

**EARLY CHILDHOOD EDUCATION AMONG REFUGEES
IN HNAHTHIAL COMMUNITY**

Submitted in partial fulfillment of Bachelor of Social Work V Semester

Submitted by:

Ramdinmawia

BSW V Semester

Roll no. : 2023BSW027

Supervisor : Rebecca LP Lalnunhlui



Department of Social Work

Higher and Technical Institute, Mizoram

Higher and Technical Institute, Mizoram
November, 2022

CERTIFICATE

This is to certify that the research in ‘**Early childhood education among refugees**’ submitted by Ramdinmawia Department of Social Work, Higher and Technical Institute, Mizoram for the award of Bachelor of Social Work is carried out under my guidance and incorporates the student's bonafide research and this has not been submitted for the award of any degree in this or any other Universities or Institute of learning.

Date : 9th November, 2022

Place : Lunglei



(ROSANGLIANA KHIANGTE)

Head of Department

Department of Social Work

Higher and Technical Institute, Mizoram

Head
Department of Social Work
HATIM, Mizoram



(REBECCA LP LALNUNHLUI)

Supervisor

Assistant Professor

Department of Social Work

Higher and Technical Institute, Mizoram

ACKNOWLEDGEMENT

First of all, I want to express my deep gratitude to my supervisor, Ms Rebecca LP Lalnunhlui Assistant Professor, Department of Social Work, Higher and Technical Institute of Mizoram, (HATIM), for her inspirational works, exceptional guidance and encouragement.

I want to thank the Department of Social Work, for their commitment and invaluable advice to accomplish the research.

My heartfelt appreciation goes to the respondent who took time out of their busy schedule to participate in the research.

Above all, I would like to thank the Almighty God for his blessings which have enabled me to complete this research.

(RAMDINMAWIA)

CONTENTS

CHAPTER		PAGE NO
	Certificate -----	i
	Acknowledgement -----	ii
	Content -----	iii
	List of tables -----	iv
CHAPTER I	INTRODUCTION	1-3
CHAPTER II	REVIEW OF LITERATURE	4-7
CHAPTER III	METHODOLOGY AND FIELD SETTING	8-9
CHAPTER IV	RESULTS AND DISCUSSION	10-18
CHAPTER V	CONCLUSION AND SUGGESTION	19-21
	APPENDICIES	
	References -----	v-vi
	Questionnaire -----	vii-viii

Lists of Tables

Table No		Page No
4.1	Demographic Background	13
4.2	Social Background	14
4.3	Participation in School	15
4.4	Challenges faced in School	16
4.5	Challenges faced in Community	17
4.6	Suggestive Measures	18

CHAPTER – I

INTRODUCTION

Children and childhood are familiar terms to us. We all have been through the age when we were called 'children' and have experienced the phase called 'childhood'. Not only childhood but also we have passed through the stages of adolescence with varied experiences. The word childhood means the state of being a child. Till the end of the twentieth century, the idea of childhood as a separate social category had been paid very little attention. According to cultural norms and expectations, the definition of childhood also varies.

Childhood is the stage after infancy. In this stage children reach this stage after completing the process of development from infancy. This stage is the personality, and character formation stage of the students, so many psychologists, consider this stage to be a formative stage as well. This stage occurs at the age of 6 to 12 years. Under this, the growing stage has been divided into two parts: the stage of 6-9 years is divided as pre-childhood and the age years of 9-12 as post-childhood.

Childhood is that stage in children in which the memory consciousness of the students is developed. Childhood is considered to be 6 to 12 years, in which students are curious about new things. It is that stage of development in which the development of the personality and character of the child takes place at a rapid pace. Under this stage, the responsibility of both parents and teachers increases significantly because, in this stage, the amount of spoilage the children is high. At this stage, there is a great need to guide the students properly.

The early years (0 to 8 years) are the most extraordinary period of growth and development in a child's lifetime. The foundations of all learning are laid during these years. Getting the foundations right carries enormous future benefits: better understanding in school and higher educational attainment, which results in significant social and economic gains for society.

Pre-primary education gives children a solid foundation upon which all learning depends, making every education stage more efficient and productive.

The Government of India's main delivery platform for preschool education is the Integrated Child Development Services (ICDS), a centrally-sponsored and state-administered

early childhood development programme, with preschool education as one of the six essential services provided (in addition to immunization, health check-up, referral, food supplementation, growth monitoring and health and nutrition education) through 1.37 trillion subcenter centres.

Education is a discipline concerned with methods of teaching and learning in schools or school-like environments as opposed to various nonformal and informal means of socialization (e.g., rural development projects and education through parent-child relationships).

Education can be thought of as the transmission of a society's values and accumulated knowledge. In this sense, it is equivalent to social scientists' term socialization or enculturation. Children whether conceived among New Guinea tribes people, the Renaissance Florentines, or the middle classes of Manhattan are born without culture. Education is designed to guide them in learning a culture, moulding their behaviour in the ways of adulthood, and directing them toward their eventual role in society. In the most primitive cultures, there is often little formal learning, little of what one would ordinarily call school, classes, or teachers. Instead, the entire environment and all activities are frequently viewed as school and classes, and many or all adults act as teachers. As societies grow more complex, however, the quantity of knowledge passed on from generation to generation becomes more than any person can know. Hence, there must evolve more selective and efficient means of cultural transmission. The outcome is formal education between the school and the specialist called the teacher.

Statement of the problem

The present study attempts to identify whether the refugees in Hnahthial community got an early childhood education and the challenges faced in schools and the community. The study will also identify the demographic characteristic of refugees in relation to their socioeconomic status.

The findings of the study will be useful to know whether they got an early childhood education and understand the importance of early childhood education and the challenges faced by the refugees within the community and schools.

Chapter Scheme

The present study is organized into five chapters:

1. Chapter I: Introduction
2. Chapter II: Review of Literature
3. Chapter III: Methodology
4. Chapter IV: Results and Discussions
5. Chapter V: Conclusion

CHAPTER – II

REVIEW OF THE LITERATURE

A literature review acts as a guide for the researcher so that they may avoid repeating the same mistakes or going beyond what others have done or reached. It also guides the research process and provides information on the issue undertaken. This chapter reviews the literature on early childhood education among refugees in Hnahthial Community.

Linda Michell (1st march,2012). Globally, there has been a solid commitment to learning about the experiences of refugees in resettlement. Recent studies have revealed barriers that refugees must overcome to enrol in school and pursue higher education sensitive to their ethnic and cultural identities and the circumstances of their lives. However, there are few studies on the perspectives of refugees on early childhood education. Given the rising number of refugee families with pre-schoolers and early childhood education's potential role in transforming family lives, this absence is concerning. Drawings, tales, and focus group talks of Congolese refugee families who discussed life in New Zealand, their hopes for their children, and early childhood education and care were analysed as part of a small community research study. Comprehending these viewpoints could serve as the foundation for developing fresh ideas that support early childhood requirements for social justice, equity, and agency while fostering cultural and social connectivity.

Hamish R Graham (June 2016). There was no data on preschool or primary school results, although refugee adolescents performed similarly in secondary education to their native-born counterparts. Few studies examined specific language impairments or autistic spectrum disorders. Therefore estimates of their frequency were primarily based on single investigations. Parental misunderstandings of educational approaches and expectations, teacher stereotypes and low expectations, bullying and racial discrimination, trauma from pre- and post-migration, and forced detention were all significant risk factors for learning issues. High academic and life ambition, "gift-and-sacrifice" motivational narratives, parental involvement in education, family cohesion and a supportive home environment, accurate educational assessment and grade placement, teachers who understood students' linguistic and cultural backgrounds, culturally appropriate school transitions, supportive peer relationships, and successful socialisation were all major resource factors for success.

Pieloch, K. A., McCullough, M. B., & Marks, A. K. (2016). Children with refugee status's fortitude a growing number of refugee families and children have unintentionally

travelled to various nations throughout the world in recent years in search of safety and asylum. Understanding the elements that encourage and support resilience in refugee youth is crucial as the number of refugees rises. The current analysis aims to identify personal, family, school, community, and societal elements supporting resilience by looking at resilience research conducted with refugee children over the previous 20 years. This review identifies several aspects, such as social support (from friends and the community), a sense of belonging, valuing education, having a positive perspective, being connected to family, and links to home culture, that foster resilience in refugee children.

Natalie Shallow and Victoria Whittington¹ School of Education, University of South Australia(2014). The establishment of an environment that supports refugee children's well-being in Australian schools is crucial to their resettlement. Although there is a dearth of data pertaining to this age group, the early childhood years are the optimal time for intervention programmes for refugee children and consequently outcomes for these children (Modica, Ajmera & Dunning, 2010). Additionally, research on environments that help refugee children is required (Cameron, Frydenberg & Jackson, 2011). Eight refugee children enrolled in a school's new arrivals programme, as well as their parents and appropriate school personnel, were the subject of this case study. The study's objectives were to 1) establish the social and practical connections that parents and staff felt supported the wellness of 5-8-year-old refugee children and 2) Identify challenges in connecting people. Children were observed and scored using the Reflect, Respect, Relate, Wellbeing Scale developed by the South Australian Department of Education and Child Development. The school was determined to be providing these kids with mid- to high-level well-being support. Helpful links were noted by parents and staff, including the bus system and bilingual School Service Officers. Making emotional connections, especially those of cultural values, was a dilemma. Strategies for enhancing children's well-being through enhanced community integration are suggested.

Pre-Andres Rydelius,Brit T Klinteberg,Britt af Klinteberg,Atia Daud.There was no information available on preschool and primary school performance, but refugee youth's secondary results were comparable to those of their peers who were native-born. Learning issues have incomplete prevalence data, with single studies guiding the majority of estimations and no studies looking at autism spectrum disorder or exact language disorder. Parental misconceptions about the educational system and expectations, instructor stereotypes and low expectations, bullying and racial discrimination, trauma from pre- and post-migration, and forced detention were among the significant risk factors for learning issues.

High academic and life ambition, "gift-and-sacrifice" motivational narratives, parental involvement in education, family cohesion and a supportive home environment, accurate educational access and excellent placement, teachers who understood students' linguistic and cultural backgrounds, culturally appropriate school transition, supportive peer relationships, and successful acculturation were all significant success factors.

M.Mahruf C.Shohel (2020) In Myanmar, a stateless minority group known as the Rohingya is afflicted by armed ethnic and religious disputes, state persecution, and displacement. They have fled the country and sought asylum in neighbouring nations, with Bangladesh hosting the most significant number since the beginning of the violent conflicts in the 2010s. Rohingya children, who live in densely congested refugee camps, have very little access to school and are disproportionately exposed to diseases, violence, and trafficking. This discussion paper explains the circumstances and settings in which education is provided and discusses the significant issues and gaps in services for Rohingya children living in refugee camps in Bangladesh.

Tijuana Cun (2020) This study aims to learn how Burmese refugee parents see their difficulties and the support they anticipate from their children's schools and teachers. Interviews and casual chats during home visits are two of the sources for the data. The results of this study demonstrate that language obstacles and difficulties with parent participation in children's learning were the participants' two main areas of difficulty. The results also show that after-school programmes and extracurricular activities were two types of help parents anticipated receiving from the schools. According to the findings, educators and institutions should offer after-school assistance, such as translation services for parents that aid with letter comprehension and teacher communication. Additionally, schools and teachers must provide refugee parents more chances to engage in school events to be actively involved in their children's education and form relationships with teachers.

Maki Park and Caitlin Katsiaficas (2019) More than one in four U.S. children under five were immigrants' offspring as of 2013–17. These young immigrant children, particularly those raised by refugees, are more susceptible to trauma than their peers due to events before, during, or after migration, such as witnessing violence and losing family members. While some kids endure this trauma firsthand, others could experience it indirectly through their parents or other family members. However, both the knowledge and the resources necessary to sustain them are in short supply. Additionally, preschool enrollment

rates for young children in immigrant families are lower than those of their peers. Additionally, despite the significant potential for ECEC programmes to recognise and address the early indications of trauma in children, young children of immigrants generally lack the capacity and instruction on how to do so effectively. Other essential professions, like mental health care and organisations supporting the refugee resettlement process, have fewer trauma-informed policies and initiatives tailored to help this young population.

Ludovica Gambaro, Guido Neidhofer, C. Katharina Spiess (2021) Many governments have created adequate policy measures to integrate refugees high on their agenda. The integration of families that sought refuge in Germany between 2013 and 2016 is the main topic of this essay. We evaluate the impact of refugee children attending ECEC on their parents' integration by using regional variations in ECEC services and dispersal policies as exogenous sources of variation and adjusting for local-level heterogeneity that could influence the results. We discover a sizable beneficial effect, particularly for mothers' integration. The estimate's size is significant and is especially favourable for developing language skills and job prospects.

Deborah A Arasomwan, Nontokozo J May (2021) The study found that ECCE teachers do, to some extent, understand how to teach communication skills to children between the ages of three and four using music-based pedagogies, although there are limitations. These restrictions include a shortage of musical resources, inadequate training, and the exclusion of music-based pedagogies from the ECCE and pre-service teachers' curricula.

CHAPTER III

METHODOLOGY

In this chapter, an attempt has been made to present the setting and methodological aspects of the present study. This chapter has been shown in three major sections: the setting, methodology and objectives.

3.1 The Setting: Profile of Study Community

Name of the community : Hnahthial

Year of establishment : 23rd April, 1974

Population : 40227

No. of Households : 26,113

Main occupation : Skilled labour

Governmental Agencies : 23

Community Based Organizations :

Health Centre : 10

Educational Institutions : 17

Church : 19

3.2 .1 Universe of the study

The Universe of the study is children below the age of 18 years of Hnahthial refugees camp.

3.2.2 Research Design

The study is Descriptive in design. It will be based on primary data collected through qualitative and quantitative methods. A field survey was conducted with an interview schedule to collect quantitative and qualitative data from the children at the refugee camp.

3.2.3 Sampling Design

Hnahthial refugee camp is purposefully selected for the study as it is within the district where the researcher is residing. Stratified sampling will be used to determine samples.

\

3.2.4 Data Collection

An interview schedule was applied for the collection of primary data, while articles and journals were collected for the collection of secondary data.

3.2.5 Data Processing and Analysis

The collected data from the respondents will be processed and analysed with the help of MS Excel and SPSS.

3.3 Objectives of the study

- i. To probe into the challenges faced by refugees in a school setting.
- ii. To probe into the typology of challenges faced by refugees in the community.
- iii. To identify suggestive measures for improving early childhood education among refugees.

CHAPTER - IV

RESULTS AND DISCUSSIONS

4. Structural Bases of Respondents: A structural base of respondents is studied to understand the nature and background of the respondents. It is studied by analyzing Demographic background and Social backgrounds.

4.1 Demographic Background:

To study the profile of the respondents, the variables taken are Gender, Age, Marital Status, Type of Family, Form of Family and Size of Family (See Table 4.1)

4.1.1 Gender: The respondents are divided into two categories; male and female. The distribution ratio is almost equal, but males (56.7%) constitute a higher percentage than females (43.3%), which form the lower portion of the respondents.

4.1.2 Age: The age group of the respondents in the present study is classified into two (2) groups which are 0-10 and 11-18 years. Predominantly age group of 11-18 years constitute the higher respondents (63.3%), while the age group of 0-10 years constitute the lower respondents, and the mean age is 12 years.

4.1.3 Marital Status: The marital status of the respondents is classified into four(4) categories, viz., Unmarried, Married, Divorced/Separated and Widowed. The respondents are all unmarried (100%).

4.1.4 Type of Family: The present study analyzed the respondents' family status by observing what type of family the respondent lived in. The type of family in the present study is divided into three types viz Joint family and nuclear family; most of the respondents belong to the joint family (66.67%) and the nuclear family (33.33%). The respondents' type of family is joint mainly, where they lived with grandparents, Parents, uncle and siblings.

4.1.5 Form of Family: The form of family in the present study is analyzed by dividing into two groups viz stable and broken, where the majority of the family is stable (96.67%) and Broken (3.33%).

4.1.6 Size of Family : The size of the family in the present study is analyzed to understand the strength and background of the respondent. The size of the family in the present study is classified into three categories small (1-5), Medium (6-10) and large (11-15). The majority of the respondents' families belong to a Medium family (56.67%) followed by a Small family (40.00%) and a Large family (3.33%).

4.2 Social Background

The social structural bases of the children such as ethnicity, religion, denomination and source of family income are discussed below.

4.1.1 Ethnicity: The respondent's ethnicity is divided into two groups, Mizo and Non-Mizo. All of the respondents are Non-Mizo (100%).

4.1.2 Religion: The present study analyzes the religion followed by the respondents, wherein all of them are Christian (100%).

4.1.3 Denomination: The religious denomination observed in the present study is classified into Baptist Church of Mizoram, Presbyterian Church of India, United Pentecostal Church (Mizoram), United Pentecostal Church (North East), Salvation Army, Isua Krista Kohhran and Others. Among the respondents, the Baptist Church of Mizoram (70%) constituted the higher percentage, and Others (30.00%) included the lower rate.

4.1.4 Source of family Income: In the current study, sources of income are broken down into agricultural labour, government, services, skilled labour, business, livestock farming, and others. Government service is the second-highest source of income for respondents, coming in at 6.67%, after agricultural work (93.33%).

4.3 Participation in School

Table 4.3 presents the results of the observations made of the respondents' engagement in schools.

After seeking sanctuary in Mizoram, 100% of the respondents continued their educational careers, whereas 3.3% had difficulties getting into schools, and 96.67% had no trouble enrolling. As a result of the civil war in their country, 83.33% of the respondents in the current study are enrolled in the same class as before, while 16.67% are enrolled in a different standard. 76.67% of the respondents receive free uniforms and textbooks from

the schools, while 23.33% purchase their uniforms and textbook from the institution. 6.67% of respondents received a scholarship, compared to 93.33% who were unsuccessful in applying. Of the respondents who received extra teaching from their teacher, 16.67%, while the remaining respondents (83.33%) did not receive any additional education. 86.67% of the respondents attended School with peace and harmony, while the remaining 13.33% had trouble attending School with peace and harmony.

4.4 Challenges faced in School

A more significant number of the respondents (73.33%) reported having difficulty, compared to 26.67% who said they had none. 3.33% of the respondents reported having issues paying their school fees, compared to 96.67% of those attending government schools, where there are no extra tuition fees. 3.33% of respondents had difficulty reading books, while 96.76% could. 6.67% of respondents reported difficulty understanding what was being taught in class, compared to 93.33% who did. The data on the challenges faced by the respondents are shown in table 4.4

4.5 Challenges faced in Community

All respondents said they experienced difficulties within the Community, while 96.67% said they did not experience discrimination; the remaining 3.33% said they did. As refugees, all respondents did not have ration cards and received no food from the retailer; instead, they purchased their food from stores. While the other 76.67% of respondents had no trouble forming friends, 23.33% did not, 20.00 % had trouble communicating, and the additional 80% had no problem doing so. 10.00 % of the respondents had difficulty contacting doctors, while the other 90.00 % had no trouble doing so.

4.6 Suggestive Measures

The present study shows that 40.00 % did not recommend any suggestions for the improvements of education among refugees, while the other 60.00 % suggested a way to improve their education. Among the suggestions made by the respondents, language learning (61.11 %) constituted the highest, followed by fostering respectful and healthy relationships among teachers, students and families (22.22 %) and lastly, staff and teachers training for refugees' proper educational system (11.11 %).

Table 4.1: Demographic Background

Demographic background			
Sl.No		Freq.	%
		n = 30	
Gender	Male	17	56.67
	Female	13	43.33
Age	1 - 10	11	36.67
	11 - 20	19	63.33
	Mean age		12
Marital Status	Married	0	0.00
	Unmarried	30	100.00
Type of family	Joint	20	66.67
	Nuclear	10	33.33
Form of family	Stable	29	96.67
	Broken	1	3.33
Size of family	1 - 5	12	40.00
	6 - 10	17	56.67
	11 - 15	1	3.33

Source : Computed

Table 4.2: Social Background

Social background			
Sl.No		Freq.	%
		n = 30	
Ethnicity	Mizo	0	
	Non-Mizo	30	100.00
Religion	Christianity	30	100.00
Denomination	BCM	21	70.00
	Others	9	30.00
Source of Income	Government Service	2	6.67
	Agricultural labour	28	93.33

Source: Computed

Table 4.3: Participation in School

Participation in School			
Sl.No		Freq. n = 30	%
I find difficulty in getting admission	Yes	1	3.33
	No	29	96.67
I attend an educational institution	Yes	30	100.00
	No	0	0.00
I sit in the same class as my previous school	Yes	25	83.33
	No	5	16.67
I get Uniform and textbooks free from school	Yes	23	76.67
	No	7	23.33
I get a discount in fees	Yes	5	16.67
	No	25	83.33
I used to get a scholarship	Yes	2	6.67
	No	28	93.33
I get extra teaching from my teacher	Yes	5	16.67
	No	25	83.33
I attend school with peace and harmony	Yes	26	86.67
	No	4	13.33

Source : Computed

Table 4.4: Challenges in School

Challenges in School			
Sl.No		Freq.	%
		n = 30	
Do they face challenges in school?	Yes	22	73.33
	No	8	26.67
I face trouble paying fees	Yes	1	3.33
	No	29	96.67
I face discrimination within the class	Yes	2	6.67
	No	28	93.33
I face difficulty in reading books	Yes	1	3.33
	No	29	96.67
I have difficulty in understanding class teaching	Yes	2	6.67
	No	28	93.33

Source : Computed

Table 4.5: Challenges faced in the community

Challenges faced in the community			
Sl.No		Freq.	%
		n = 30	
Do they face challenges in the community	Yes	30	100.00
	No	0	0.00
I face discrimination within the community	Yes	1	3.33
	No	29	96.67
	family		
My family do not have ration card	Yes	0	0.00
	No	30	100.00
I did not receive a ration from the retailer	Yes	0	0.00
	No	30	100.00
I face difficulty in making friends	Yes	7	23.33
	No	23	76.67
I have problems consulting medical practitioners	Yes	3	10.00
	No	27	90.00
I have language barriers to communication	Yes	6	20.00
	No	24	80.00

Source : Computed

Table 4.6: Suggestive measures

Suggestive measures			
Sl.No		Freq.	%
		n = 30	
Do you have any suggestions for solving the challenges	Yes	18	60.00
	No	12	40.00
Suggestive measures	Language learning	11	61.11
	Staff and teachers training for the refugees' proper educational system	2	11.11
	Foster respectful and healthy relationships among teachers, students and families	4	22.22
	Strengthening the ability of schools to promote social cohesion among the students	1	5.56

Source : Computed

CHAPTER – V

CONCLUSION

The present study attempts to understand the life of the refugees' children and the challenges they encounter at school and in communities and identify the possible way to upgrade the educational system for the refugees in the refugee camp in Hnahthial district, Mizoram.

This chapter is solely devoted to conclusions. The chapter is presented in three major sections. The first section represents a summary of its findings, while the second section represents the conclusion of the present study. In the last section, the implication for social work practice in a refugee camp in refugee camp, Hnahthial is presented.

5.1 Major findings

5.1.1 Structural Bases

The present study shows that the male gender dominates in the gender area, the average age group is 11-20 years of age, and the mean age of the respondents is 12 years old. Most of the respondents belong to joint families, and most are stable families too. The size family respondents constitute 6-10 members in one family, and the respondents are unmarried.

The social structural bases of the respondents were the primary source of family income is Agricultural labour, and they all belong to the Christian religion. They are affiliated with the Baptist Church of Mizoram and belong to the Non-Mizo ethnicity.

5.1.2 Participation in School

The present study also mentions the respondents' participation in school settings. All the respondents continued attending educational institutions after they fled to Mizoram and sat in the same class as their previous school. In terms of enrollment in school, most of the respondents did not face problems, and they even got uniforms, tuition fees and textbooks free from the schools as they enrolled themselves in Government schools. Still, some of the respondents also enrolled in private schools where they got discounts on fees, uniforms and textbooks. The respondents are not eligible to apply for a scholarship, even though they did not get extra teaching from their teachers. Even though they have language

barriers, they did not fall off compared to their classmate and even attended the classes with peace and harmony.

5.1.3 Challenges in School

The present study shows that most respondents did not face significant school challenges. The majority of the respondents did not face trouble paying fees as they enrolled in government schools and were able to understand class teaching as well. They could read Mizo textbooks and did not face discrimination in schools.

5.1.4 Challenges faced in the Community

The respondents faced various challenges in the Community as they needed to develop themselves in their new environments. None of the respondents has ration cards, so they cannot claim ratio from the retailers and need to buy their needs from shops. Most respondents did not face problems making new friends within the Community and could quickly consult medical practitioners. Most of them lived peacefully in the Community.

5.1.5 Suggestive Measures

In the present study, the respondents are asked if they have a suggestive measure for improving early childhood education among refugees. Of the respondents, 18 suggested that fluent language learning is needed to improve their teaching. Still, at the same time, fostering respectful and happy relationships among teachers, students and families, staff and teachers training for refugees' proper educational system and strengthening the ability of schools to promote social cohesion among the students are the other three preventive measures respectively.

5.2 Conclusion

The present study highlights early childhood education among refugees in the Hnahthial Community. The current study results show that refugees in the Hnahthial Community could access educational institutions easily and even receive discounts or free items such as uniforms, textbooks and so on that children needed for their schools. Though they encountered a few minor difficulties and issues in the Community and schools, they were not subjected to discrimination there either. As a result, it had little impact on their day-to-day living circumstances. Further findings from the study reveal that the respondents value early childhood education and continue their studies.

5.3 Suggestions

In light of the above findings and conclusion, the following suggestions are put forth for social work practice with refugee children in Mizoram.

- 1) It is suggested that for children's better education, they have some newspaper, magazine or any other reading materials in their home
- 2) It is also advised to create a better home environment for the children to study.
- 3) It is suggested that better writing materials are also needed.
- 4) It is suggested that the community leaders also give more attention to the refugees' early childhood education.

References

- Aijuan Cun (2020). Concerns and Expectations: Burmese Refugee Parents' Perspectives on Their Children's Learning in American Schools <https://link.springer.com/article/10.1007/s10643-019-00983-z>
- Campbell, F. A., Pungello, E. P., & Miller-Johnson, S. (2002). *The Development of Perceived Scholastic Competence and Global Self-Worth in African American Adolescents from Low-Income Families. Journal of Adolescent Research, 17*(3), 277–302. doi:10.1177/0743558402173004
- Deborah A Arasomwan, Nontokozo J Mashiy (2021). Early childhood care and education educators' understanding of the use of music-based pedagogies to teach communication skills http://www.scielo.org.za/scielo.php?script=sci_arttext&pid=S2223-76822021000100025
- Dunkel, C., & Murphy, N. (2014). *Predicting Intellectual Ability and Scholastic Outcomes with a Single Item: From Early Childhood to Adulthood. Journal of Intelligence, 2*(3), 68–81. doi:10.3390/jintelligence2030068
- Dyment, J. E., Davis, J. M., Nailon, D., Emery, S., Getenet, S., McCrea, N., & Hill, A. (2013). The impact of professional development on early childhood educators' confidence, understanding and knowledge of education for sustainability. *Environmental Education Research, 20*(5), 660–679. doi:10.1080/13504622.2013.833591
- Hamish R Graham (June, 2016). Learning Problems in Children of Refugee Background: A Systematic Review <https://publications.aap.org/pediatrics/article-abstract/137/6/e20153994/52348>
- Hedefalk, M., Almqvist, J., & Östman, L. (2014). Education for sustainable development in early childhood education: a review of the research literature. *Environmental Education Research, 21*(7), 975–990. doi:10.1080/13504622.2014.971716
- Linda Mitchell and Amondi Ouko. Experiences of Congolese Refugee Families in New Zealand: Challenges and Possibilities for Early Childhood Provision <https://journals.sagepub.com/doi/abs/10.1177/183693911203700112>

- Ludovica Gambaro, Guido Neidhofer, C. Katharina Spiess (2021). The effect of early childhood education and care services on the integration of refugee families
<https://www.sciencedirect.com/science/article/pii/S0927537121000889>
- Maki Park and Caitlin Katsiaficas (2019). Mitigating the Effects of Trauma among Young Children of Immigrants and Refugees <http://www.immigrationresearch-info.org/system/files/ECEC-Trauma-Informed-Care-Final.pdf>
- M. Mahruf C. Shohel (2020). Education in emergencies: challenges of providing education for Rohingya children living in refugee camps in Bangladesh
<https://www.tandfonline.com/doi/full/10.1080/20004508.2020.1823121>
- Natalie Shallow and Victoria Whittington¹ School of Education, University of South Australia (2014). The wellbeing of refugee children in an early childhood education context: connections and dilemmas <https://ojs.unisa.edu.au/index.php/EDEQ/article/view/870>
- Odom, S. L., & Diamond, K. E. (1998). Inclusion of young children with special needs in early childhood education: The research base. *Early Childhood Research Quarterly*, 13(1), 3–25. doi:10.1016/s0885-2006(99)80023-4
- Pieloch, K. A., McCullough, M. B., & Marks, A. K. (2016). Resilience of children with refugee statuses: A research review. <https://psycnet.apa.org/record/2016-51980-011>
- Reynolds, P. L. (2006). *The Infants of Eden: Scholastic Theologians on Early Childhood and Cognitive Development. Mediaeval Studies*, 68, 89–132. doi:10.1484/j.ms.2.309478
- Rosenthal, M. K. (2003). Quality in Early Childhood Education and Care: A cultural context. *European Early Childhood Education Research Journal*, 11(2), 101–116. doi:10.1080/13502930385209191
- Somerville, M., & Williams, C. (2015). *Sustainability education in early childhood: An updated review of research in the field. Contemporary Issues in Early Childhood*, 16(2), 102–117. doi:10.1177/1463949115585658

Interview Schedule

EARLY CHILDHOOD EDUCATION AMONG REFUGEES IN HNAHTHIAL COMMUNITY

Ramdinmawia
V Semester, BSW
Department of Social Work
HATIM

Rebecca LP Lalnunhlui
Asst. Professor
Department of Social Work
HATIM

Interview Schedule (Confidential and for Research Purposes only)

1. Demographic Profile

1	Name	
2	Gender	1. Male 2.Female
3	Age	
4	Marital Status	1.Unmarried 2.Married 3.Divorced/Seperated 4.Widowed
5	Education	
6	Type of family	1. Joint 2.Nuclear
7	Form of family	1.Stable 2.Broken 3.Reconstituted
8	Size of family	

2. Social Background

1	Ethnicity	1.Mizo 2.Non-Mizo
2	Religion	1.Christianity 2.Hinduism 3. Buddhism 4. Islam
3	Denomination	BCM, PCI, UPC NEI, UPC M, SA, IKK, others, N/A
4	Source of Family Income	Agricultural Labour, Government Service, Skilled Labour, Business, Livestock farming, Others.
5	Socio-Economic Category	1.AAY 2.BPL 3.APL

3. Participation in School

Sl.No		Yes	No
1	I find difficulty in getting admission		
2	I attend an educational institution		
3	I get Uniform and textbooks free from school		
4	I get a discount in fees		
5	I used to get a scholarship		
6	I get extra teaching from my teacher		
7	I attend school with peace and harmony		

4. Challenges in School

Sl.no		Yes	No
1	Do they face challenges in school?		
2	I face trouble paying fees		
3	I face discrimination within the class		
4	I face difficulty in reading books		
5	I have difficulty in understanding class teaching		

5. Challenges faced in Community

Sl.no		Yes	No
1	Do they face challenges in the community		
2	I face discrimination within the community		
3	My family do not have ration card		
4	I did not receive a ration from the retailer		
5	I face difficulty in making friends		
6	I have problems consulting medical practitioners		
7	I have language barriers to communication		

6. Suggestive measures.

Do you have any suggestions for solving the challenges= Yes/No

If Yes?
