

NEWS & EVENTS

August 2023

Dear REACH Project Members,

We hope this newsletter finds you well and motivated as we continue our mission to better understand and support the experiences of refugee children with dis/abilities and their families. As always, your dedication and contributions are greatly appreciated. Here are some highlights from the past month:

AERA Submissions and Collaborative Efforts

In July, several members of our partnership submitted papers to the American Educational Research Association (AERA). These submissions represent our collective commitment to advancing research on the educational experiences of refugee children with dis/abilities. We eagerly await the outcomes and hope for successful acceptance, as these contributions would further enhance our understanding and impact in the field.

Our collaborative efforts remain a cornerstone of REACH's success. The submitted panel reflects the diversity of our expertise and experiences, paving the way for robust discussions and the potential for new insights. Remember, it's through these combined efforts that we can make meaningful progress.

Draft Completion and Upcoming Submissions

We're excited to announce that the completed draft of Jordan RQ1 and the Inclusive Education model paper is now ready. Your hard work and dedication have truly paid off, and we look forward to sharing these important contributions with the broader research community. For those who are helping with finalizing these drafts for submission, your support is invaluable.

As we approach the submission deadlines for these papers, please consider offering your expertise and time to ensure the quality and impact of our work. Collaboration is at the heart of our efforts, and your insights can make a significant difference.

International Progress

The REACH project is truly a global endeavor, and it's heartening to see the progress made by our teams in Kazakhstan and Canada. Both teams are in the final phases of completing their RQ1 papers, bringing us closer to a comprehensive understanding of the unique challenges and opportunities faced by refugee children with dis/abilities in different contexts.

The Canada team is also delving into the intricate interplay between Canadian immigration policies and disability educational policies in British Columbia. This exploration promises to shed light on critical intersections that can inform policy and practice.

Upcoming Site Visits

We're excited to share that plans are in motion for site visits to Jordan and Kazakhstan in November. These visits are crucial for gaining firsthand insights into the experiences of refugee children, their families, and the educators who support them. We're eagerly anticipating the rich interactions and learnings that these visits will provide, allowing us to bridge the gap between research and on-the-ground practices.

As always, your participation and contributions are instrumental in making these site visits productive and meaningful. Your presence and engagement will undoubtedly enhance our understanding and strengthen our mission.

Thank you for your ongoing dedication to the REACH project. Together, we are making significant strides toward improving the educational options and experiences of refugee children with dis/abilities. If you have any updates, insights, or suggestions to share, please don't hesitate to reach out.

Blogpost by Spozhmay Oriya

The Situation of Women in Afghanistan

Afghanistan, a country with a history of more than 5000 years, was the land of great scholars such as Rumi, Ibne-sena (Avicenna), Sayed Jamaluddin Afghani (19-century scholar and founder of Islamic modernism), and great women such as Rabia Balkhi, Goharshad Begum, Malalay Maiwandi and many more great men and women. But the darkness of the trauma of war and invasions led Afghans to forget their history and dignity. Modern Afghanistan was established about 100 years ago and the 1960 and 1970 decades were a golden era of modern Afghanistan when people lived in peace and Afghanistan was a favorite place for tourists from all over the world.

In its recent history, Afghanistan has experienced 44 years of war: the invasion of the Soviet Union, a civil war among the warlords, the first round of the Taliban regime, the invasion of the US-led international forces, and now the second round of the Taliban regime. Regarding the situation of Afghan women, the Afghan King Amanullah tried in 1920 to reorganize and modernize the country. He founded schools for boys and girls and aimed to include women more in public life. The darkest era for Afghan women was during the civil war between 1992 and 1996. Women were in danger of being raped, the population experienced a lot of violence and had to leave their land, and people were dispossessed. Then, under the first round of Taliban rule, 1996-2001, women were not allowed to work anymore. They were forced to obey a strict dress code, and girls' schools were closed. At the beginning of their second rule in 2021, life changed radically once again for girls and women. Girls are allowed to attend school only up to the 6th grade. The universities are closed, and most of the women lost their

jobs. Women are experiencing gender apartheid, gender-based violence and are excluded from public life without being able to defend themselves.

In a patriarchal country like Afghanistan, women need to be involved in society and work to create a safe environment for other women, especially in villages where women are even more deprived. Even though there is no formal research, we hear news related to the increase in psychological suffering and domestic violence against women. Most of the families lost male family members (fathers, husbands, or brothers) due to war and suicide attacks. How can women and families survive when women are not allowed to work? The government says that it will pay for these families, but with the country's financial situation, it is not a solution.