



**Mary Lou Fulton  
Teachers College**

**Arizona State  
University**

**Learning and Educating Across  
Refugee/ (Im)migrant Networks  
(LEARN)**



Creating Holistic Approaches for Learning, Liberty, and Equity in New Global Education

**CHALLENGE**



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# Access to Education

## Option

1

**Limit access to education for refugees, allowing only a small percentage to enroll in mainstream schools.**



Prioritizing resources on citizens potentially eases the pressure on educational infrastructure.



Excludes a significant portion of refugee children from accessing quality education, hindering their future prospects.



# Access to Education

Option

2

**Establish separate schools or learning centers specifically for refugee education, ensuring access to education.**



Provides dedicated education for refugees, considering their unique needs and challenges.



This may foster segregation and limit interaction and integration opportunities between refugees and citizens.



# Access to Education

Option

3

**Provide equal access to education for all, and integrate refugee students into mainstream schools.**



Promotes integration, cultural exchange, and social cohesion among refugees and citizens.



Requires additional resources, teacher training, and support systems to accommodate diverse student populations.





# Certification/Accreditation of Previous Educational Experience

## Option

# 1

**Only recognize and accredit the educational qualifications and experiences obtained within the Republic of Bean, disregarding previous education obtained in the migrants' countries of origin.**



Simplifies the accreditation process and ensures alignment with national standards, promoting consistency in educational qualifications.



Disregards the educational background and qualifications obtained by migrants, potentially overlooking valuable skills and knowledge, hindering their integration and employment opportunities.



# Certification/Accreditation of Previous Educational Experience

Option

2

**Establish a comprehensive evaluation and recognition process for the certification and accreditation of previous educational experiences obtained by migrants. Use universal standards for certification and accreditation.**



Recognizes and values the educational achievements and qualifications obtained by migrants, enhancing their opportunities for further education and employment. It helps their educational journey globally.



Requires additional resources, expertise, and time to evaluate and assess the diverse educational backgrounds of migrants, potentially leading to delays in accessing education or employment.



# Certification/Accreditation of Previous Educational Experience

Option

3

**Develop tailored programs and initiatives that combine recognition of previous education with additional training or assessments to ensure alignment with national standards and requirements.**



Provides a pathway for migrants to have their previous education recognized while addressing any gaps or discrepancies through additional training or assessments.



Requires additional resources and coordination to design and implement tailored programs, potentially leading to logistical challenges and variations in educational outcomes.



# Curriculum Adaptation

## Option

1

**Maintain the existing national curriculum without modifications.**



Maintains continuity and preserves the integrity of the existing curriculum.



Neglects the inclusion of refugee experiences, histories, and cultural diversity, potentially hindering cultural understanding and integration.



# Curriculum Adaptation

Option

2

**Introduce supplementary materials and resources that acknowledge the experiences and contributions of refugees while still following the mainstream curriculum.**



Provides some recognition of refugee experiences within the existing curriculum, fostering empathy and awareness among students.



May not fully address the specific educational and cultural needs of refugee students or provide comprehensive representation. Also, limited knowledge could lead to speculation.



# Curriculum Adaptation

Option

3

**Adapt the national curriculum to include diverse perspectives, histories, and cultural elements relevant to both citizens.**



Promotes cultural exchange, mutual understanding, and respect among students from diverse backgrounds.



Requires substantial curriculum redesign and ongoing updates to incorporate diverse perspectives, potentially posing logistical challenges and resistance to change.



# Financial Support

## Option

1

**Allocate minimal funds to support refugee education.**



Minimizes the financial burden on the government and taxpayers.



Limits the quality and accessibility of educational resources and support for refugee students.



# Financial Support

Option

2

**Increase financial support for refugee education, although the funding may still be insufficient to meet all the needs and challenges.**



Provides additional resources and support to enhance the educational opportunities and outcomes for refugee students.



May not fully address the financial needs and complexities associated with providing a comprehensive education for refugees.





# Financial Support

Option

3

**Allocate significant financial resources to ensure adequate funding for refugee education, allowing for comprehensive support and inclusion.**



Enables the provision of high-quality education, resources, and support services for refugee students, maximizing their potential for success.



Requires a substantial financial commitment and potentially reallocating resources from other areas of the budget.



# Language Instruction

Option

1

**Maintain the current policy of teaching only Teanish in schools, excluding other languages, including those spoken by refugees.**



Preserves linguistic unity and simplifies administrative processes.



Hinders effective communication and integration of refugee students, potentially leading to educational disparities.



# Language Instruction

Option

2

**Provide primary Teanish language courses to refugees, enabling them to access essential services.**



Offers a minimum level of language proficiency for basic communication needs.



Limits educational opportunities and restricts academic progress due to inadequate language skills.



# Language Instruction

Option

3

**Implement comprehensive bilingual education programs, offering education in both Teanish and the mother tongue of refugees.**



Facilitates better communication, inclusivity, integration, and preservation of cultural identities.



Requires additional resources and potentially challenges curriculum implementation due to diverse language demands.



# Psychosocial Support

## Option

# 1

**Provide limited or no specific psychosocial support for refugee students.**



Reduces immediate financial and resource burdens associated with providing dedicated psychosocial support.



Negatively impacts the mental health and well-being of refugee students, potentially hindering their educational success.



# Psychosocial Support

Option

2

**Establish basic support services such as counseling and peer support programs to address the psychosocial needs of refugee students.**



Provides some level of support and assistance to address the unique psychosocial challenges faced by refugee students.



May require additional resources and trained personnel to effectively implement and maintain support services.



# Psychosocial Support

Option

3

**Develop comprehensive and specialized psychosocial support programs, offering tailored assistance to refugee students and their families.**



Prioritizes the mental health and well-being of refugee students, facilitating their successful integration and academic progress.



Requires significant investment in resources, trained professionals, and ongoing support services to ensure their effectiveness and sustainability.



# Teacher Training

## Option

# 1

**Provide minimal or no specific training for teachers regarding refugee education.**



Requires fewer resources and minimal changes to existing teacher training programs.



Limits teachers' ability to effectively address the unique needs and challenges of refugee students, potentially resulting in a lack of understanding and support for refugee students.





# Teacher Training

## Option

# 2

**Offer basic training sessions for teachers to familiarize them with the challenges and needs of refugee students.**



Provides teachers with a foundational understanding of refugee education and some strategies to support students.



May not fully equip teachers to address complex challenges or provide comprehensive support for refugee students.



# Teacher Training

Option

3

**Implement comprehensive and ongoing training programs for teachers, equipping them with the necessary skills to effectively support and educate refugee students.**



Enhances teachers' capacity to address the diverse needs of refugee students and promote their educational success.



Requires substantial investment in training programs and ongoing professional development for teachers.





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# CHALLENGE

Creating Holistic Approaches for Learning, Liberty, and Equity in New Global Education

**Creator Adnan Turan**



## Instructor's Guide

### **Welcome to CHALLENGE: Creating Holistic Approaches for Learning, Liberty, and Equity in New Global Education!**

Introduction: In CHALLENGE, you will step into the role of assembly members in the Republic of Bean, a country facing complex social and political issues surrounding refugee education. Your mission is to develop a refugee education policy package that creates inclusive, high-quality education while navigating the realities of limited resources and diverse societal needs.

As assembly members, you are responsible for shaping the future of refugee education in your country. Your decisions will have long-term consequences for both refugees and citizens. This is your opportunity to create holistic, equitable, and sustainable policies.

### **Key Objectives:**

- Craft a refugee education reform package that promotes learning, liberty, and equity.
- Collaborate effectively as a team to ensure the policies meet the educational needs of refugees while navigating social and political challenges.

Good luck in tackling the CHALLENGE! Your decisions will shape the future of refugee education in the Republic of Bean.



## Instructor's Guide

### 1. Individual Decision-Making:

First, each of you will make your own individual choices for the seven key policy areas:

- Access to Education
- Language Instruction
- Teacher Training
- Curriculum Adaptation
- Psychosocial Support
- Financial Support

Certification/Accreditation of Previous Education

For each area, you will be provided with options detailing the advantages, disadvantages, and costs. You must stay within the game's budget of 14 units. Think strategically!

### 2. Group Collaboration:

- After individual choices are made, you will come together to discuss your decisions as a group and finalize a collective policy package.
- Engage in thoughtful dialogue, share your perspectives, and work toward a consensus that stays within the 14-unit budget limit. The goal is to balance quality education and inclusion while considering the nation's constraints.

# Republic of Bean

You are an honorable member of parliament in the Republic of Bean, a unique nation situated in a distant realm beyond Earth. While the country is not wealthy, its citizens enjoy free access to education, healthcare, and various public services. The Republic of Bean prides itself on its multicultural society, comprising three ethnicities and two religious minority groups. Thanks to the country's commitment to secularism, citizens are free to practice their religions without any obstacles. However, due to safety concerns, the nation follows many monolithic praxis and policies, which includes a monolingual education system and teaching only Grapes', the majority group, history, and literature. Also, Grapes' language, Teanish is the only official language is used for the public services.

The largest minority group in the Republic of Bean is the Curly Hairs, who possess distinct ethnic backgrounds and their own language. They have long been advocating for their cultural rights, with a specific focus on education in their mother tongue. The Curly Hairs make up approximately 22% of the country's total population.

While poverty is not a prevalent issue in the Republic of Bean, the nation suffer from corruption, which angers citizens. In response, citizens occasionally take to the streets in protest, sometimes resulting in clashes with the police. Additionally, Grapes seeks to maintain their dominance in the administration and bureaucracy. They hold the belief that sharing power with other groups would jeopardize the nation's future.

The Republic of Bean shares borders with four neighboring countries, three of which enjoy stable conditions. However, the country's northwestern neighbor, Orangenya, is currently experiencing internal conflicts. As a result, two million individuals have sought refuge in the Republic of Bean, comprising 14% of its entire population. Despite their geographic proximity, these refugees and the citizens of the Republic of Bean possess numerous cultural differences.

In the aftermath of a global economic crisis, the Republic of Bean's economy has become increasingly unstable. Moreover, other nations worldwide are hesitant to extend solidarity towards the country. This unfortunately promotes xenophobia and political debates, leading to heightened polarization within the nation. In response to these challenges, the parliament has initiated an educational reform aimed at providing contemporary, quality, and accessible education for all refugees. Also, the parliament wants to focus on the social integration of refugees to prevent possible conflicts.

As a member of parliament, you bear the responsibility of actively participating in and contributing to this reform process. The reform package comprises 7 key factors, and you will be tasked with choosing an option from each factor, ensuring the allocation of limited resources. By making these decisions, you can help shape the future of refugee education in the Republic of Bean.



# Rules:

## 1. Budget Limit:

- Your team has a total budget of 14 units to allocate across all policy decisions.

## 2. Option Costs:

- **Each policy option has a specific cost:**
  - Option 1 costs 1 unit, Option 2 costs 2 units, Option 3 costs 3 units.

## 3. Budget Management:

- You must ensure that the total cost of your chosen policies does not exceed the 14-unit budget.
- Balance the costs of each decision while addressing the needs of the refugees and the nation.

## 4. Policy Selection Variety:

- You cannot select all your policies from just one option across the seven policy areas. For example, you cannot choose only Option 1 or only Option 2 for all seven policy decisions. Ensure a mix of options to encourage balanced decision-making.

## 5. Strategic Decision-Making:

- Consider the advantages and disadvantages of each policy option. Your goal is to create an effective and inclusive refugee education package within the budget constraints.

