinghouse on Family Violence. (2001) *Guidebook on vicarious trauma: Recommended solutions for anti-violence workers*. Although this resource was created for those who work with women and victims of family violence, it is useful for anyone that provides services or support to those who have experienced violence and trauma. This guidebook also provides a copy of the Figley Self-Awareness Exercises, which may be helpful in determining if one is suffering from vicarious traumatization. See <[www.crvawc.ca/documents/guidebook%20on%20vicarious.pdf](http://www.crvawc.ca/documents/guidebook%20on%20vicarious.pdf)>.
- The National Institute for Trauma and Loss in Children offers online courses and a variety of resources on various topics related to trauma and loss in children. See <[www.starrtraining.org/trauma-and-children](http://www.starrtraining.org/trauma-and-children)>.
- Netce.com is the website of CME Resource, an organization that provides challenging curricula to help health care professionals raise their levels of expertise while meeting their continuing education requirements. A course on [Vicarious Trauma and Resilience](#) is available. See Palm, K. M., Polusny, M. A., & Follette, V. M. (2004). Vicarious traumatization: Potential hazards and interventions for disaster and trauma workers. *Prehospital and Disaster Medicine*, 19, pp. 73–78.
- Richardson, J. I. (2001). *Guidebook on vicarious trauma: Recommended solutions for anti-violence workers*. Ottawa, Canada: Health Canada. Retrieved from <[www.phacaspc.gc.ca/nfcv-cnivf/familyviolence/pdfs/trauma\\_e.pdf](http://www.phacaspc.gc.ca/nfcv-cnivf/familyviolence/pdfs/trauma_e.pdf)>.
- Trippany, R. L., Kress, V. E. W., & Wilcoxon, S. A. (2004). *Preventing vicarious trauma: What counselors should know when working with trauma survivors*. Retrieved from <[http://static.ow.ly/docs/Preventing%20Vicarious%20Trauma\\_1LX.pdf](http://static.ow.ly/docs/Preventing%20Vicarious%20Trauma_1LX.pdf)>.