Educational and mental health intervention methods for refugee children integrating in the Nordic mainstream education

*A Systematic Literature Review*

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ABSTRACT

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School-based interventions for refugee children integrating in the Nordic mainstream education
A systematic literature review

BACKGROUND Good mental health makes integration and participation easier. Many refugees have a great deal of resilience and it is important to maintain it and where possible to strengthen it. How much psychological complaints and disorders occur is partly dependent on having (prospect of) work, education or other forms of participation in society, experiencing social support, and having a social network (with family and/or close friends).

AIM The aim of this literature review is to explore evidence-based intervention methods that can support refugee children to integrate into the school environment of the resettlement country.

METHOD In this systematic literature review, information was collected on a database for empirical studies and analyzed so as to discover efficient interventions for refugee children who just arrived in a Nordic country to help them integrate in mainstream schools.

RESULTS For children, cohesion and support within the family are of great concern. In addition, prevention, recognition and receiving good care are crucial. The review discusses educational progress and social inclusion and how these can be improved for refugee children at a mainstream school.

CONCLUSION The school takes on a very important role in the life of the refugee child. It is a strong protective factor and therefore life changing for the child and his/her family. This systematic literature review shows what kind of information is already produced and collected by researchers around the world. It can give an insight into the life of a refugee child and how they experience inclusion.

Keywords: Refugees, asylum seeking children, inclusion, mainstream education, social interaction, educational process
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1. Introduction

1.1 Refugee children in the Nordic countries

The refugee child

Half of all refugees are children under the age of 18 (United Nations High Commissioner for Refugees, 2019). These refugee children grow up in a time of uncertainty - a time that will last for the rest of their lives. Refugee children are no different from other children, but some of them need extra guidance because they have experienced traumatic events. According to Article 22 of the UNCR (1951) a child who is a refugee has the same rights as children born in that country of resettlement. Article 1(A)(2) of the United Nations Convention related to the Status of Refugee (1951) defines a refugee as:

“a person who owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group, or political opinion, is outside the country of his nationality, and is unable to or, owing to such fear, is unwilling to avail himself of the protection of that country; or who, not having a nationality and being outside the country of his former habitual residence as a result of such events, is unable or, owing to such fear, is unwilling to return to it.” (UN General Assembly, 1951, p. 14). Globally the number of refugee children is increasing, every country has the responsibility to support a healthy school environment for these children (United Nations High Commissioner for Refugees, 2019). The State of the World’s Refugees defines the term resettlement as: “The transfer of refugees from the country in which they have sought asylum to another State that has agreed to admit them. The refugees will usually be granted asylum or some other form of long-term resident rights and, in many cases, will have the opportunity to become naturalized citizens. For this reason, resettlement is a durable solution as well as a tool for the protection of refugees. It is also a practical example of international burden and responsibility sharing.” (Hammond, 2001). According to the UNHCR (2019) the promotion of successful resettlement outcomes and inclusion for young people with a refugee-background is growing.

In the description above the UN writes “is unable or, owing to such fear, is unwilling to return to it” which articulates that refugees are forced to leave their countries because of unsafety. The United Nations highlights the importance of education in the rights presented for the child. Refugee children have often experienced a lot: a war situation and a flight with many dangers.
Nevertheless, in the long term, the educational performance of the majority of refugee children appears to be better than, for example, the children of the second generation of migrants. That has everything to do with the resilience of these children, the ambition of parents to give their children a good future and the quality of the education.

1.2 Education for refugee children in the Nordic countries

Every country that receives refugee children should be able to supply the appropriate education for that child, to not create a backlog of knowledge for the child (Dachyshyn, Hamilton, & Moore, 2004). However, schools are still not able to offer the right inclusion strategy due to lack of experienced teachers, useful methods and facilitators (Block, Cross, Riggs, & Gibbs, 2014). Not in every municipality do toddlers participate in pre-school facilities. School-age children and young people cannot go to a suitable school quickly enough. Educational institutions are reluctant to place them due to, lack of space, lack of support among parents of pupils, insufficient experience with and knowledge about the target group, uncertainty about the financing and frustration about the many (forced) relocations of the children (Huijnk & Andriessen, 2016). An intervention is an “action taken to intentionally become involved in a difficult situation in order to improve it or prevent it from getting worse” (Cambridge Dictionary, 2019). This literature review will focus on the northern countries of Europe, which are Denmark, Norway, Sweden, Finland and Iceland. Sweden and the other northern countries are known for their developed education system (Hajer, 2016b) and their openness towards the refugee crisis. The right to self-determination and participation in all areas of social life, associated with the concept of inclusion, is anchored in the Basic Law for people with disabilities and disadvantages in the Nordic countries (Article 12, UNCRC, 1990). The educational systems of the northern countries have long, and rightly, served as an example in terms of social equality (Hajer, 2016b). All of these countries have received refugees over the last few years and therefore had to deal with including and integrating them in their society. Sweden has taken in more than 100 thousand immigrants every year in recent years, mainly from Syria, out of a population of 10 million. One in five residents of Sweden is now an immigrant (UNICEF, 2016).

Integration of refugees is necessary in order for them to fully take part in society as quickly as possible. Now that the number of people fleeing is historically high, many teachers have refugee children and children of asylum seekers in their classes. Teaching newcomers can be a
challenge because of language problems and then adapting to a new culture and environment. Some children also suffer from stress and trauma, which prevents them from fully participate in school activities. In some cases, they need specialized help. For refugee children and adolescents, the following may be true or at least very likely: traumatized, mourning, experience of a "culture shock", (now) living in poverty or a broken family system. If just one of these factors apply, it can already be enough to interfere with the normal school learning and development (Weekes, Phelan, Macfarlane, Pinson, & Francis, 2011). Special support is required, so that the possibly seriously harmed child can develop as supposed, and learning as well as integration will become possible (UNESCO, 2005). So, it is of great importance to find the right intervention to support the child when integrating in the new society and resettling in a new country.

Refugees fleeing to Europe
Many people who need international protection, come to the European Union to apply for asylum. Protection is given to people who have fled their home country and are unable to return because they fear persecution or are at a serious risk. The EU has a legal and moral duty to protect people in need. The EU Member States are responsible for processing asylum applications and they decide who gets protection (European Commission, 2017). In 2015 and 2016, the European Union faced an unprecedented influx of refugees and migrants. More than one million refugees have arrived in the EU; most of them were fleeing war and terror in Syria and other countries (Tavares & Slotin, 2012). The number of refugees who choose the Balkan route to enter Europe has risen sharply in recent times. For example, 754 people came to Bosnia and Herzegovina throughout 2017 and 23,000 in 2018 (International Red Cross, 2019). To stay in Syria or leave the country, that is the difficult decision that millions of people make. The majority of refugees are taken care of in the region where they come from. Due to deteriorating circumstances, a small part decided to travel to Europe. A dangerous journey. According to the latest UN figures, 1 in 18 migrants does not survive this journey (World Health Organization, 2019). It is estimated that more than 10,000 people drowned during the crossing of the Mediterranean Sea in recent years. There are also regular reports about abuse, sexual violence and extortion by human smugglers. During this long journey children experience indescribable events and see things that can be very difficult to forget. Refugee children often have had traumatic experiences during the flight and the period of adapting to a new society (Bačáková & Closs, 2013). In addition to post-traumatic complaints, there is often a lot of uncertainty,
especially during the asylum procedure. This trauma or stress thus arises because refugee children live in, or flee from, violent conflicts. They often lose friends and family during the dangerous journey to a safer country. Refugee children often live with parents or guardians who themselves struggle with trauma or stress. A child realizes when its surrounding is unstable and this then has effect on the well-being of the child (Bronfenbrenner, 2009).

2. Theoretical Background

2.1 Refugee Children
As reported by the UN Refugee Agency the highest level of human displacement is currently happening in the world. A shocking number of 68.5 million people across the world have been forced from home. Around 25.4 million of these people are refugees fleeing from conflicts, persecution or serious human rights violations. Over fifty percent of whom are under the age of 18 (UNHCR Statistics, 2019). This is mainly because of the conflicts in Syria and Afghanistan. Half of the children are from these two countries. A quarter of the number of refugees who came to Europe in 2018 were children (UNICEF, 2016). Many refugee children are alone, without parents or supervision. They have left their homes, family and everything that was known to them behind. Many refugees cross the Mediterranean to reach Europe. Even before they embark on this dangerous crossing, these children had to endure a lot of hardships. Despite all the dangers, these people still make the trip to Europe and this has everything to do with the circumstances at home (UNICEF, 2016).

Correct definitions are necessary to prevent confusion and to prevent polarization. According to the Refugee Convention (UNHCR, 1951), a refugee is someone who flees his or her country of origin because of well-founded fear of persecution. Reasons for persecution can be race or nationality, religion, political affiliation or belonging to a particular social group. Examples of groups at risk in his own country are ethnic and religious minorities such as Rohingya in Myanmar, Sikhs in Afghanistan, political opponents of the regime in Eritrea and LGBTIs in Iran or Ukraine (UNICEF, 2016). A refugee may not be returned to the country of origin where he or she fears persecution, war or violence (Tavares & Slotin 2012). A refugee is entitled to the same treatment as a citizen of the country where he or she has been granted asylum. Refugees are therefore entitled to access, for example, of medical care, education and work. UNHCR (2019) works together with governments and international organizations to improve education for refugee children and young people. Every child has the right to education. By
going to school, they learn social skills, receive important (sometimes life-saving) information and have a safe and permanent place to go. Going to school primarily offers children better opportunities for the future.

2.2 Traumatization and resettlement

Bombed buildings, desert camps, cities full of mines: this is the situation in large parts of Syria. Schools and hospitals are closed or used by armed groups or displaced persons (UNHCR, 2019). The situation in Syria and the surrounding countries has a huge impact on the lives of Syrian children. Families live in camps or drafty apartments. Parents are often not allowed to work; therefore, child labor is common. Children work to contribute to the family income. Daughters are married off young - often to an older man - so families have less mouths to feed. As mentioned above, traumatization is one of the major consequences of being exposed to war and having to flee its own country as soon as possible (UNICEF, 2016). In crisis, war and emergency situations, the body switches to an emergency mechanism (Doran-Meyers and Davies, 2017). To survive, one has to react quickly and decide to act, without thinking about it for too long. Not until the acute need is over can some children and adolescents gradually come to terms with the impressions and ideas of what has happened to them. Only in the medium and long-term will it be clear what resources children or young people have or what kind of help they need to integrate the bad events into their lives. Many refugee children are traumatized by war experiences, escape or atrocities (Shah, 2015) (see Table 1 below). They have seen or heard terrible things and have been helpless in the events, most of them at the mercy of fear of death. Images of horror, screams, but also smells and sounds, which were associated with the traumatic experience, have left a mark in their lives (Doran-Meyers et al., 2017). These images can also impose themselves repeatedly later in peacetime and in safety. The child then experiences the same unconscious anxiety when the trauma occurred (Shah, 2015; Weekes et al., 2011). Once having arrived in a new country the refugee family can have the possibility to resettle into a chosen country. Resettlement is the careful selection of governments where they invite the most vulnerable refugees if these refugees cannot return to their own country and cannot stay in their host country. UNHCR (2019) identifies vulnerable refugees for resettlement to 34 countries, including Sweden but also the Netherlands, Australia, Canada, Norway, the United States and Sweden. These countries offer refugees, among other things: a residence status, a house, a financial contribution, access to healthcare and language lessons, until people can care for themselves and build a healthy life. Refugees must adapt to abrupt and major changes in
their contexts that often affect all aspects of their lives. These changes before, during and after the flight are characterized by abnormal, potentially traumatic experiences and the fact that refugees often migrate to countries that are very different from their home countries (Anderson, Hamilton, Moore, Loewen, & Frater-Mathieson, 2003).

### 2.2.1 Resilience among Refugee children

Resilience describes the ability to recover mentally after a negative event or even giving a positive spin to setbacks (Lamkaddem, Muijssenbergh, & Laban, 2015). Promoting our well-being is very important for the individual, it contributes to resilience. Resilience is the ability to adapt to stress and setbacks and perhaps even to come out stronger. It is not just about going back to the original position, but also about the capacity to grow (HBR emotional intelligence series, 2017). Resilience is a useful concept for refugees (children) with trauma-related complex socio-psychiatric problems. It largely explains why traumatic experiences do not always lead to psychological problems (Lamkaddem et al., 2015). Although most refugees are resilient and appear to be able to rebuild their lives, psychosocial support is desirable for some of them. After traumatic events, people recover better when they find or find their personal, social and material sources of resilience (Lamkaddem et al., 2015). The most important source of resilience in children appears to be the support of a parent or caregiver. In addition, personal characteristics such as intelligence, self-confidence and a good relationship with an adult (Masten & Coatsworth, 1998) play a role. The social world in which children live, for example the family but also the school, peers and the neighborhood in which they live, is also a source of resilience. Support from these sources is called 'ecological resilience' (Tol, Jordans, Reis, & de Jong, 2009). An interaction between the different ecological layers ensures the creation of resilience in children (Werner & Smith, 1992).

### 2.3 Social interaction

Besides being an active student in a regular class, achieving good grades and accomplishing school tasks, social interaction is a vital part of a child’s life and contributes to a healthy development. For refugee children, the school is often the only place where they feel safe (Van Beemen, 2001). The development of children and young people influence school performance and behavior. Conversely, success at school and a safe school climate affects the well-being and health of young people. Teachers and educators see their students daily; they can notice many health problems and developmental delays. Schools prepare children for society. That is
why schools pay a lot of attention to health, emotional and physical health. So, there should be given even more attention to special needs children, in this case refugee children. Bronfenbrenner's bioecological theory of human development (Bronfenbrenner, 2009) describes that peer interaction (between the exolevel and the microlevel) provides a good base for a strong social development. A child is looking for acceptance and understanding. A family of course greatly influence this, but also friends and peers have influence on this development. Social development defines a domain within the development of children. Social is then used in a strictly neutral sense and means nothing more than relating to other people (Van Beemen, 2001). The term peer relation appears when describing relationships between children. Peer refers to a child from his/her environment with whom a child can identify most strongly and with whom he has intensive contact. Peers only form a peer group if they know each other and interact with each other in a similar way. A peer group can consist of classmates, neighborhood children or club friends. Their equality is an essential characteristic of the relationship between peers. A refugee child who just arrived in a new country with a completely new culture should therefore be able to rely on some peer group. A school can be the ideal setting for the child to find peers. The teacher and the parents should thus promote peer interaction (Van Beemen, 2001).

### 2.4 Bronfenbrenner’s Bioecological model

In order to understand how an intervention for refugee children is actually possible in a world that is constantly changing around us, it is important to analyze everything that is connected to the child. An appropriate theory for this is the ‘theory of social ecology’. This theory emphasizes the reciprocal influence of contexts on the individual (Bronfenbrenner, 2009) and how they interact with each other. With the theory of social ecology, processes relating to well-being are organized according to the ecological level; close processes and processes far from the individual. Bronfenbrenner’s Bioecological model (Bronfenbrenner, 2009) shows us that an individual cannot be seen separately from his context and the model emphasizes the constant interaction between the individual and his multilayer environment. This multilayered environment is made up of four levels: microsystem, mesosystem, exosystem and macrosystem. Each ingrained with the other, wherein the child is placed at the center of the model. The microsystem is formed by the closest contacts that have the most direct influence on the child (Van der Wal & de Wilde, 2017), such as, parents, siblings, friends and classmates. Bronfenbrenner (1999) labeled the second level of influence the mesosystem. The middle layer,
that of the mesosystem, revolves around how the direct and indirect contacts of a child interact with each other (such as school, peer group and family). The various microsystems influence each other, which are called the proximal processes. A change in one microsystem, for example the separation of parents, will affect the relationships in another microsystem. For example, a child in the school class will manifest himself in a different way as a result of the changing home situation. The Exosystem is an extension of the mesosystem and refers to social environments or organizations in which the child is not located, but which indirectly do indeed influence his development. One may think of influences based on the work situation of the parents, the characteristics of the city or neighborhood in which the family lives or the economic circumstances of the family (Bronfenbrenner, 2009). Finally, the macro system does not refer to specific social environments but to overarching institutional patterns of a culture or subculture. The laws and regulations of a country, the ideological views on which society is based upon, religion and the economy are examples of this. These institutional patterns show the prevailing shared presuppositions about the way things should go and function as a foundation on which concrete micro, meso, and ecosystems are based. Additional to these four core systems, Bronfenbrenner (2009) later added the chronosystem. The time / chronosystem is the outermost layer of the model. This means that this layer mainly influences the child indirectly. A child living in the 21st century will undoubtedly live a completely different life than a child in the 17th century. In addition to the time in which an adolescent was born, the time in which certain things happen in his life also play a major role. When the child's parents die at an early age, this will have a huge effect on the adolescent's life (Van der Wal & de Wilde, 2017).

Bronfenbrenner (2009) also recognizes three types of personal characteristics that have a great influence on the future development of the child, these are: dispositions, bioecological resources, and demand. These influence the nature of the proximal processes and their developmental effects (Van der Wal & de Wilde, 2017). The school setting is a crossroad where these ecological levels or contexts come together, such as the person, the family, peers and the school. In this way an intervention can focus on a broader context, including relationships with peers and teachers (Fazel, Doll, & Stein, 2009; Knowledge Program Health Status Holders, 2017). School is also a central place where children spend a lot of time, which increases accessibility, reachability and approachability (Betancourt, & Khan, 2008; Fazel et al., 2009).
With the social-ecological model of Bronfenbrenner a new system appears, as it were, every time. Bronfenbrenner is particularly interested in the significance of these systems for the promotion of personality development. According to him, the development-stimulating potential of each area of life is growing with the range of supporting connections with other areas (Betancourt & Khan, 2008; Fazel et al., 2009). This includes cultural values, opportunities and possibilities about the life course and belief systems (Bronfenbrenner, 2009 & Buchegger-Traxler & Sirsch, 2012). Protective processes include access to education, access to care facilities and access to the labor market (Knowledge Program Health Status Holders, 2017).

Table 1. Overview of risk and protective processes for the inclusion and integration of refugee children in the Nordic countries (Buchegger-Traxler & Sirsch, 2012).

<table>
<thead>
<tr>
<th>Level</th>
<th>Risk factor</th>
<th>Protective factor</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Microsystem</strong></td>
<td>Low-self esteem</td>
<td>Self-reliance</td>
</tr>
<tr>
<td></td>
<td>Earlier behavioral problems</td>
<td>Health</td>
</tr>
<tr>
<td></td>
<td>Unaccompanied refugee children</td>
<td>Language knowledge</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Resilience</td>
</tr>
<tr>
<td><strong>Mesosystem</strong></td>
<td>Neglect by parents</td>
<td>Self-reliance</td>
</tr>
<tr>
<td></td>
<td>Intergenerational conflict</td>
<td>School connectedness</td>
</tr>
<tr>
<td></td>
<td>Unfamiliarity with the healthcare system</td>
<td></td>
</tr>
<tr>
<td><strong>Exosystem</strong></td>
<td>Exposure to violence</td>
<td>Family connectedness</td>
</tr>
<tr>
<td></td>
<td>Social distance (Bullying)</td>
<td>Parental monitoring</td>
</tr>
<tr>
<td></td>
<td>Unemployed parents</td>
<td>Neighborhood attachment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Peer support</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Religious observance</td>
</tr>
<tr>
<td><strong>Macrosystem</strong></td>
<td>Discrimination</td>
<td>Access to education</td>
</tr>
<tr>
<td></td>
<td>Difficult integration</td>
<td>Access to healthcare</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Access to labor market</td>
</tr>
</tbody>
</table>

Table 1 shows an overview of the important risk and protective factors that will influence the life of a refuge child based on the bioecological model by Bronfenbrenner (2009). There is a tendency to see children who come from a war situation as victims who are marked for life. However, the resilience of children is enormous. Refugee children, certainly in the first years after arrival, do form a vulnerable group. They require specific attention, but they do not have to be specifically aimed at trauma. From research into children from war zones, complaints largely decrease or disappear without professional help (UNHCR, 2019). Especially the strengthening of (mutual) social support is important. Going to school and feeling safe there
has a strong protective influence on refugee children. School offers structure, challenge, playing with peers and a grip on life in a Nordic country. Teachers play an important role; they can create a familiar climate and support the children emotionally. Predictability and safety are of great importance in this (Shah, 2015). Refugee children often need extra attention because they are unconcentrated, quiet or anxious.

### 2.5 School as a protective factor

Quality Education matters for the refugee child. UNHCR (2019) describes that education is a protective factor to keep the children in school and this way children are being monitored in their physical and emotional health. As soon as a child arrives in the resettlement country, education should be one of the priorities (UNHCR, 2019). After this is taken care, everything else will fall into place (Shah, 2015). The right to education should be priority, because once the child attends a school, all the other rights of the child will follow (Shah, 2015).

#### 2.5.1 Inclusion vs. Integration

To be a refugee child is perceived not only as a distinguishing feature at a mainstream school, but also in most cases it can be seen as a deficit. Children and youth often do not attend the same classes as their classmates, regardless of their scholastic skills and knowledge. Inclusion means that all children, irrespective of their background and ability to perform, have the right to education in regular classes (UN General Assembly, 1951). However, research has shown that often refugee children will be placed in separate classes for ‘special learners’, which then contrasts the idea behind inclusive education. In a separating school system, children and adolescents are initially considered solely on the basis of alleged differences and are not (yet) integrated into regular classes. There is and should be a difference between the terms “integration” and “inclusion. Integration focusses on the adaptation of the student, inclusion however focuses on the social and academic environment and its ability to cope with the diversity of all students (Ottersbach, Platte & Rosen, 2016). In the literature, and especially in the consciousness of society, the term "inclusion" usually appears in connection with physical and mental disability (Van der Wal, J. & de Wilde, J., 2017). With regards to refugee students, it is also crucial to consider their earlier (learning) experiences and personal interests beyond war and displacement. For this reason, the term "refugee" seems problematic, because it can have this identity-determining feature. In the public perception, over the recent years, refugees have become victims of the circumstances, while the receiving countries have been their
“saviors” (Ottersbach et al., 2016). The result of this can be described as "victimization" (Freier, 2017). This term does not represent the children as active and competent actors, but rather as passive, incompetent and needy. The effects of this "victimization" are highly problematic for the affected children and adolescents. It also distracts from the real challenge of providing access for all children and adolescents to the resettlement country’s education system and especially to be included into the regular classes (Freier, 2017).

3. Aim
To solve these issues mentioned above, I want to investigate how interventions for refugee children can function, taking into account the mental health of the child and the possible experience of culture shock. The focus will be on educational interventions and social health interventions. The aim of this literature review is to explore evidence-based intervention methods that can support refugee children to integrate into the school environment of the resettlement country.

4. Research Questions
1. What interventions are applied for refugee children to foster educational progress in mainstream school settings?
2. What interventions are applied for refugee children to foster social interaction in mainstream school settings?
3. How does the intervention affect the child’s educational progress?
4. How does the intervention affect the child’s social interaction in mainstream school?

5. Method
5.1 Design
A systematic review is a literature review that is conducted in a structured manner. This means that one works objectively and transparently on the basis of an extensive and detailed strategy that is established in advance and which makes the research reproducible. Multiple electronic databases are searched based on a question or a hypothesis. In the literature search, also referred to as a literature report, study or review, the current state of the research on a certain theme is mapped. Multiple scientific sources are discussed on the basis of one overarching research
question and information from these sources is used to formulate and substantiate an answer to the research question. This knowledge can be found in various sources, such as scientific journal articles, books, papers, theses and archive material. The articles are assessed for methodological quality and the necessary data is extracted from the articles.

5.2 Search strategy
A systematic literature search was done in March/April 2019. The steps taken were a database search, abstract and full-text screening, data extraction and analysis, and a quality assessment to make sure that the articles are valid and valuable for information extraction. The databases Psycinfo, Eric, Webofscience and Scopus were systematically searched using the key terms depicted in Appendix A (page 36). In all databases the same search terms were used for consistency. The search terms were applied so that these could be found in the targeted articles. Both Psycinfo and ERIC showed most results because of the bigger focus on education intervention.

5.3 Selection process
A comprehensive overview of the inclusion and exclusion criteria is shown in Appendix B (page 37). Inclusion criteria included the study population, goal, setting, design, date of publication, and language. Studies were included if the focus was on refugee children, the aim was to integrate them in mainstream school setting, focused on educational process or social inclusion, the location is in a Nordic European country or no specific country-focus (general), the study is empirical or a review, it was published no later than 3 years ago. Both qualitative as quantitative studies were included into the analyzes. Because of the lack of research systematic literature review were also included into the data extraction process.

5.4 Search procedure
The overview presented in Appendix D (see page 39), shows the step-by-step process of the search procedure. The program Zotero was used to collect the articles that were relevant for this study. 408 articles were found through these databases, of which were 103 duplicates. Subsequently these articles were imported into the online system Covidence (https://www.covidence.org) where all the articles were screened systematically. After title and abstract screening, 255 articles were excluded based on the inclusion- and exclusion criteria (Appendix B, page 37). Thereafter, 50 articles were selected for full text review, of which 40 studies were eliminated because: the patient population was too young or too old (n=19), the
intervention was done at a special school instead of a mainstream school or in a different country (n=8), it had a wrong study design (n=4), the study was based on a case that was focused on immigrant children (n=2), wrong indication (n=2), wrong intervention (n=3), there was no full text available (n=1), the text was Italian (exclusion criteria= not English) (n=1). To make sure that all valuable information could be found the search was broadened to hand search articles through reference list of certain literature, which made up four additional articles. Finally, 10 articles were selected for full data extraction. An overview of the process is visually presented in Appendix D (page 39).

5.5 Data extraction and analysis
Data were extracted following a personally adjusted extraction protocol such that it would fit the main topic of this research and so that the associated research questions could be fully answered. The data of the ten articles was systematically extracted focusing on year of publication, country, study design, target group (refugee children), offered support or intervention factors, focus on educational progress, focus on social inclusion, ecological level (micro/ meso/ exo/ macro), school type and target year, characteristics of the refugee children if known (origin, unaccompanied yes/no, sample size), outcomes of the research and conclusion. See Appendix C (page 38) for the specific extraction protocol, which was applied in an excel file. When looking at the data that includes social inclusion and educational progress for the refugee child, certain articles focused more on the educational progress of the refugee children and the others focused more on the social inclusion part, both equally relevant for the research questions. While reading the articles, topics have been distinguished and divided: the role of the bio-ecological model and the collaboration between the levels, second language learning, the needs of the refugee child, whole-school attitude, peer interaction and the appreciation of diversity.

5.6 Quality Assessment
As seen in Appendix F (page 43), most articles are journal articles and literature review. In order to analyze the quality of these articles the online Critical Appraisal Skills Programme (CASP, 2019) was used. This tool helps to provide a clear and an evidence-based approach to social care. CASP offers specialized questionnaires for specific articles. Appendix E (page 40) shows the two CASP (2019) checklists that were used for the quality assessment of all the articles.
5.7 Ethical consideration
In this literature review is was made sure that all articles were read with an objective viewpoint. There was no right or wrong article or statement. Every article was viewed equally. The inclusion and exclusion criteria made it clearer which articles should be read. The results were written only based on the articles stated in Appendix F (page 43).

6. Results
Out of the ten articles, eight articles are systematic literature reviews or discussion papers, one is a qualitative study and one is a quantitative study. The data extraction protocol (page 38) was applied to every article to recognize the keywords and important facts for the results. Based on carefully selected inclusion and exclusion criteria ten articles were used for answering the described research questions. The 10 included studies described different approaches on how to include newly arrived refugee children in a mainstream school setting and how professionals can deal with the child’s trauma experience. Most articles were based on the Nordic countries (Sweden (6), Norway (1)) and they were published between 2016 and 2019. However, three articles had a more universal view on the topic, which means that these did not mention a specific country for their research. A table of the included studies can be found in Appendix F (page 43). While studying the articles, the results and conclusions are divided into different areas to create a clear overview. To recall, the main two focus areas are educational progress and social inclusion in mainstream education. For that reason, these themes will be the main themes, split up again after in more detailed subjects.

6.1 Interventions to foster Educational progress and the effect
6.1.1 Educational right
*Article 28*, of the United Nations Convention on the Rights of the Child (UNCRC, 1990), obliges governments to offer every child equal opportunities by making primary education compulsory and available, by offering accessible and encouraging secondary education, by making higher education possible for children who have the capacity, by informing children and guide them in their school career and by taking measures to prevent or reduce early school drop-out as much as possible. Furthermore, this article obliges governments to take measures to make sure that children are treated in a decent and respectable way at school. Finally, this
article calls on governments to cooperate internationally to ban illiteracy and ignorance and to increase the accessibility of knowledge and modern teaching methods.

This article on the Rights of the Child (UNCRC, 1990) gives a base for analyzing and researching the 10 research articles on the importance of education for the child. Quality education includes both education in basic skills and education in personal development. Both Crul et al. (2019) and Thomas (2016) address the important role education plays in the refugee crisis and that many refugee families are unaware of the right to free, fair and quality education for their child. Especially in a critical situation, such as fleeing the home country and resettling in a completely different culture, education can lead towards a more stable and secure lifestyle for the children. The child has a right to education, which means that the quality of the education is effective, professional and motivating. The child has rights in education, which entails a peaceful and safe environment where the child can experience personal growth. Wimelius, Eriksson, Isaksson, & Ghazinour (2017) and Pieloch, McCullough, & Marks (2016) write about the urgency of education as soon as refugee children arrive in the country of resettlement. It is a common fact that refugees have to wait for months on end until they will know if they can stay in the country, where they live and if they can work (Pieloch et al., 2016). Thus, education for the children should be a priority. This is very hard to realize according to Crul et al. (2019). The main issue in this case is that the level of entry differs between every child, some children have had some sort of education while staying in a refugee camp, other refugee children might have a big gap in their school years, due to war and terror (Pieloch et al., 2016). As soon as the children arrive in for example, Sweden, they should be enrolled in a school. Wimelius (2017), Alipui & Gerke (2018) and Thomas (2016) introduce and evaluate the idea of introductory programs that are offered to refugee children. This will be discussed in a later abstract. When it comes to the actual practice of the right to education governments are depended on many resources, such as professionals, educators, school settings, materials and available trauma counselors. This all is necessary in order for quality education to take place. In this case there are two different settings formal and non-formal education (education outside the formal school system) (Thomas, 2016). One-way the United Nations International Children's Emergency Fund (2011) approached this issue during the refugee crisis in 2015 was to set up Child Friendly Spaces (CFSs). These spaces protect the rights of the child by providing psychological advice and counseling but also by providing non-formal education. This created space draws back on what the child needs when it comes to the right in education (Thomas, 2016): a stimulating,
safe environment with organized activities building resilience for the refugee child. Especially these organized activities offer structure and structure leads to predictability and reliance. Refugee children need this security in their lives to function and develop well. This is one of the needs for the refugee child, knowing what will happen and who will be there (Alipui & Gerke, 2018). Refugee children had to deal with many traumas along their journey, they had to endure nights without sleep or food or seeing their family members suffer. The sense of hope, that someday everything will go back to normal, is missing. Through offering the child a place at a school for him/her to learn and develop, that sense of hope can be restored, and the child can be a child again (Alipui & Gerke, 2018 and Thomas, 2016).

6.1.2 Academic resilience

Academic resilience goes hand in hand with the bio-ecological model which was created by Uri Bronfenbrenner. Academic resilience includes ‘mutual interaction between the person and the environment over time’ (Bronfenbrenner, 1986; Bronfenbrenner and Ceci, 1994). It defines the heightened chance of educational success regardless of traumatic experiences and personal pain which occurred through environmental circumstances (e.g.: political or religious conflict). A protective factor in this case is education and can thus serve as a counteract for any occurring risk factors. When a child attends school daily, he or she will not find the time throughout the day to be on the streets where it most likely can get into trouble, being involved in gang membership or stealing (Pieloch et al., 2016). Johnsen, Ortiz-Barreda, Rekkedal, & Iversen (2017) recalls the meaning of ‘academic success’ in this situation which can also refer to educational progress. It includes attending classes daily and achieving academical tasks the same way or better than the majority of the class. The child is not in danger of dropping out or receiving grades below the average result of the majority (Masten et al., 2006 in Johnsen, 2017).

Since most research on academic resilience has been done in the U.S. and the U.K. Johnsen (2017) and Wimelius et al. (2017) aim their focus towards the Nordic countries in Europe. Wimelius et al. (2017) describe in their research how engaged parenting can strongly influence the child’s attitude towards his/ her education. As soon as parents are more aware of the school system and class functioning, they will show greater care and engagement towards the child.

Table 2

<table>
<thead>
<tr>
<th>Internal (personal)</th>
<th>External (environment)</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>School achievement, setting educational goals</td>
<td>Being enrolled in a school that is safe and peaceful</td>
<td>Completing upper secondary education</td>
</tr>
</tbody>
</table>
Table 2 (above) describes the protective factors which promote resilience in school. Research that describes the need of a refugee child when it comes to resilience has been studied by Pieloch et al. (2016). As mentioned earlier, one major factor that has strong influence on the child’s resilience is to be enrolled in a school. Studies have found that children from Middle Eastern countries who were enrolled in a mainstream school in Denmark were able to quickly adapt to the new culture (Pieloch et al., 2016). A school that is safe and shows acceptance is a protective factor for refugee children affected by war and terrorism, both Pieloch et al. (2016) and Johnsen (2017) describe this sense of safety to be vital for academic growth. The above-mentioned protective factors can be divided into the different levels of the system. The mesosystem describes the relation between one microsystem and the other, such as the relationship between the teacher and the refugee parents, and so the external factor ‘parental support’ will have strong influence on the internal factor ‘school achievement’. One microsystem has great influence on the other microsystem (Johnsen, 2017 and Pieloch et al., 2016). School-based interventions that focus on these protective factors and that keep in mind the relations between the microsystems, show one way to promote resilience for refugee children.

### 6.1.3 Language Introductory program

Another protective factor that increases a child’s academic resilience is ‘to learn the language of the resettlement country’ (Johnsen, 2017). Refugee families and children have a different primary language than the majority in the new country and this can be a risk factor towards resilience (Johnsen, 2017). The huge difference in culture and language can add stress and insecurity which can be another risk factor (van Geel and Vedder, 2011 in Johnsen, 2017). Özerk & Özerk (2019) address the language barrier that is present for every refugee arriving in a new country, claiming that no support can be fully effective before learning the language. Education is seen as a priority (Pieloch et al., 2016) and therefore learning the language, which is spoken at the school, should be studied as soon as possible (Crul et al., 2019). Only this way...
the child will reach his or her full potential (Özerk and Özerk, 2019). What predicts how quickly children pick up the new language depends on personal factors and environmental factors, and the interaction between these two. Predictive personal factors are, for example, language skills and working memory. The most important environmental factors are the measure and quality of the language classes offered. Language introductory programs (in the first and in the second language) adapted to the skills of the child, and plenty of opportunities for interaction, are conducive to second language development (Özerk and Özerk, 2019). Different cognitive and emotional factors influence language learning, such as safety, well-being and motivation. The motivation to participate in the new environment is usually strong enough (Åhlund & Jonsson, 2016). Several studies show that if parents speak the second language at home, while they have insufficient command of that language, can have little positive influence on the child's second language acquisition, while there are negative consequences for the development in the first language (Crul et al., 2019). Both Åhlund & Jonsson (2016) and Özerk and Özerk (2019) address the issue that in most cases refugee children act as translators for their parents, since their parents do not attend any language programs. Parent involvement and appreciation of the mother tongue also contribute to a sense of being safe and welcome in the child's school environment (Özerk and Özerk, 2019). These language programs will then also contribute to social connections, peer relation and friendships.

6.2 Interventions to foster Social Inclusion in Education and the effect

In the case of refugee children, who are given the opportunity to visit educational institutions in the Nordic countries (from kindergartens to schools, including so-called integration classes, to special language courses), it becomes clear what everyone should take for granted: language leads to communication (Thomas, 2016). Both Thomas (2016) and Gušić, Malešević, Cardeña, Bengtsson, & Søndergaard (2018) describe the importance of language learning and how this training can lead to a healthy integration into society. For social inclusion to happen government, school administration, refugee parents, teachers and social workers should work together to build an environment that promotes learning and socialization (Thomas, 2016). Research conducted by Thomas (2016), Gušić et al. (2018) and (Özerk and Özerk, 2019) shows that facilitating the visit of educational institutions for refugee children is an indispensable factor for successful inclusion.
Even though educational institutions can lead to social inclusion it can also be a risk factor for being exposed to peer-pressure and bullying, which is pointed out by Nakeyar, C., Esses, V., Reid, G., & Tibbles, P. (2018). Refugee children experience a possible culture-shock and perhaps recognize social differences when attending a class with local children. Recognizing that they are somewhat different than their classmates can lead to passive behavior which then can lead to peer-victimization (Nakeyar, 2018). This experience can affect the child’s psychosocial needs, which lead to depression and low-self-esteem. The teacher and social worker should keep in mind that refugee children have dealt with the loss of friends and family when leaving their home country behind. Nakeyar (2018) and Åhlund & Jonsson (2016) write about the trauma that these children go through before arriving at the resettlement country. Losing friends at a young age can make it more challenging for children to create new friendships, considering the cultural difference. ‘Alienation’ of refugee children is, therefore, one major issue that should be avoided through the use of protective factors (peer and family support etc.) (Nakeyar, 2018 and Thomas, 2016).

### 6.2.1 Reasons for social inclusive education

The studied literature presents many reasons for the application of inclusive education. The four key arguments include: pedagogical reasons, social reasons, economic reasons and the link between inclusive education and quality education (Åhlund & Jonsson, 2016). Since inclusive schools care for and teach all children together, teachers need to find ways and means to address individual differences, including refugee children. This benefits all children (Åhlund & Jonsson, 2016). Inclusive schools want to achieve common education so that children will experience diversity as normal. They can therefore contribute to a less discriminating society. Inclusive education understands diversity and individual differences as a resource (Gušić et al., 2018). Inclusive education is less costly in the long term. Schools that teach all children together is less expensive than to have a complex system of different types of schools, each specializing in different groups. It is also more expensive to retroactively qualify and care for poorly educated young people than to enable them to have good education right from the start, giving them better opportunities in the labor market and better opportunities for a self-determined life (Alipui & Gerke, 2018 and Crul et al., 2019). While there is no universal definition of quality educational, most concepts include two important components: first, the learners' cognitive development and, secondly, the development of values, attitudes, and social responsibility. Both components are supported by inclusive education (Åhlund & Jonsson, 2016).
6.2.2 Suggestions for a Social Inclusion in a Learning Environment

In order for refugee children to integrate well in the society of, in this case, the Nordic countries, social inclusion should be implemented right from the start. Thomas (2016), Åhlund & Jonsson, (2016) and Crul et al. (2019) give practical advice on how to translate this into the classroom. Crul et al. (2019) focus on five different countries, one of them being Sweden. Newly arrived refugee children should not longer than three months be without education. Sweden’s general rule is to admit them to the so-called förberedelsklässer (preparation classes). The children attend these classes to slowly be introduced into the Swedish education system and society. However, important to note is that the children will also spend time in the regular classes. Based on the child’s development and progress, the teacher has to decide which regular classes he/she can attend. Sweden’s goal is to avoid the sense of segregation, which can be reached by placing refugee children into regular classes as soon as possible (Crul et al., 2019). Thomas (2016) found that the professional development of the teachers and social workers of the school can greatly improve the social inclusion of the refugee children. As a central reference and leading figure in the class, the teacher is of great importance: He/she initiates and directs learning activities, influences the (social) behavior of their students and monitors and controls group processes. Crul et al. (2019) mentions that teachers are not well prepared to receive refugee children in their class. Extra training and remodeling of the school concept that is designed for inclusion, can be a starting point (Thomas, 2016). Teachers will be more aware of traumatic behavior of the children and can therefore intervene at first hand. Being a teacher in today’s society means also to be a social worker. In order for teachers to fulfill their "central role in the integration of young refugees", action should be taken (Åhlund & Jonsson, 2016). Researchers demand following: “Instead of specializing a few teachers in the teaching of linguistically and culturally diverse school classes, all teachers should receive a basic qualification in language education and intercultural pedagogy as part of their education and training.” (Alipui & Gerke, 2018).

6.2.3 Peer mentoring program

It is vital to view refugee children as a uniquely, addressed group and to not see them and treat them as part of the regular migration group (Thomas, 2016). Children have to understand the concept of diversity to work well in society. One way to teach every child about this concept can be a peer mentoring program, which can prevent bullying and victimization of refugee children (Thomas, 2016). This program can refine integration of the refugee students by pairing
up a local child with a refugee child. The teacher gives certain task to the child such as: practice English/ local language, sit next to each other in class, do homework, introduce him or her to school activities and protect the child from being bullied (Mtethwa-Sommers and Kisiera, 2015 in Thomas, 2016). By using this specific peer mentoring program, the school will soon be experienced as safe and "doing something for another" is seen as quite normal. A peer mentor/ buddy gives the protégé the feeling that they are not alone, and he/ she is a first, solid companion in a new country. When implemented correctly, the peer mentor can also benefit from this situation. Being well-trained in coaching skills also increase metacognitive skills (Thomas, 2016). Self-reflection, empathy, careful communication and the awareness of being a role model: these are all skills that promote self-confidence (Wimelius et al., 2017). The school becomes safer and more coherent because of the vertical and horizontal networks that arise with the deployment of a peer mentor.

6.2.4 A homogenous Other

Åhlund & Jonsson (2016) have come to the conclusion that refugee children integrate into the school as the ‘other’. Which means that, even though they aim to be exactly like the ‘mainstream student’, which entails attend regular programs by adjusting to the school system, learning the local language and to pass as ‘one of them’, they are still seen as ‘students with ethnicity’. Åhlund & Jonsson (2016) argues if this should be a problem or if this can lead to celebrating the diversity of inclusive education. Özerk & Özerk (2019) also mentions that inclusive education must strive for acceptance among the students, acceptance for diversity and respect for cultural differences, which are seen as key pillars for inclusion. There is a tendency to see children who come from a war situation as victims who are marked for life. However, the resilience of children is enormous. Refugee children do need specific attention, but they do not need to be specifically focused on trauma, but on strengthening mutual social support. Research into children from war zones shows that these complaints largely diminish or disappear without professional help (Gušić et al., 2018 and Pieloch et al., 2016). By paying extra attention to social emotional development in classes or by organizing buddy projects within or around the school, social support is strengthened. Cultural activities and gatherings connect educational team, parents and children (Özerk & Özerk, 2019).
7. Discussion

7.1 Educational progress issues

7.1.1 Interventions to foster educational progress and its effect

Refugee families have to take part in society as soon as they arrive in the country or resettlement. It is vital for the children to feel at home and safe in their country (Crul et al, 2019). Children need both the external and internal motivation to be fully included into the society. One way and possibly the fastest way to integrate the child is to be admitted into an educational institution. A school can offer structure, reliance, predictability, safety, peer interaction and a sense of hope for the future. These are all protective factors for academic resilience (Alipui & Gerke, 2018). The literature gives several suggestions on how to let this educational development happen as fast and effective as possible. It is important to keep in mind that the child is part of an ethnic minority. They have experienced trauma, war and pain along their journey towards safety (Pieloch et al, 2016). Refugees have to flee their country because of lack of safety. Refugees also flee their country if their government cannot protect them from human rights violations or fails to do so. They are protected by the international refugee convention (UN General Assembly, 1951). Literature argues therefore if it is pedagogically smart to include the refugee child right away into regular education or to slowly introduce them to the new culture through integration classes. Both sides are presented in the different articles. Integrating refugee children right away into the school system will prevent them from lacking behind academically, according to Åhlund & Jonsson, 2016. However, since these children are still processing their experienced trauma, this can also be a risk factor which can lead to insecurity and depression (Wimelius et al., 2017). Another issues that has been little discussed in the articles is the issue that some children feel socially out of place. Which means they are attending a grade that is academically better for them but socially it can be difficult, since most classmates are younger. Another suggestion that was given mainly by Åhlund & Jonsson (2016), Crul et al. (2019) and Johnsen et al. (2017) is the acquisition of the resettlement country language. This language can be taught in the integration classes. Research shows that language acquisition can lead to correct communication and communication leads to self-reliance and independence (Åhlund & Jonsson, 2016). The aim of the integration class is to enable the connection to the regular class, to teach learning and working techniques and to support the social integration of the pupils. Specifically, this means that the first school year is characterized above all by the familiarization with the new everyday life, the habituation to the new school world and learning the native language (Swedish, Danish, Norwegian etc.). Schools
need specialist who can signal traumatic behavior from children and teachers should also be able to work from an intercultural perspective (Johnsen et al., 2017). With regard to the qualifications of pedagogic and curative educators, the requirements of inclusive education and training will result in further advanced training and further education as well as changes in the training and study curricula (Åhlund & Jonsson, 2016 and Crul et al., 2019).

7.2 Social inclusion issues

7.2.1 Interventions to foster social inclusion and its effect

One other main goal of the integration classes is social inclusion. The interplay of the various systems (Microsystem, Exosystem, Macrosystem), that fulfill tasks for children and adolescents, in the interests of those affected and in the sense of inclusion, continues to be in need of improvement. Under the aim of a far-reaching implementation of the UN Convention, child and youth welfare is faced with the task of evaluating, using and expanding the existing integrative structures, so that, in every educational institution, the conditions for the special needs of children and young people can be restored. Thomas (2016) discusses the idea of pairing students up with a refugee student, the so-called peer mentoring program. This program entails many protective factors, which are described in depth by Pieloch et al. (2016), focusing on the resilience of the child. Integrative processes in this peer program play a special role in the development of community, as they represent the specific resource of an inclusive schooling. The social dimension of developmental processes, which enables children to learn from each other most effectively, is based on the developmental psychological equivalence and the structure of their interactions. This means that children often learn faster, more sustainable and more natural from each other than adults (Crul et al., 2019 and Gušić et al., 2018). Traumatized refugee children depend on reliable, sympathetic and new-environment relationships outside their family environment (Gušić et al, 2018). For a meaningful leisure time, which should have both the experience of their own resources as well as the goal of social integration, they are dependent on the school and their peers. Likewise, to reduce language and cultural barriers and to clarify misunderstandings, they often need the support of others according to Åhlund & Jonsson (2016).

7.3 Limitations and Methodological issues

This literature review mainly included descriptive research, systematic reviews and discussion papers (Alipui & Gerke, 2018, Crul et al., 2019, Johnsen et al., 2017, Nakeyar et al., 2018,
There was a lack in qualitative studies based on a case study or involving interviews/observation, which is a limitation of this study. However, Gušić et al. (2018) did an empirical study on the dissociative experience of refugee children and how they deal with their trauma. This study was well-connected with Nakeyar et al. (2018) who wrote a literature review on the psychosocial needs of a refugee child. Since this study was focused on the Nordic Countries, most articles were from Nordic countries, such as Sweden and Norway. However, a few articles were also written by American authors (see exclusion criteria), yet these articles stated clearly that the suggestions and research was meant for all countries that receive refugee children. Therefore, I cannot see this as a limitation. All information and research can be applied to the Nordic countries.

8. Conclusion

The legal basis of inclusion is Article 24 of the UN Convention on the Rights of Persons with Disabilities (United Nations, 2008) which deals with the right to education of the persons concerned. I have found that the term inclusion applies not only to people with disabilities and their right to education, but also analogous to all people who are different from the perspective of society, e.g.: cultural, religious, age-related, etc. Others have found that Refugees fall into the group of people which are included in this term (Åhlund & Jonsson, 2016). Approximately one in three refugees is a minor (UNICEF, 2016). These children and young people want nothing more than to go back to school. Interesting to find out was that one of the most common motives of parents to flee to Western Europe is that their children will have a future again. In Syria, where most refugees who arrive in the Nordic countries come from, until 2011 97% of the children went to primary school. Two thirds of the Syrian youth attended a secondary school (UNICEF, 2016). The Syrian education system has fallen apart due to the current war conditions. More than half of these children have since been deprived of education (UNICEF, 2016). Wherever refugees come from, they arrive with high expectations. Teachers and educators confirm that the children are eager to learn, but they also wonder how they can best deal with the war experiences and bad memories of the refugee students (Nakeyar et al., 2018). Inclusive education can be a key to this issue; however, it should be implemented correctly with a focus on educational progress and social inclusion. A systematic literature review was carried out to combine and compare literature that both focused on the inclusion of refugee children into mainstream school and the protective factors for a healthy integration into the resettlement country. The literature was divided and extract in order to find the relevant information for the
research questions. As mentioned earlier some literature had a greater focus on academic resilience or social inclusion than others. Therefore, answers could be combined and filtered. Ten articles published after 2016, focusing on the Nordic country or having no specific country focus at all, were used to answer the four research questions. It is important to note the following suggestions for intervention are designed for mainstream school in the Nordic countries. This is due to the broad choice of articles that were available, concerning refugee children settling in a new country.

8.1 Conclusion
The conclusion of this research shows that correct interventions can be applied to foster the education of the refugee child. According to my results, inclusion signifies the right to full social participation for children and young people with special needs and disabilities and the right to full participation for their families. In order for this to work well all systems must work together. A cooperation between the different institutions of the child welfare service and in particular with the school system and the parents is vital and necessary, according to the biocological model of Uri Bronfenbrenner (2009). The school takes on a very important role in the life of the refugee child. It is a strong protective factor and therefore life changing for the child and his/her family. This systematic literature review shows what kind of information is already produced and collected by researchers around the world. It can give an insight into the life of a refugee child and how they experience inclusion. Since this topic is a very relevant topic much more research is necessary to keep up with the ongoing changes in the world, today. Schools have to work together with the government to create a safe and supportive learning environment for these children.

8.2 Suggestions for future research
Starting a normal life is a recurring theme in providing help to refugee children. Going to school is an important part of everyday life. Positive experiences at school reduce the risk of post-traumatic stress disorder, depression and anxiety complaints among children (Johnsen et al., 2017). Many topics have been covered in these ten articles however the fact that refugee children are suffering from trauma, midst their integration into society, has not yet been expanded that much. A trauma is the experience of an existential threat, which causes profound despair among those affected. At the same time, the human being himself, as a witness or through pictures, may have been confronted with the event. This experience can immensely
influence the learning of the child even though the child shows academic resilience. It is possible for traumas to come back after many years (Nakeyar et al., 2018). The school has a signaling function when a child needs extra help. Should it be decided in consultation with the support team to request (mental health) assistance, the teacher must stay involved as one of the most important informants. More research should be focused on the experiences of the teacher and his/her view on the changing classroom environment. Guidelines and manuals should be offered, which describe methods that can be used to receive and support these students. The kind of guidance and important information that should be given to the educators and the parents can be discussed in further research. Teachers should be careful to recognize their personal boundaries. They are not psychotherapists, but they can still support the children in great measures (Özerk & Özerk, 2019). Another suggestion for future research can focus on the refugee parents and how they experience the contact with the school and the educators. As argued earlier by Pieloch et al. (2016) and Thomas (2016) refugee children tend to quickly learn the local language, since parents depend on their children for translation. For many parents of refugee children, the school is the first contact with the local institutions and social norms. The inclusion of professionally trained interpreters and cultural mediators (in native language, if possible) proves itself in conversations with parents who are not yet proficient in the local language (Thomas, 2016). It helps parents to learn how to support their children. And this can have a positive impact on the development of the child.
9. References


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als Herausforderung für inklusive Bildung [Social inequalities as a challenge for inclusive education] (pg. 1–14). Wiesbaden: Springer VS.


### Appendix A: Search terms

<table>
<thead>
<tr>
<th>Population terminology</th>
<th>Refugee* OR asylum seeker* AND</th>
</tr>
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<tbody>
<tr>
<td>Age terminology</td>
<td></td>
</tr>
<tr>
<td>School aged children (6-18 years)</td>
<td>Adolesc* OR Teen* OR young adult* OR Youth* OR Child* OR children OR Juvenile* OR student* OR pupil* AND</td>
</tr>
<tr>
<td>Target Countries</td>
<td>Nordic Countr* OR Denmark OR Norway OR Sweden OR Finland OR Iceland</td>
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<tr>
<td>Exposure terminology</td>
<td>Intervention* OR support* OR program* OR facilitat* OR practice* OR promot* OR help* OR aid* OR prevention OR prevent* OR accomodat* OR improv* OR strategies AND</td>
</tr>
<tr>
<td>Setting terminology</td>
<td>Mainstream school* OR mainstream education* OR classroom* AND</td>
</tr>
<tr>
<td>Outcome terminology</td>
<td>Inclusi* OR includ* OR involv* OR involvement OR participat* OR participation OR adjust* OR adjustment* OR adapt* OR adaptation* OR integrate* OR integration OR belong* OR engagement OR engag* OR well-being OR wellbeing acceptance OR social well-being OR social inclusion Education* process OR academic growth</td>
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### Appendix B: Inclusion and exclusion criteria

<table>
<thead>
<tr>
<th>Inclusion criteria</th>
<th>Exclusion criteria</th>
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</thead>
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<tr>
<td><strong>Population</strong></td>
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</tr>
<tr>
<td>Ages 6-18</td>
<td>If the intervention is mainly focused on immigrants or if immigrants and refugees are described as one homogenous group. If the intervention is only focused on children with PTSD symptoms.</td>
</tr>
<tr>
<td><strong>Support</strong></td>
<td>Formal and informal support services (e.g. interventions, programs, teacher practices or pedagogies) or changes in school organization to meet student’s needs.</td>
</tr>
<tr>
<td><strong>Goal</strong></td>
<td>To foster inclusion or participation at school, as well directly as indirectly (e.g. improving well-being, school climate, peer interaction etc.) focused on social and educational level</td>
</tr>
<tr>
<td><strong>Setting</strong></td>
<td>Regular schools or classes in Nordic countries</td>
</tr>
<tr>
<td><strong>Design</strong></td>
<td>Empirical studies, grey literature</td>
</tr>
<tr>
<td><strong>Publication type and date</strong></td>
<td>Journal articles or reports published between January 2016 - March 2019.</td>
</tr>
<tr>
<td><strong>Language</strong></td>
<td>English</td>
</tr>
<tr>
<td><strong>Location</strong></td>
<td>Nordic Countries: Denmark, Norway, Sweden, Finland, Iceland or No specific country in focus</td>
</tr>
<tr>
<td></td>
<td>All other countries</td>
</tr>
</tbody>
</table>
### Appendix C: Data extraction protocol

<table>
<thead>
<tr>
<th>Data extraction protocol</th>
</tr>
</thead>
<tbody>
<tr>
<td>Article information</td>
</tr>
<tr>
<td>Author</td>
</tr>
<tr>
<td>Year</td>
</tr>
<tr>
<td>Title</td>
</tr>
<tr>
<td>Journal</td>
</tr>
<tr>
<td>Aim</td>
</tr>
<tr>
<td>Method</td>
</tr>
<tr>
<td>Rationale for study on group</td>
</tr>
<tr>
<td>Country</td>
</tr>
<tr>
<td>Ethical considerations</td>
</tr>
<tr>
<td>Participants</td>
</tr>
<tr>
<td>Number of participants</td>
</tr>
<tr>
<td>Age</td>
</tr>
<tr>
<td>Diagnosis</td>
</tr>
<tr>
<td>Minority status</td>
</tr>
<tr>
<td>Context</td>
</tr>
<tr>
<td>Recruitment</td>
</tr>
<tr>
<td>Educational process</td>
</tr>
<tr>
<td>Name</td>
</tr>
<tr>
<td>Individual or group</td>
</tr>
<tr>
<td>Implementers Goals</td>
</tr>
<tr>
<td>Strategies</td>
</tr>
<tr>
<td>Duration</td>
</tr>
<tr>
<td>Location</td>
</tr>
<tr>
<td>Cultural adjustment</td>
</tr>
<tr>
<td>Theoretical framework</td>
</tr>
<tr>
<td>Social inclusion</td>
</tr>
<tr>
<td>Measurement method</td>
</tr>
<tr>
<td>Improvement degree</td>
</tr>
<tr>
<td>Aspect</td>
</tr>
<tr>
<td>Interaction</td>
</tr>
<tr>
<td>Possible effects on outcome</td>
</tr>
<tr>
<td>Additional info</td>
</tr>
<tr>
<td>Additional Information</td>
</tr>
<tr>
<td>Database</td>
</tr>
<tr>
<td>Summary</td>
</tr>
<tr>
<td>Conclusion of the article</td>
</tr>
<tr>
<td>Quality assessment result</td>
</tr>
<tr>
<td>Limitations of the article</td>
</tr>
</tbody>
</table>
Appendix D: Search procedure

408 Records identified through database searching
ProQuest n= 288
ERIC n= 71
WebofScience= 17
Scopus= 19
Manual search = 13

103 duplicates

Records screen on title and abstract

Records excluded based on inclusion and exclusion criteria (n = 255)

40 excluded

Full-text articles assessed for eligibility (n= 50)

Wrong patient population (n=19)
Wrong setting (n=8)
Wrong study design (n=4)
Wrong route of administration (n=2)
Wrong indication (n=2)
Wrong intervention (n=3)
No full text available (n=1)
Wrong language (n=1)

Studies included in qualitative synthesis (n= 10)
Appendix E: Quality Assessment tool (CASP, 2019)

Systematic Review

Section A: Are the results of the review valid?

1. Did the review address a clearly focused question?   Yes/ Can’t tell/ No

2. Did the authors look for the right type of papers?  Yes/ Can’t tell/ No

Is it worth continuing?

3. Do you think all the important, relevant studies were included?  
   Yes/ Can’t tell/ No

4. Did the review’s authors do enough to assess quality of the included studies?  
   Yes/ Can’t tell/ No

5. If the results of the review have been combined, was it reasonable to do so?  
   Yes/ Can’t tell/ No

Section B: What are the results?

6. What are the overall results of the review?  
   Yes/ Can’t tell/ No

Section C: Will the results help locally?

8. Can the results be applied to the local population?  
   Yes/ Can’t tell/ No

9. Were all important outcomes considered?  
   Yes/ Can’t tell/ No

10. Are the benefits worth the harms and costs?  
    Yes/ Can’t tell/ No
Qualitative research (CASP, 2019)

Section A: Are the results valid?

1. Was there a clear statement of the aims of the research?
2. Is a qualitative methodology appropriate?

Is it worth continuing?

3. Was the research design appropriate to address the aims of the research?
4. Was the recruitment strategy appropriate to the aims of the research?
5. Was the data collected in a way that addressed the research issue?
6. Has the relationship between researcher and participants been adequately considered?

Section B: What are the results?

7. Have ethical issues been taken into consideration?
8. Was the data analysis sufficiently rigorous?
9. Is there a clear statement of findings?

Section C: Will the results help locally?

10. How valuable is the research?
### Appendix E.a: Quality assessment Systematic Reviews/ Discussion Papers

<table>
<thead>
<tr>
<th>Author and year</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alipui &amp; Gerke, 2018</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Improvement of financing education in emergencies/refugee crisis</td>
<td>Yes</td>
<td>Yes</td>
<td>Can’t tell</td>
</tr>
<tr>
<td>Crul et al., 2019</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>Institutional arrangements should be improved for refugee children</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Johnsen et al., 2017</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>School-home collaboration and parent’s involvement for educational progress for refugee children</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Nakeyar et al., 2018</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>Orientation services are vital for good inclusion of refugee children</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Özerk &amp; Özerk, 2019</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>Urgent necessity for continuous professional development for school psychologists</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Pieloch et al., 2016</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>There are various factors that promote resilience among refugee children</td>
<td>Yes</td>
<td>Can’t tell</td>
<td></td>
</tr>
<tr>
<td>Thomas, 2016</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>Engagement of parents is vital for good inclusion of the refugee child</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Wimelius et al., 2017</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>Can’t tell</td>
<td>Family cohesion is crucial to support a child’s integration</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>
## Appendix F: Included articles

<table>
<thead>
<tr>
<th>First author and year of publication</th>
<th>Country of focus</th>
<th>Intervention</th>
<th>Ecological level</th>
<th>Methodology/ Document type</th>
<th>Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Åhlund &amp; Jonsson, 2016</td>
<td>Sweden</td>
<td>Language introductory program</td>
<td>Microsystem</td>
<td>Journal, Peer Reviewed Journal, Qualitative study, Observation of conversations</td>
<td>An institutional construction of an inclusive school draws on a discourse of Otherness in which the student’s voices are invited but seem to be ignored.</td>
</tr>
<tr>
<td>Alipui &amp; Gerke, 2018</td>
<td>Universal</td>
<td>Childhood development activities, engaging both parent and child, in emergency contexts</td>
<td>Exosystem</td>
<td>Journal, Peer Reviewed Journal, Discussion Paper</td>
<td>Combining cash-based transfers with health, early childhood, and education interventions can lead to substantially more effective outcomes in child development.</td>
</tr>
<tr>
<td>Crul et al., 2019</td>
<td>Sweden</td>
<td>Second language instruction, Introduction classes, tracking, education after compulsory schooling</td>
<td>Micro Exosystem Macro</td>
<td>Literature review Discussion paper</td>
<td>What many countries consider to be a “refugee problem” is really a problem of institutional arrangements ill prepared for immigrant children.</td>
</tr>
<tr>
<td>Gušić et al., 2018</td>
<td>Sweden</td>
<td>Western-based dissociation measure, self-measurement</td>
<td>Microsystem</td>
<td>Empirical Study, Interview, Quantitative Study</td>
<td>Severe dissociation was associated with low self-awareness and control, high frequency and severity of emotional dysregulation and emotional intensity, negative self- and body perception, depressive mood, and experiences of detachment.</td>
</tr>
<tr>
<td>Johnsen et al., 2017</td>
<td>Nordic Countries</td>
<td>Developing supportive school systems,</td>
<td></td>
<td>Journal, Peer Reviewed Journal</td>
<td>Emphasizing that hard work and steady efforts at school may lead to academic</td>
</tr>
</tbody>
</table>
supportive schools, and supportive networks | Microsystem | Decision analysis | success despite language barriers and disadvantaged social and economic backgrounds.

Nakeyar et al., Universal 2018 | Mentorship-programs, community programs, ESL -classes for child and parent | All levels | Literature review | Supporting the integration of refugee children and youth, and their families, promotes positive outcomes and is beneficial for both refugees and members of host communities.

Özerk & Özerk, Norway 2019 | School-psychologists with multilingual and multicultural competence | Mircosystem and Mesosystem Journal, Peer Reviewed Journal | Decision analysis | Continuous professional development for school psychologists in the increasingly diverse societies and inclusion-oriented school leadership. Establishing trust-based relationship with the parents.

Pieloch et al., 2016 Universal | Review focusing on individual and contextual characteristics | Microsystem | Literature Review | Factors that promote resilience: These factors include social support (from friends and community), sense of belonging (including having positive ethnic identities), valuing education, positive outlooks/optimism, family connectedness, and connection to the home culture.

Thomas, 2016 Universal | Peer mentoring program Refugee parental involvement plan (BRYCS), In-service training for teachers | Micro and Macrolevel Journal, Peer Reviewed Journal Discussion Paper | When schools begin fostering social inclusion, refugees begin to find a place of support to rebuild their lives.
| Wimelius et al., Sweden 2017 | Introductory Swedish courses, language | Micro, Meso, Macrosystem | Journal, Peer Reviewed Journal, Discussion Paper | Present challenges that concern lack of interconnections between actors, lack of an articulated political vision of integration and absence of systematic evaluations and long-term follow-ups of how the reception affects integration. |