



**"You can
take a child
out of war,
but how do
you take
the war out
of the
child?"**

War Child Canada Slogan



*War-Affected
Children:
A Comprehensive
Bibliography*

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This project is the result of the work of a network of immigrant and refugee serving agencies and organizations who felt that educators would benefit from support materials that dealt with the psychosocial and educational needs of children and youth from refugee and immigrant backgrounds. Manitoba Education wishes to thank Manitoba Immigration and Multiculturalism (formerly known as Manitoba Immigration and Labour) for providing the initial support for this document and the many individuals who contributed to its development. Many educators, advocates for immigrant and refugee communities in Manitoba, and professionals involved in social and health development have contributed to the development of this document. Most importantly, it has been inspired by the thousands of refugee children and families who have made Manitoba their new home in the last decade. Their courage, resiliency, and hopes and dreams have inspired educators and other Manitobans from all walks of life and continue to do so.

Companion Publications

Two companion documents have been published separately, but were developed as part of this initiative. These are

- **Life After War: Education as a Healing Process for Refugee and War-Affected Children**
- **Life After War: Professional Development, Agencies, and Community Supports**

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Education

Effective Programming and Models

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- **Opening the school gate** is a resource kit offered by the Centre for Multicultural Youth Issues which provides strategies to encourage newcomers to fully participate in the education experience of their children. See <www.cmyi.net.au/>.

- The **Pharos school prevention programmes**: Since 1993, this agency has developed a number of school initiatives for refugee and asylum-seeking children and youth. The goal is to reduce these children's social and emotional problems and increase their intrapersonal strength. Over the years, many resources have been developed for teachers who work with asylum-seeking children and youth. Some of these resources are
 - **The Pharos school prevention programmes manual** explains the Dutch preventive school initiative for refugee and asylum-seeking children.
See <www.pharos.nl/uploads/_site_1/English/Manual.pdf>.
 - **The world united** is an initiative for asylum-seeking and refugee children (10 to 12 years old) that helps increase the children's self-esteem, coping skills, social skills, and behavioural adjustment.
See <www.pharos.nl/uploads/_site.../Manual%20The%20World%20United.doc>.
 - **Welcome to school** can be used for asylum-seeking, refugee, and migrant youngsters. The aim of this series of 21 lessons is to improve the well-being of refugee and asylum-seeking children, and prevent psychosocial problems. See <www.pharos.nl/supernavigatie/english - a7>.
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- **School's in for refugees:** Foundation House (Victorian Foundation for Survivors of Torture) creates resources that help professionals, government, and the community better understand the specific needs of refugees. **School's in for refugees** helps schools meet the needs of refugee children. This document can be downloaded from <www.foundationhouse.org.au>. Other resources from Foundation House include:
 - ♦ **A guide to working with young people who are refugees (1996 and 2000)**
[download](#)
 - ♦ **The rainbow program for children in refugee families (2002)**
[download](#)
 - ♦ **HealthWize—health literacy teaching resource for refugee and other ESL students (2004)**
[download resource](#)
 - ♦ **School's in for refugees: Whole-school guide to refugee readiness (Updated 2007)**
[download](#)
 - ♦ **Taking action—Human rights and refugee issues teaching resource (2005)**
[download](#)
 - ♦ **Klassroom kaleidoscope: A program to facilitate connectedness and well-being in the culturally diverse classroom (2007)**
[download](#)
 - ♦ **Education and refugee students from Southern Sudan**
[download](#)
 - ♦ **Talk's in. families of refugee background and schools in dialogue**
Talk's in (booklet) [download](#)
Workshop for Families (PowerPoint) [download](#)
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- **A three part guide to working with students from refugee backgrounds:** This guide includes the following:
 - ♦ A teacher's guide to working with students from refugee and displaced backgrounds
 - ♦ A school counselling guide to working with students from refugee and displaced backgrounds
 - ♦ A school's guide to working with students from refugee and displaced backgrounds—a handbook

Published by the Queensland Program of Assistance to Survivors of Torture and Trauma (QPASTT)
Download from <www.qpastt.org.au/resources_index.html>.

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Resiliency and Psychosocial Issues

Resiliency Websites and Resources

- The [American Psychological Association's](http://www.apa.org/pubs/info/reports/refugees.aspx) (APA) website offers resources for educators and other professionals. One such resource is the APA report *Resilience and recovery after war: Refugee children and families in the United States* (2010) at <www.apa.org/pubs/info/reports/refugees.aspx>.
- The [Boston Center for Refugee Health and Human Rights](http://www.bostoncenterforrefugeehealth.org/) is a member of the National Consortium of Torture Treatment Programs. They provide multiple services to refugees and survivors of torture and related trauma, including health care, legal aid, and social services. They also educate and train agencies and professionals who serve these individuals. The center also offers a free online course *Caring for torture survivors*. The course is for individuals who want to learn about the health consequences of torture, uprooting, and other human rights violations as well as how to approach survivors of torture and related trauma, and how to recognize clinical signs and symptoms in these individuals.
- Brand-Wilhelmy, B., Irmeler, D., Adam, H., Lucas, T., Möller, B., & Riedesser, P. (2002). *Child refugees in Europe*. ECRE and The Therapy Centre for Torture Victims, Caritas Cologne Refugee Counselling Association. (72 pages, pdf). <www.ecre.org/>.
- Smith, P., Dyregrov, A., & Yule, W. (2002). [*Children and disaster: Teaching recovery techniques*](#). Children and War Foundation. (This document was created to help individuals teach children to develop skills and techniques which can help them cope with the psychological effects of disastrous events.)
- UNICEF. (2010). [*Children and transitional justice—Truth-telling, accountability and reconciliation*](#). This document delves into issues such as how to end impunity for crimes against children; what policies and procedures can better protect children and enable them to contribute to reconciliation and reconstruction efforts; what strategies are most effective in supporting children's roles and ensuring their voices are heard in peace-building efforts; how to enable children to reunite and reconcile with their families, peers and communities; how to build children's skills to become part of a stable economy; and how to reaffirm children's self-esteem and agency in the aftermath of armed conflict that has violated their childhood.
- [*Community manual*](#) by Survivors International. The purpose of this manual is to help those who work with refugees and immigrants who have survived previous torture experiences help these individuals cope with the effects of torture and symptoms of Post Traumatic Stress Disorder, as well as direct victims of torture to appropriate medical and psychological help.
- [*Community-based psychological support—A training manual*](#) by The International Federation of Red Cross and Red Crescent Societies IFRC RC(2009).
- [*FMO thematic guide: Psychosocial issues*](#) by Carola Eyber (2003). This is a web-based study of psychosocial resources and documents. A number of articles, books, and papers that are not electronically available are reviewed. (38 pages, pdf).

- *Fostering resilience in response to terrorism: For psychologists working with children*. American Psychological Association (2004) This document aims to help build resilience in children and youth in response to terrorism and related concerns and provides suggestions and ideas for increasing the supportive and protective roles of parents, schools, and communities in the lives of children. The focus of this document is on building resilience now, prior to a traumatic or terrorist event. (10 pages, pdf). <www.deep.med.miami.edu/media/FostResilRspTerChildAPA.pdf>.
- *MindMatters* is secondary school mental health initiative funded by the Australian Government. This program employs a whole school approach to mental health promotion.

Community Matters is a draft document that explores identity, culture and community as well as how they relate to students' mental health or social and emotional wellbeing. The document is comprised of three main sections.
 - ♦ A whole school approach to valuing community, culture, and identity for mental health and well-being
 - ♦ Mental health issues and strategies for specific cultural groups
 - ♦ Culturally inclusive teaching, learning, and partnerships.
 See <www.mindmatters.edu.au/resources_and_downloads/community_matters_draft_2010_link.html>.
- *Queensland BRiTA Futures* is targeted to children and young people who have migrated to Australia from a non-English speaking country, second and subsequent generations of Australians from a CALD background, and those with a recent refugee background. Information on *BRiTA Futures* is available at:
www.health.qld.gov.au/pahospital/qtmhc/projects.asp - 1
<http://amh.e-contentmanagement.com/archives/vol/9/issue/3/article/4000>
- *The Resilience Project* <www.resilienceproject.org/index.html> studies how children, youth, and families cope with different kinds of adversity. The focus is on the social and physical ecologies that make resilience more likely to occur.
- *The Resilience Research Centre* of Dalhousie University provides resources pertaining to resiliency and youth. One such resource is *The mental health impacts of trauma on refugee young people and therapeutic interventions promoting resilience* (2005) by Rebecca Raymond.
See <www.crr.unsw.edu.au/media/File/Refugee_Resilience.pdf>.

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Refugee Organizations

- The ***Australian Refugee Week*** website features resources and information on refugee issues. See <www.refugeeweek.org.au/index.php>.
- The ***Canadian Council for Refugees*** website features many resources of interest to teachers. See <<http://ccrweb.ca/en/about-ccr>>.
- The ***Children and Armed Conflict Unit*** works to keep the issue of the impact of armed conflict on children in the public and institutional eye through its website. See <www.essex.ac.uk/armedcon/default.htm>. The site features:
 - ♦ world headlines (news stories about conflicts, human rights and humanitarian issues)
 - ♦ country specific information on past and present conflict areas, and on countries with related issues
 - ♦ issues and themes pertaining to children in areas of armed conflict (e.g., small-arms trade negotiations, education, juvenile justice, child soldiers, etc.)
 - ♦ a database of relevant international and regional laws, reports and documents, and information on international and regional organizations
- The ***Children and War Foundation*** works to improve children's lives following wars and disasters through various means. See <www.childrenandwar.org/resources/> for more information.
- The ***Child Soldier Relief*** organization advocates on behalf of former child soldiers. See <<http://chidsoldierrelief.org/>>.
- The ***Child Soldiers International*** website provides information on child soldiers, recent developments, international standards on children and armed conflict, and government armed forces and armed groups, as well as information on disarmament, demobilization, and reintegration. See <www.child-soldiers.org/>.
- The ***Forced Migration Online (FMO)*** website provides access to resources relating to refugees and forced migration. See <www.similarsites.com/goto/forcedmigration.org>.
- The ***NewYouth.ca*** website provides information and referrals for newcomer (immigrant and refugee) youth across Ontario, Canada. See <www.newyouth.ca/about-us>.
- The ***Refugee Education Initiative (REI)*** is an online forum where people discuss forced migration, displacement, education, and conflict. See <www.refugeeeducation.com/>.
- ***Refugee International*** is an organization that advocates for life-saving assistance and protection for displaced people. See <<http://refugeesinternational.org/>>.
- The ***Refugee Realities Project*** seeks to broaden people's knowledge on the experience of refugees. See <<http://refugee.oxfam.org.au/public/about/index.php>>.
- ***Refugee Youth Org*** is a group of young people who seek to learn from each other's experiences as migrants and help improve the lives of refugee youth. See <www.refugeeyouth.org/main.php?go=aboutus>.

- **Save the Children** is dedicated to helping children in need throughout the World.
See <www.savethechildren.org.uk/>.
- **Sudanese Online Research Association (SORA)** is a website specific to the Sudanese diaspora.
See <<http://sora.akm.net.au/index.php>>.
- The **UK Refugee Week** website provides information on Refugee Week and related activities.
See <www.refugeeweek.org.uk/>.
- The **U.S. Committee for Refugees and Immigrants (USCRI)** helps refugees and immigrants in the United States obtain the support and services that will help them rebuild their lives.
See <www.refugees.org/>.
- The **Virtual Refugee Camp** website created by Médecins sans frontières (Doctors without Borders) allows users to experience life in refugee camps. See <www.msf.org.au/rciyw/>. Other resources are available at <<http://refugeecamp.ca/>>.
- The **War Child Website** is dedicated to helping children affected by war.
See <www.warchild.org/>.
- **WITNESS** helps transform stories of abuse into tools for justice, public engagement, and policy change. See <www.witness.org/about-us>.

Mental Health and Supports for Survivors

- The ***Boston Center for Refugee Health and Human Rights*** offers an Internet course called Caring for Refugees and Survivors of Torture. 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>.
- The ***Canadian Centre for Victims of Torture (CCVT)*** 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*** works with parents, teachers, health professionals, and school administrators. See <www.healthinschools.org/>. A variety of resources related to immigrant and refugee students are available at <www.healthinschools.org/en/Immigrant-and-Refugee-Children.aspx>; for example, *Caring Across Communities: Addressing the Mental Health Needs of Diverse Children and Youth*.
- ***Children in armed conflict: How girl soldiers are punished by their past*** is a paper by the Youth Advocate Program International. It talks about girl soldiers in armed conflicts throughout the world and delves into the uniquely female issues concerning disarmament and social reintegration.
See <www.yapi.org/rpgirlsoldiers.pdf>.
- The ***Ecological approach to the assessment of refugee children*** is an approach where 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>.
- The ***Immigrant and refugee children and youth needs research study, Final report*** (2008) reviews the needs of immigrant and refugee children and youth in Alberta. Although there are differences between Alberta and Manitoba, this report is helpful for understanding the issues and gaps in service provision in Manitoba.
See <www.isccalgary.ca/carestrategy/082809Final%20Report%20-%20Immigrant%20and%20Refugee%20Children%20and%20Youth%20Research%20Study.pdf>.
- The ***International Committee of the Red Cross, Children and war report 2009*** provides an overview of the effects of war on children.
See <www.icrc.org/eng/assets/files/other/icrc_002_4015.pdf>.
- IRIN. (2012). *No school today: Why Syrian refugee children miss out on education*.
- The ***Mental health in the ESL classroom*** 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>.

- The *National Center for Post Traumatic Stress Disorder in Children and Adolescents* 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.ncptsd.org/facts/specific/fs_children.html>.
- The U.S. Center for Victims of Torture (CVT) *New neighbors, hidden scars*, PDF format document (45 pages) details scenarios that 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>.
- The [Review of child and adolescent refugee mental health](#), White paper (2003) from the National Child Traumatic Stress Network provides information on refugee experiences, stresses, and protective factors, as well as ideas for improving supports for refugee children. See <www.evasp.eu/attachments/117_Review%20of%20Child%20and%20Adolescent%20Refugee%20Mental%20Health.pdf>.
- The [Trauma and anxiety in children](#) presentation from Connected Kansas Kids (CKK) provides information on the impact of trauma on children and how to respond to children's responses to trauma in the classroom and home. See <www.connectedkansaskids.com/PDF/Trauma_AnxietyInChildren07-07-13.pdf>.
- The *U.S. Center for Victims of Torture* offers training about the effects of torture and war trauma. See <www.cvt.org/>.
- Women's Refugee Commission. (2012). *In search of safety and solutions: Somali refugee adolescent girls at Sheder and Aw Barre Camps*. Women's Refugee Commission.
- The [Working with refugee students in secondary school—A counselor's companion](#) document provides information on the characteristics of refugee students and the effects of trauma on their education; placement and scheduling; evaluation of international transcripts; and identification and assessment of language proficiency and level of former schooling. See <<http://education.state.mn.us/mdeprod/groups/EnglishLang/documents/Manual/016630.pdf>>.

Children and Youth Specific Resources

- The *Advocates for Human Rights* established the Discover Human Rights Institute. This institute provides educational resources and tools to people and helps them learn about and apply international rights standards in their daily lives.
See <www.discoverhumanrights.org/Take_Action_Websites.html>.
- *Daring to dream: Raising the achievement of 14 to 16 year old assylum-seeking and refugee children and young people* is a research report that shows that, with the right support, many of these youth can become high achievers.
See <www.refugeecouncil.org.uk/policy/position/2005/children.htm>.
- The *Resilience of refugee children after war* is a report by the American Psychological Association on the psychosocial effects of war on children and families who are refugees from armed conflict and now reside in the United States.
See <www.apa.org/pubs/info/reports/refugees.aspx>.
- Yohani, S. C., and 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).
See <<http://cjc-rcc.ucalgary.ca/cjc/index.php/rcc/article/viewFile/631/731>>.
- *Children and Youth in Organized Armed Violence (COAV)* is a site with many links to other sites dealing with children's rights, children in armed conflict, and juvenile gangs.
See <www.coav.org.br>.
- Dunn, B., and Adkins, M. A. (2003). *The multicultural classroom: Teaching refugee and immigrant children*. See <www.teachingrefugees.com/young-learners/references/>.
- *Peacebuild: The Canadian Peacebuilding Network* seeks to promote and develop peace in Canada in the hopes of creating peace internationally. See <www.peacebuild.ca/about-links-e.php>.
- *Save the Children U.K.* is an organization that tackles issues such as child poverty, children's rights, climate change, education, emergencies, health and HIV, hunger, and protection throughout the world. See <www.savethechildren.org.uk/>.
- *Save the Children Sweden* is an organization that seeks to change the way the world treats children and to bring about change in children's lives. See <www.savethechildren.se>.
- *UNHCR Refugee Resources for Teachers* includes lesson modules for 3 different age groups that help teachers introduce refugee issues into subjects such as History, Geography, Art, Human Rights, Language Arts, and Citizenship. See <www.unhcr.org/pages/49c3646cbf.html>.
- UNICEF. (2002). *Helping children cope with the stresses of war: A manual for parents and teachers*. See <www.unicef.org/publications/index_4398.html>.
- *UNICEF Children in War*: The United Nations International Children's Emergency Fund works in the areas of child survival and development; basic education and gender equality; HIV/AIDS and children; child protection; policy advocacy; and partnerships.
See <www.unicef.org/children-in-war/feature-peaced.html>.

- Search “*Multicultural*”. *A selection of multicultural resources with an emphasis on counselling*. Sage Publications. See <www.sagepub.com/>.
- *War is not a game: The experiences of refugee children*, Video, 32 min. Frameline Productions. See <www.framelineproductions.net/>.
- *National Film Board of Canada*. See <www.onf-nfb.gc.ca/eng/accueil.php> and search “refugees”.
- United Nations Association of Canada Resource. *Refugees: A Canadian perspective (Resources for kids and youth/for educators)*. See <www.unac.org/learn/wrld/Refugees/REFeng.htm>.
- The National Child Traumatic Stress Network provides a variety of resources on child and adolescent refugee trauma, including the Children of war video for educators. See <www.nctsn.org/trauma-types/refugee-and-war-zone-trauma>.
- The Australian Child and Adolescent Trauma, Loss and Grief Network’s website <www.earlytraumagrief.anu.edu.au/> provides information and resources about traumatized children. The website’s resource centre includes information and resources for school communities and refugee children and families.

Talking to Children

- ***Helping traumatized children: A brief overview for caregivers*** by Dr. B. D. Perry. This document is one in a series that was developed by the Child Trauma Academy to assist parents, caregivers, teachers, and various professionals who work with maltreated and traumatized children. See <www.uscritefugees.org/2010Website/5_Resources/5_3_For_Service_Providers/5_3_2_Working_with_Refugee_and_Immigrant_Children/The_ChildTrauma_Academy.pdf>.
- ***David Baldwin's Trauma Information Pages*** focus on emotional trauma and traumatic stress, including PTSD (post-traumatic stress disorder) and dissociation. A particularly useful page is the *Principles of clinical work with traumatized children* page under the *Childhood trauma* section. See <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 document is designed for ESL providers and focuses on cultural adjustment and mental health for youth. See <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>.

Children and Play

- Chase, R., & Bush, K. ***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®ion=209&search=Search>.

- ***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>.

- ***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>.

Cultural Diversity

- **Cultural Competency for Kids** is a website that provides ideas for learning about oneself and others. See <www.education.com/reference/article/Ref_Cultural_Competency/>.
- **Cultural Diversity** is a Canadian Council on Social Development (CCSD) research program which aims to assist social service and community organizations and governments in developing culturally relevant policies, programs, and services. See <www.ccsd.ca/subsites/cd/about.htm>.
- The **Cultural Orientation Center (COR)** provides orientation resources for refugee newcomers and service providers in the United States and overseas. See <www.cal.org/co/index.html>.
- Davis, B. G. **Diversity and complexity in the classroom: Considerations of race, ethnicity and gender. Tools for Teaching.** This resource is intended for post-secondary faculty but there are many concepts which can be applied at various grade levels. See <<http://teaching.berkeley.edu/bgd/diversity.html>>.
- Dlamini, S. N., Wolfe, B., Anucha, U., & Yan, M. C. (2009). Engaging the Canadian diaspora: Youth social identities in a Canadian border city. *McGill Journal of Education*, 44(3), 405–33.
- Lee, E. **Coaching for equity** is an 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>.
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- Betancourt, T. (2005). Stressors, supports and the social ecology of displacement: Psychosocial dimensions of an emergency education program for Chechen adolescents displaced in Ingushetia, Russia. *Culture, Medicine & Psychiatry*, 29(3), 309–340.
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Stories and Literature By and About Refugees and War-Affected Children and Youth

Akpan, U. (2008). *Say you're one of them*. New York, N.Y: Back Bay Books/Little, Brown and Company. Short stories showcasing the wisdom and resilience of children, even in the face of the worst circumstances.

Ali, A. H. (2010). *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 the story of the author's journey from nomadic Somali to the modern western world.

Armstrong, S. (2002). *Veiled threat: The hidden power of the women of Afghanistan*. Toronto, ON: Penguin Books, a division of Pearson Canada. This is the story of several Afghan women who rebelled against the Taliban regime and the oppression of women.

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 story of a boy's journey from civil war to a refugee camp, to a childhood on welfare in an affluent suburb in America, and eventually to a full-tuition scholarship at university.

Bashir, H., and Lewis, D. (2008). *Tears of the desert: A memoir of survival in Darfur*. Toronto, ON: Harper Collins Publishers Limited. This is the memoir of a woman in Darfur who tells the story of her conflicted country, its people, and how she refused to be silenced

Beah, I. (2007). *A long way gone: Memoirs of a boy soldier*. Vancouver, BC: Douglas & McIntyre. The author, a former child soldier, tells the story of how he became a child soldier and of how he was rehabilitated.

Campano, G. (2007). *Immigrant students and literacy: Reading, writing, and remembering*. New York, NY: Teachers College, Columbia University. This book shows how a fifth-grade teacher, in a school with students from 14 different language groups, created a language arts curriculum drawing from the students' own cultural resources, narratives, and identities.

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 as told by Dave Eggers. Forced to flee his village as a young boy, he and several others trekked hundreds of miles by foot, all the while being pursued by militias, bombers, and wild animals.

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 demonstrates the lack of understanding between a small hospital in California and a refugee family from Laos with regard to the care of Lia Lee, a Hmong child diagnosed with severe epilepsy.

Hari, D. (2008). *The translator*. Canada: Doubleday, a division of Random House of Canada Limited. This book shows how the author, using his high school knowledge of languages, has helped inform the world about Darfur.

Kamara, M. with McClelland, S. (2008). *The bite of the mango*. Buffalo, NY: Annick Press Ltd. *The Bite of the Mango* is the story of a 12-year-old girl who became a victim of one of the most brutal wars of the 20th century. It shows how she survived and started life over again, after losing her childhood and her hands.

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 book demonstrates the efforts of the Central Asia Institute's fixers on the ground—men of untapped talent who became galvanized by the importance of girls' education—and the women who are now graduating from the schools.

Mortenson, G., & Relin, D.O. (2006). *Three cups of tea*. New York, N.Y.: Penguin Books. This is the story of a mountaineer's promise to an impoverished village in the Karakoram Mountains to return and build a school.

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. *Little Daughter* (2009) Toronto, Ontario: 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.