



Examining Refugee Children's Experiences through the Resettlement Model

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The purpose of this study is to explore refugee children's experiences of online education during the COVID pandemic. A phenomenological study was conducted with thirty Syrian refugee children. Semi-structured interviews were held to get an in-depth understanding of the participants' experiences of online education during the pandemic. Findings reveal that during online education, the participants had to deal with multiple challenges in their home lives and their educational environment. As they struggled to access basic needs such as food, clean water, and warm houses, the lack of internet connection and electronic devices, along with the language barriers, further disrupted their education. Listening to the voices of refugee children and exploring their unique experiences during online education provided insights for policymakers and educators in creating a more effective and inclusive learning environment for refugee children.

Keywords: online education, refugee children, resettlement, Syria, language barrier

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Introduction

Türkiye shares a border with Syria, where civil war, violence, and conflict have prevailed since 2010. To date, more than 500.000 civilians have lost their lives, and approximately 13 million people, over half of Syria's pre-war population, have been forcibly displaced either internally or externally (USIP, 2020). Türkiye currently hosts around 3.6 million registered Syrian refugees along with 320,000 refugees from other nationalities, mainly from Afghanistan, Pakistan, and Iraq (UNHCR, 2020). According to the Refugees

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Association's report there were 3,701,584 Syrians living in Türkiye, of whom approximately 1,082,172 were school-age children (General Directorate of Lifelong Learning, 2020).

This study sought to explore the perspectives of Syrian refugee children on distance education, focusing on how online education impacted their personal lives and education. Studies focusing on the lives of refugee children and their educational experiences as seen through the eyes of the children or those in their immediate surroundings, are limited (Karşlı Çalamak & Erdemir, 2019). Furthermore, studies investigating the effects of the pandemic on Syrian refugee children are rare (Ahmed, 2022). Despite the large number of refugee students in Türkiye, there is very little research on the educational challenges faced by them, particularly from the children's own perspectives (Kardeş & Akman, 2022).

Background

Syrian refugee children receive formal education in Turkish public schools along with Turkish students. During the coronavirus pandemic, face-to-face education switched to emergency remote education sustained through the Education Content Network (EBA) platform (<https://www.eba.gov.tr/>). However, although distance education was preferred as a practical solution to the crisis, this situation also increased the concerns about access to distance education (Gençoğlu & Çiftçi, 2020) and the inequality of opportunity in education (UNESCO, 2021). Research shows that pandemics have more dramatic effects on migrants and refugees than on other populations, deepening existing inequalities and increasing the suffering faced by these communities (Kristal & Yaish, 2020). The pandemic's disruption of refugee children's education, already interrupted by forced migration, increased educational inequality for these communities and jeopardised their well-being (Bove & Sharmahd 2020). What refugees have experienced in terms of health, safety, economy and education, has clearly been a source of great concern and an important justification for research (Ahmed, 2022). According to UNICEF's (2020) report, Syrian students who had to continue their education online during the pandemic could not receive adequate family support because of their parents' insufficient proficiency in the Turkish language. Also, despite United Nations' funding for refugee children, families with numerous children living in overcrowded housing conditions faced technological limitations since not all these families could be provided with the necessary equipment to enable them to have access to online education.

Furthermore, refugee families and children face other issues, such as obstacles to accessing health services, living in over-crowded environments with sanitary problems, and inadequate living conditions (UNHCR, 2020). Various studies have also found that Syrian students living in Türkiye have psycho-social, linguistic, communicative, and adaptation barriers (Doğan & Ateş, 2018; Ertaş & Çiftçi Kırac, 2017; Kılıç & Gökçe, 2018; Koçoğlu & Yanpar Yelken, 2018; Tunga, Engin & Çağıltay, 2020). They have difficulty in understanding lessons through distance learning because of their inadequate grasp of the Turkish language and culture as well as lack of technical expertise.

Conceptual Framework

The conceptual framework underpinning this study is based on previous literature, including Beiser's (2006) concept of resettlement and its impact on refugees. Beiser (2006) states that resettlement is multidimensional and complicated and seriously damages the well-being of refugees. He defines the stress factors affecting the lives of refugees in two phases, namely pre-migration and post-migration factors. First, being forced to migrate to another country due to reasons such as war, torture, and hunger is the most severe trauma for refugees (Brown et al., 2020). This pre-migration trauma is exacerbated because of problems experienced during migration such as long journeys, insecurity, uncertainty about what awaits them during their journey and destination. On arriving in another country, refugees, who are trying to resettle, face barriers such as language, poverty, exclusion, and unemployment (Brown et al., 2020). The COVID-19 pandemic made the situation worse and considerably decreased the well-being of refugees (Brown et al., 2020). Beiser (2006) maintains that various resources may help refugees survive such an experience, particularly a supportive family and social environment. He stresses that individuals with a supportive family and community experience less stress and can manage the readjustment process more easily. Additionally, knowing the host country language eases the migration process and adaptation to the new country, including education.

Similarly, Kollender and Nimer (2020) describe the educational problems faced by refugees before and during the pandemic. They suggest that refugee students struggled with many challenges before the pandemic, such as not being able to access education because of financial problems, not getting an education in their mother tongue, and failures originating from language problems. Additionally, many schools do not have the infrastructure to accommodate so many refugee students, and many teachers are not qualified to teach them. Insufficient educational resources and exclusion in the school environment are amongst the most common difficulties that refugee students face in their education. Kollender and Nimer (2020) emphasise that the COVID-19 pandemic made the situation even more unbearable for refugee students, such as falling behind and even dropping out of school. Lack of internet access and technological tools prevented refugee students from attending online education and even if they did, insufficient language skills and inconvenient settings at home were obstacles to effective learning (Kollender & Nimer, 2020).

The two models proposed by Beiser (2006) and Kollender & Nimer (2020) are mutually reinforcing in their examination of the challenges faced by refugee children and the impact of these challenges across various dimensions. While Beiser's psychological model provides a basic structure for understanding the stress and adaptation challenges experienced by refugee children, Kollender and Nimer's education-oriented model reveals how these problems are embodied in education. Together, these two models provide a comprehensive understanding of the multifaceted problems faced by refugee children and the development of effective solutions to such challenges.

Methodology

A qualitative phenomenological approach was employed to investigate Syrian refugee children's perspectives and experiences of online education during the COVID-19 pandemic. Researchers have used

phenomenological designs to gain an in-depth understanding of participants' lived experiences including how they feel and make sense of a particular phenomenon (Creswell, 2007). The phenomenological approach is well suited to the focus of this study on elucidating Syrian refugee children' lived experiences of online education during the COVID-19 pandemic.

Setting and sample

The participants were Syrian refugee children attending Turkish public schools. The researchers used purposeful sampling to select three public schools in which a high number of refugee children were enrolled. Purposeful sampling is usually employed in phenomenological studies as it allows the researcher to select an appropriate setting and samples that fit the purpose of the research (Patton, 2002). Table I provides a summary of the participants' demographic information.

Table I

Demographic details of the participants in the study

Variables	Categories	F	%
Gender	Male	21	70
	Female	9	30
Age	9-12 age	11	37
	13-15 age	4	13
	15-18 age	15	50
Grade	4th grade	6	20
	5-8 grade	9	30
	9-12 grade	15	50
Number of households	5	4	13
	6	11	37
	7	5	17
	8	5	17
	9 and over	5	17
Number of siblings	3	4	13
	4	6	20
	5	9	30
	6	5	17
	7 and over	6	20
Household income	Father works	13	43
	Brothers work	4	13
	Father is unemployed	4	13
	Father is dead or sick	9	30
Access to Internet	Yes	24	80
	No	6	20
Electronic devices at home. (TV, computer, telephone)	Yes	26	87
	No	4	13
Access to online education	Yes	10	33
	No	11	37
	Occasionally	9	30
Total sample		30	100

A total of 30 students participated in the study, with 21 identifying as boys and 9 as girls. Half of the participants were within the age range of 15 to 18 years. Half of the participants were in the 9th, 10th, and 11th

grades, which correspond to high school. The majority resided in densely populated family units, with six participants reporting having seven or more siblings. A review of the family income revealed that the fathers or brothers were typically employed, but the fathers of many participants were either incapacitated or deceased as a result of the war. A total of 24 participants had access to internet facilities. Ten students indicated that they participated in online education during the pandemic, 9 attended occasionally, while 11 were unable to participate.

Instrument

To achieve an in-depth understanding of the participants' experiences of online education during the pandemic, semi-structured interviews were used. Since our participants were vulnerable children, as researchers we tried to be sensitive in composing interview questions with considerable attention given to wording, clarity, and sequence. The questions developed for the interview protocol, which was prepared in Turkish, were evaluated by two experts in language education.

The data for this study were collected under extraordinary conditions due to social distancing and hygiene rules applied during the pandemic. Due to the pandemic environment and ethics committee requirements, long-term meetings could not be held. With proper attention to social distancing and other preventive measures, 30 participants were interviewed face-to-face. Eleven of the participants were young children (9-12 years old), and they were allowed to describe their experiences in the pandemic through drawing if they wished. Three of them drew pictures, and the others they preferred to express their feelings and thoughts verbally. Each interview lasted around 30 minutes. Two researchers transcribed the audio-recorded interviews verbatim. After the interviews, these written transcripts were translated from Turkish to English by the researchers. To provide accuracy, written transcriptions were also reviewed by an expert in the English language. To further ensure anonymity, participants were identified only by codes; for example, P1 refers to Participant 1.

Data Analysis

In this study, we employed thematic analysis (Saldana, 2009) to analyse the data. Following Braun and Clarke's (2006) suggestions, two researchers analysed the data by applying the following steps: (1) Reviewing data, (2) Generating initial codes, (3) Formulating themes and (4) Presenting a report of the findings. Two researchers reviewed the collected data independently to determine common and distinct themes, and then compared their analyses to ensure a valid interpretation. Our research inter-reliability was calculated as 92.0% based upon the formula $[\text{Reliability} = (\text{number of consensus}) / (\text{number of consensus} + \text{number of disagreements}) * 100]$ (Miles & Huberman, 1994). Inter-interpreter agreement greater than 90% indicates acceptable reliability in qualitative research. Table II shows the five themes developed from the data, namely difficult living condition, prevalent feelings of loneliness, problematic access to education, benefits of healthcare opportunities, and students' desires.

Table II*Emerging themes and subthemes*

Themes		Sub-themes
Theme 1	<i>Difficult Living Condition</i>	Sub-theme 1- Unemployment
		Subtheme2- Trauma as a result of the war
		Sub-theme 3- Child labour
Theme2	<i>Prevalent Feelings of Loneliness</i>	Sub-theme 1- Lack of support
		Sub-theme2- Lack of sense of belonging
Theme 3	<i>Problematic Access to Education</i>	Sub-theme1. Having to work
		Sub-theme 2. Lack of electronic devices
		Sub-theme 3- Ineffective distance education
		Sub-theme 4: Language barrier
Theme 4	<i>Benefits of Healthcare Opportunities</i>	
Theme 5	<i>Students' Desires</i>	Getting a better life
		Ending the war in Syria
		Getting a university degree
		Eliminating the pandemic
		Not being a Syrian

In this study, we used audio recordings, member checking, and peer review to ensure trustworthiness. Audio-recordings of children's interviews served as the primary source of data, provided concrete evidence of what the children said, and allowed us and peer reviewers to check the accuracy of transcriptions and the plausibility of our interpretations. In our reporting, verbatim excerpts from the interviews illustrate the participants' real-life experiences with the salient phenomena. To increase trustworthiness, member checking and peer review were also used. Member checks, which Stake allows participants to "review the material for accuracy and palatability" (Stake, 2005, p. 115), enabled us to check the accuracy of our understanding and to ensure the correct representation of the participants' voices and experiences. We also shared our seminal results with colleagues who worked with vulnerable subjects to obtain their perspectives on our interpretations.

Findings

Theme 1. Difficult Living Conditions

The student participants had fled the Syrian conflict and were currently residing in a secure setting, albeit one that posed significant challenges. Many Syrian students resided in overcrowded households with five to eleven siblings, necessitating the sharing of space, food, and other resources with numerous other family members. The primary source of income for these households was typically provided by fathers and older brothers, who were employed in irregular, day-labour positions. As evidenced by the statements of the students, the lockdown necessitated by the pandemic resulted in the closure of workplaces and markets, effectively isolating Syrian families. The resulting loss of income precipitated significant financial challenges, as a considerable number of individuals were rendered unemployed. Twenty of the 30 children who participated in the study cited financial difficulties experienced during the pandemic and the subsequent deterioration of their living

conditions. For example, a 10-year-old child indicated that he had been employed in the construction industry alongside his father.

My father is the only income earner in our house. Even though my father is sick, he goes and works in construction. I go to the construction site with him and help my father. When I get tired, I play a little game and then I work again with my father (P.15, age 10, 4th grade).

Another participant alluded to the economic difficulties faced by his family stating:

My father had a job at the beginning of the pandemic. Then he lost it, and there was no one to bring money to the house, so we had a very difficult time. We lived with the support of the people around us (P. 10, age 16, 12th grade)

The male participants in this study all worked whole days as day workers or did part-time jobs. This means that their challenging living conditions forced them into child labour.

Male children felt that the isolation, economic hardships, and the added pressures of the pandemic destroyed any hope of happiness in their life. The following statements by children express the extent to which isolation, economic hardships, and the added pressures of the pandemic destroyed the joy of living for many:

“We suffered so much as refugees that we wished to die as a family” (P.5, age 18, 12th grade).

“My grandfather and beloved friends stayed in Syria. I miss them a lot. The life for refugees is highly difficult. Sometimes I desire to die” (P.15, age 10, 4th grade).

These statements show that the conditions in which the participants lived during the pandemic were much more difficult than those experienced by children living in their normal settings and that their struggles in life were continuous. Because their families struggled for survival due to poor living conditions, school-age children could not make their education a top priority. The stories the participants shared exemplified the various stressors Beiser (2006) mentioned. After the war and forced migration shattered their sense of well-being, when they resettled in Türkiye, they faced further challenges such as unemployment, limited access to education and dealing with the pandemic which made their situation even worse.

Theme2. Prevalent Feelings of Loneliness

Numerous studies have confirmed the necessity of a supportive social environment and sense of belonging in maintaining an adequate sense of well-being (Aelterman et al., 2007; Seligman, 2012). Beiser (2006) emphasised the importance of a supportive environment and social networks for refugees. Those who feel they belong to a supportive social community are more likely to cope with the challenges they face than those who do not. Many Syrian refugee children who had been removed from their communities and extended families, experienced an intense sense of loneliness. This theme comprised two interlinked sub-themes, namely lack of

social and financial support and lack of a sense of belonging.

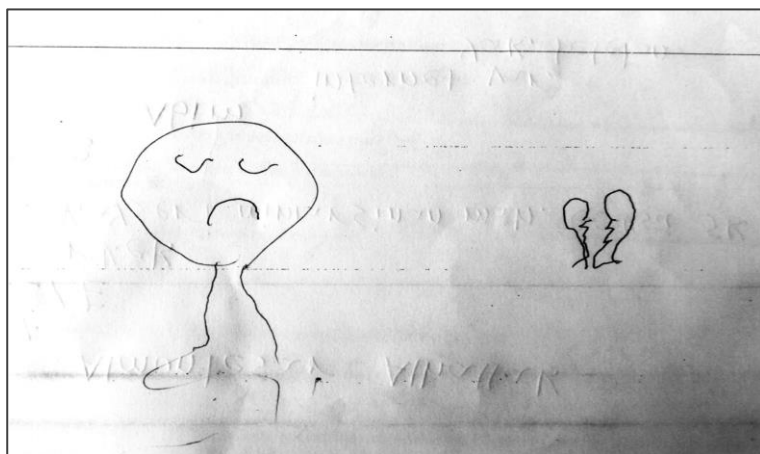
Most of the participants reported having a sense of loneliness: “We felt alone as a family during the pandemic. We did not receive any support from anyone” (P.4, age 17, 12th grade). P. 18 said that:

When we were in Syria, we were living in a large community in which all relatives supported each other. But here we are all alone. Nobody knocks on our door. Nobody understands our pain and what we experience within the four walls (P.18, age 9, 4th grade).

Another student (P.19, 4th grade, age,9) drew a picture, showing how she feels about leaving her loved ones in her country (Figure 1).

Figure 1

Drawing of a fourth-grade student that shows her pain of separation



During the migration from Syria to Türkiye, the participants had to leave all the people they knew and their belongings behind. They frequently expressed their longing for their country, their homes, their relatives, friends, and when it came to primary school children even their toys and pets.

Theme3. The Problem of Access to Education

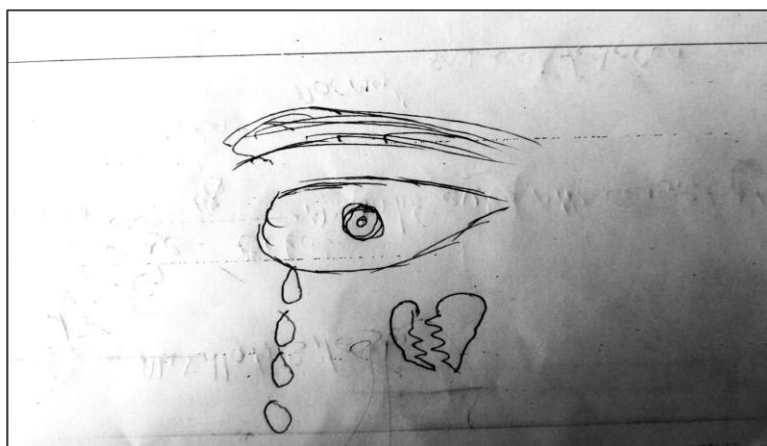
The provision of education continued online throughout the period of the pandemic. When students were queried about their involvement in distance learning, it was found that 10 of the 30 participants attended the lessons regularly, 9 on an occasional basis, and the remainder did not participate at all. The reasons children gave for attending irregularly or not at all were grouped under the following sub-themes; the need to work, the lack of computers and internet, the ineffectiveness of online education, and the language barrier. These sub-themes demonstrate the extent to which online learning attendance was contingent upon the schedules of those engaged in employment, and the extent to which such employment demanded their attention and energy. While some participants who were employed could participate in classes on an occasional basis, others were unable to participate at all:

I had many difficulties in terms of education and life during the pandemic...Our rent is too high... I went to work with my brothers to bring money to the family, so I could not take online classes. Sometimes I attended classes in the evenings, but it was not productive for me at all. I had difficulties in terms of language... (P.4).

P. 23 on the other hand said, “I always worked during the pandemic. I tried to take classes on the phone, but I never understood the lessons” (P.23). As implied in these answers, many high school children could not attend online classes because they had to work. These children were primarily concerned about maintaining their own and their families’ lives, and they could not claim their right to an education. The second sub-theme that emerged was that children could not attend online classes regularly due to the lack of electronic devices or access to the internet. One participant said, “I could not participate in online education at all because we did not have internet at home. I could not see my teacher and my friends during this period. This made me very sad” (P.12, age 11, 5th grade). This participant illustrated her sadness by drawing a picture of a crying eye and broken heart to display what she felt during the pandemic (Figure 2)

Figure 2

Drawing of a participant representing sadness



As the children lived in multi-sibling families, the electronic devices in the house (mostly a single telephone) had to be shared among many: “I was sharing the phone at home with my siblings. I had three hours a day, I attended the classes I could in these three hours” (P.26, age 14, 8th grade). Another participant stated that he and his siblings accessed the internet on the phone, but it was not always available: “I tried to attend online classes during the pandemic, but the internet connection was low, and we shared it between brothers, so I could not attend classes all the time” (P.22, age 17, 12th grade).

These testimonies indicate that during the pandemic many refugee children tried to participate in online education in crowded environments with limited access to the internet. Some had to share electronic devices, which negatively affected the effectiveness of their online courses.

Furthermore, many of the participants did not find online education productive, primarily because of the language barrier, which made it difficult for them to understand the teacher:

I worked at a dried fruit and nut shop to support my family during the pandemic, and I tried to attend classes on EBA. But online education was not as efficient as face-to-face, and language was a bit of a problem (P.25, age 16, 11th grade).

P. 17 said “I participated in online education during the pandemic, but I cannot say that it was very productive. I listened to what was said, but I could not write notes at all because they spoke too fast” (age 10, 4th grade). Another participant added that, “I participated in the online training, but I did not find it productive at all, because I could not get a clear answer to my questions and points that I did not understand” (P.2). “Distance education was just a waste of time for me, I didn’t understand anything and then I stopped participating”, P.3 (age 17, 12th grade), pointed out.

These findings support Kollender and Nimer’s (2020) claims regarding the educational challenges Syrian refugee children face in the process of resettlement in a new country. As both Beiser (2006) and Kollender and Nimer (2020) mentioned, the language barrier negatively impacts both the personal and educational lives of refugee children. In addition, lack of internet access and technological devices and lack of adequate homeschooling conditions, were other major obstacles that refugee children had to face in their education.

Although their number was small, three children expressed satisfaction with online education without mentioning the difficulties encountered by others. However, they still found that face-to-face education was much more productive:

“I attended classes on EBA during the pandemic. It was great to see my friends and my teacher even online, but I missed my school so much. I am happier and learn better when I am in the classroom” (P. c19, age 9, 4th grade).

“During the pandemic, online education was generally productive. Even though there were technical problems from time to time, I can say that it was productive” P.7 sustained (age 16, 12th grade).

In subsequent interviews, it emerged that the three students who found online education particularly beneficial came from more privileged backgrounds. It could therefore be surmised that besides the quality of education on offer, the students' home environments, access to technical devices and language competencies all played a significant role in their participation in online classes.

Theme 4. Benefits of Healthcare Opportunities

In Türkiye, Syrian citizens during the pandemic were allowed to benefit from state-affiliated health centers free of charge. When we asked the children participating in the study whether they had any difficulties accessing health facilities and hygiene materials during the pandemic, all of the students gave positive answers:

“We cleaned our house constantly during the pandemic, and my mother never let me go out without a mask” (P.13, age 10, 4th grade).

“During the pandemic, we were getting masks from health centres and schools. There was always a sanitiser in our house, we would use sanitiser every time we entered the house” (P.30, age 14, 7th grade).

All participants indicated that they encountered no difficulties in obtaining masks and disinfectants during the pandemic. Furthermore, they reported that the opportunity to visit hospitals at their convenience provided them with a sense of well-being.

Theme 5. Students’ Desires

When participants were asked what three changes they wanted to make in their lives, their answers were not surprising. Their primary desire was to have a better life, with all participants hoping to attain comfortable living conditions including a safe home, adequate income, and a supportive community. Secondly, they wished for the war in Syria to end and for peace and tranquility in their country:

“I wish there was no war in Syria and we would not have to leave our lands, I wish the virus did not break out” (P.1, age 17, 12th grade).

“If I wanted to change anything in life, I would change all the presidents of the world. The situation in Syria is deplorable and politicians have a lot to do with it.” (P.23, age 17, 12th grade).

“If I had the chance to choose, I would like to come to the world in another country instead of Syria” (P.12, age 11, 5th grade).

These comments indicate how the war, immigration, and difficult living conditions have made them hate their nationality. The difficulties they were experiencing early in life compromised the children’s innocence and joy of life as children. One participant even said, “I would like to change only one thing in my life, and that is not to be born. I wish I had not come into the world” (P.5, age 18, 12th grade).

The other most frequent desire of the participants is to have better living conditions. Some shared desires for “a princess dress,” (P.19, age 9, 4th grade) and “more money and a better house.” (P.28, age 12, 6th grade). A fifth-grade female student displayed her wishes in Figure 3. In this drawing, she dreams of a good life, including a nice house surrounded by trees. Others expressed a desire for the end of the global pandemic and the eradication of all diseases. They realised that the pandemic had increased costs while simultaneously worsening their economic condition, thereby exacerbating the already challenging circumstances of their lives. A small group of participants articulated a desire to pursue university studies, despite such aspirations appearing to be a distant possibility for them.

Figure 3

A drawing of a fifth-grade female student that shows her wishes



Discussion

The first objective of the study was to explore the living conditions of Syrian refugee students during the COVID-19 pandemic in Türkiye. The participants reported that they and their families struggled to survive under very difficult conditions. They had not only to cope with the tragedy and psychological distress caused by the civil and living in crowded families (Kollender & Nimer, 2020), but also with the pandemic, bringing their life to a crisis (Prout, 2011). Most families experienced financial difficulties with most family members losing their employment. As Kollender and Nimer (2020) stated, with the pandemic, the unemployment problem of Syrian refugees increased, negatively impacting their access to basic needs such as shelter, health, and nutrition (Akay Ertürk, 2020). Moreover, some of the participants had to find a job to ensure that their families could survive economically during the pandemic (Nimer & Rottman, 2021; SGDD-ASAM, 2020, UNHCR, 2020).

Another result that emerged from the study is that Syrian students under temporary protection felt alone and excluded during the pandemic, replicating what Kollender and Nimer (2020) had found in their previous research. Bozkurt (2020) had also reported the feelings of loneliness experienced by Syrian refugees in Türkiye during the pandemic as the closure of schools prevented them from socialising. The school is a place for socialisation as well as education (Beiser, 2006; Çelik & Kardaş İşler, 2020).

Kollender and Nimer (2020) and other studies such as Ilić & Deđanski (2020) and Primdahl et al. (2020) emphasise that language barriers and financial constraints represent significant obstacles for refugee children in accessing education. The present study reveals that the participants lived in challenging economic conditions and faced language difficulties in accessing the curriculum. Of the 30 students interviewed, only 10 indicated that they regularly attended the courses broadcast on EBA TV or those they were scheduled to attend via online education. One of the most significant contributing factors to this situation was the language

barrier, followed by lack of technological equipment. The crowded family environment also forced some of the participants to share technological devices and resources with their siblings in order to follow online lessons, a finding shared by Çelik and Kardaş İşler (2020). As a result, the pre-existing problems of Syrian students in meeting their basic needs such as access to adequate nutrition, shelter and education, increased with the pandemic. Survival became more important than education for a number of participants and their families.

Although this study has addressed several key issues on refugee children's lives, it has a number of limitations which need to be acknowledged. Firstly, the data was collected in the context of Covid-19, so researchers spent limited time with the participants due to the pandemic and social distance regulations. Secondly, the participants included only thirty students enrolled in Turkish public schools. It would be worthwhile to conduct a similar study with larger samples of refugee children from different school levels and sectors. As the current literature on this topic is still limited in both scope and quantity, future research may also explore the perspectives of parents and teachers of refugee children to gain a more comprehensive understanding of the challenges refugee children encounter.

Given the dearth of research exploring the lives of refugee children, this study may contribute to the current literature by providing insights into the lives and experiences of refugee children within the context of the COVID-19 pandemic. It provides readers with authentic stories of the unique experiences and views of refugee children, facilitating an in-depth understanding of their lives. It also highlights the barriers refugee students may face in schools and what may help to overcome some of these barriers. These findings may also help to illuminate policy and practise by all those engaged in the welfare and wellbeing of refugee children.

Disclosure statement

No potential conflict of interest was reported by the authors.

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