

Review

Helmut Kury and Slawomir Redo (eds.): Refugees and Migrants in Law and Policy. Challenges and Opportunities for Global Civic Education.

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The edited volume *Refugees and Migrants in Law and Policy*¹ showcases an ambitious project as it aims at offering a comprehensive overview of fresh insights and empirical analyses about refugees and irregular migrants, as well as government reactions and policy options amidst the ongoing “immigrant challenge” (if not “refugee crisis”). The 35-chapter anthology (complete with forewords, prologue and epilogue) declares that it intends to put education in general, and global civic education in particular high on its intellectual agenda. Already in the editors’ Prologue we read that the volume subscribes to the UN’s Sustainable Development Goals approach as far as the role of education is underscored in the sense of “averting negative developments involving undocumented migration, hence contributing to responsible migration and mobility of people.”² It speaks about “multipronged education in kindergartens and schools as a global challenge, commensurate with the level of countries’ development.”³

The studies in the anthology are grouped into five parts: The Background of the “Refugee Problem”: History, Present, and Future in the Light of Research – The Role of the Media (Part I), The Two Sides of One Coin: Integration of Refugees/Migrants in Host Countries (Part II), Meeting the Challenges for a Global Civic Education: Country Studies with Practical Experiences (Part III), Refugees and Social/Criminal Behaviour (Part IV), and Next Steps (Part V). Each of the chapters is structured in the same way: after a clear abstract and keywords, learning outcomes are defined in a box, indicating the knowledge and skills the reader can acquire by reading the paper, which is closed off by some Questions, which surely can add to a deeper study process. All these are useful for students, academics as well as the public in general in case they would wish to widen their horizons regarding these topics. The editors and the publisher did a great job by editing all the texts in this coherent way, as this helps the readers in their navigation throughout the book. At the same time, they could have prepared an even more nuanced and sophisticated volume by keeping to a consistent style and format of regarding illustrations, graphs, charts and tables included in the texts, which vary tremendously in quality and even colour.

Part I covers six chapters opened by Walter Baar, who addresses the issue of demography in the context of migration and the European welfare state. His goal is to provide answers to his original

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¹ H. Kury & S. Redo (Eds.), *Refugees and Migrants in Law and Policy. Challenges and Opportunities for Global Civic Education*, Springer, Cham, 2018.

² *Ibid.* p. xxxv.

³ *Ibid.* p. xxxvi.

question, i.e. “Can immigration be the solution for Europe’s shrinking and aging societies and the European welfare state, or will it bring it to an end?” He pays focal attention to the European welfare state in relation to global migration. Rita Haverkamp’s chapter deals first with the asylum laws, procedures and reforms of six Member States, namely Austria, Belgium, France, Germany, the Netherlands, and the United Kingdom (the latter not being a Member State after Brexit any more, of course), and subsequently shifts the focus to civic education undertakings. She underscores that it is “even [a] higher priority than global civic education as a subject [to provide] the safeguards for guaranteeing that refugee children have access to formal schooling.”⁴ Szilveszter Póczik and Eszter Sárík discuss in their chapter the Hungarian point of view over immigration in light of the country’s geopolitical position in the macro region of the Balkans. After summarizing the historical heritage and characteristic of the region different from that of Western Europe, the authors also comment on how “threats” and “dangers” are viewed differently in the western and eastern parts of the continent, and conclude that “in the context of civic education, Eastern European countries still have a lot to learn and have legal and ethical space to develop.”⁵ By presenting the case of the Roma having migrated from the Balkans to Germany, Albert Scherr then discusses “Who Can Claim Protection as a Refugee?”, and suggests that the concept of “refugee” is to be broadened. The last two chapters of the first part offer insights into media-related depictions and interpretations of refugees and migrants. First, Thomas Hestermann provides an empirical analysis of the German situation by tackling the new scientific term “crimmigration” and pointing out that “journalists should [rather] be curious and inquisitive about the whole scene in order to show the whole picture.”⁶ Next, Aleksandra Ilic writes about “Media Reporting on Refugees and Related Public Opinion in Serbia”, bearing in mind the country’s special context of accession to the European Union in the forthcoming years. In order to provide “truthful, complete, and accurate media reporting,” she says, “the education of journalists about the refugee topic is very important.”⁷

Part II includes twelve chapters centred around the issue of integration of those arriving in the host countries. This section starts off with a piece by Ineke Haen Marshall and Chris E. Marshall about the findings of the Third International Self-Report Delinquency Study (ISR3), which among others tell us that “youth who have a strong bonding with school and teacher, low rate of skipping school, and an above level of performance tend to have considerably stronger condemnation of antisocial behaviours and express higher levels of shame.”⁸ Michael Platzer in his chapter addresses the question of “Refugee Access to Tertiary Education”, which is so “important for the individual, the hopes of the family, and better integration into host societies, providing economic benefits for all, [and] also helps to prevent countries from falling into disintegration, in countering the potential for terrorism, and in building a more peaceful world.”⁹ One of the editors of the anthology, Slawomir Redo, talks about the “Importance of Preschool Civic Education for the Global Culture of Lawfulness” in his chapter. Acknowledging that “adapting social norms for kindergarten education [...] in the migration process is rather a very long and complex challenge,” Redo underlines that: “Progressive preschool education is a direct investment into human and social capital for prosperous societies anywhere.”¹⁰ Andrea Lehner-Hartmann and Viera Pirker introduce in their chapter a tangible case study of Austrian public schools, “seen as a nucleus for current societal changes”¹¹ in general, and the integration of refugees, in particular. The fifth paper in the section discusses civic education activities and their efficiency in the ECOWAS region of the African continent. Here,

⁴ Ibid. p. 63.

⁵ Ibid. p. 105.

⁶ Ibid. p. 135.

⁷ Ibid. p. 159.

⁸ Ibid. p. 187.

⁹ Ibid. p. 193.

¹⁰ Ibid. pp. 227-229.

¹¹ Ibid. p. 235.

Akemi Yonemura also emphasizes that the major barriers to education include access, quality, and management, and among the recommendations to integrate Global Citizenship Education in policies and practices areas such as advocacy, capacity development, educational tools both for teaching and learning, methodological support, and regional and international cooperation should be strengthened.¹² The following six chapters conduct an analysis of the integration process from various perspectives: Ronald Freytag, Justin Reichelt and Vaishnavi Upadrasta look at the “Political Attitudes Among Refugees in Berlin in Summer 2016”; the other editor of the book, Helmut Kury, together with John P. J. Dussich and Maximilian Wertz take an international comparative approach to understanding the “Psychotraumatic Stress Among Refugees”, particularly from a German perspective. Then, Jennifer Hillebrecht, Tina Zeiss and Jürgen Bengel investigate the humanitarian admissions programme called Special Quota Project Baden-Wuerttemberg focussed on the Yazidis of northern Iraq. Yet another German example from Freiburg is illustrated by Jasmin Ateia, Philip Bona and Stephan Schmieglitz who shed light on “Labour Market Access and Labour Opportunities for Refugees”. Sticking with the Freiburg case, Hans Steiner and Antje Reinhard give an “overview of the development of the voluntary work for refugees”¹³ in the city. Steve S. Olweean continues the examination of the psychological and emotional aspects of integration into their new communities by advocating for “Multimodal and Whole-Person Approaches” in his chapter. The last chapter in Part II, written by Alfonso Serrano-Maillo offers the readers some other regional particularities by showing “Generalized Trust and Attitudes Toward Refugees in Portugal and Spain” based upon data “collected in the frame of the seventh wave of the European Social Survey.”¹⁴ This other well-structured empirical research reveals that each of the different dimensions and kinds of trust “might have a different impact on attitudes toward refugees”,¹⁵ and the temporal understanding is closely connected to the different periods of socialization of the individuals, pointing out that “factors established early in life play an important role in shaping attitudes toward immigrants and refugees.”¹⁶

Part III collects seven papers addressing the “Challenges for a Global Civic Education” via country studies from four continents. While John P. J. Dussich elaborates on “Refugees in the United States of America from a Victimological Perspective”, Anastasia Chalkia and Anastasios Giouzevas present the “EU’s and Greece’s Responses to the Current Refugee and Migration Flows”. Witold Klaus, Miklós Lévy, Irena Rzeplinska and Miroslav Scheinost, then, debate the “so-called migration ‘crisis’ of 2015/2016” putting forward summaries of attitudes of societies at large towards refugees from three Central European countries (the Czech Republic, Hungary and Poland), as well as discussing the “changes in legal provisions concerning refugees’ and asylum seekers’ rights”¹⁷ in two of these respective countries. Gorazd Mesko, Rok Hacin, Urska Pirnat and Katja Eman extend the regional perspective by adding “Migration Issues in Slovenia: Beyond the Rhetoric of University-Level Criminology and Crime Prevention Education for Sustainable Development”, expanding upon some best practice examples. Swati Shirwadkar’s chapter on “Refugees and (Irregular/Non-documented) Immigrants in India” seeks to draw attention to South-South migration by stressing the necessity of “a more sensitive approach”¹⁸ needed to reveal the different characteristics, as well as complexities of the movements of population. Tilmann Feltes, Saul Musker and Philine Scholz in their chapter move to the another Regional Economic Community in the African continent, the Southern African Development Community (SADC), and deal with “Migration Regimes and Their Implications for the Experience of Refugees and Migrants in South Africa”. They, however, begin

¹² Ibid. pp. 289-290.

¹³ Ibid. p. 379.

¹⁴ Ibid. p. 401.

¹⁵ Ibid. p. 416.

¹⁶ Ibid. p. 417.

¹⁷ Ibid. p. 457.

¹⁸ Ibid. p. 550.

by outlining the history of intraregional migration within ECOWAS in West Africa, after which they explain the situation in Johannesburg. In their conclusion the authors state that “SADC remains closed to most cross-border flows”¹⁹ as a result of the South African government to impose restrictions on movements into the country. Finally, Mally Shechory-Bitton and Esther Shachaf Friedman provide comparative research of rates of “Fear of Crime and Terrorism Among Israeli and Swedish Citizens.”

With its three chapters, Part IV is devoted to “Refugees and Social/Criminal Behaviour”. Thomas Feltes, Katrin List and Maximilian Bertamini work with data from Germany as they present their assessment on the topic of correlations between refugee numbers and crime statistics, and special topic about crimes committed against refugees, also with a gender distinction, rather looking at such crimes against refugee women. They underline that due to the multiple facets of migration and crime, it is to be acknowledged that: “Migrants and refugees are both offenders and victims of crime. [...] The one who commits a crime today might be a victim tomorrow and vice versa.”²⁰ The authors are right in saying that: “For young, male refugees and migrants, education is a crucial condition for integration, and more and better preventive measures for women and children are necessary to avoid second or even third victimizations.”²¹ Janet P. Stamatel and Chenghui Zhang analyse in their contribution the “Risk Factors for Violence Against Refugee Women.” The third paper in this section by Bernadette Schaffer and Joachim Oberfell-Fuchs uses police crime statistics for an analysis of “Refugees and Migrants in German Prisons: Outlining Problems and Solutions.”

Part V embraces the last seven chapters about the “Next Steps” that can or should be taken for a more holistic asylum and integration strategy bearing in mind the requirements of sustainable development. First, Rita Haverkamp looks at “International and Supranational Aspects of Legal Reform and Integration” and concludes that such a holistic view on behalf of the EU “would be vastly preferable.”²² Second, Slawomir Redo delivers a paper which embarks on the UN 2016–2030 Sustainable Development Agenda and the New York Declaration for Refugees and Migrants, and deals with the “Golden Rule” of reciprocity in the case of urban stewardship. He concludes²³ that empowering women from this angle may “help to display and address urban concerns that may successfully be met as a part of healthy ideology of sustainable development.” Third, Jebamalai Vinanchiarachi and Inez Wijngaarde tackle “The Role of UNIDO”, the United Nations Industrial Development Organization via the angle of inclusive sustainable industrial development. Fourth, Michael Reiss speaks out in an eloquent way for more attention to be given to “managing a ‘nexus’ of interconnected conflicts”,²⁴ and in his paper entitled “Conflict Management for Refugee Management” he underscores that: “Multiconflict management affords a reframing of mindsets, together with a new architecture of management models.”²⁵ Fifth, Wolfgang Roth writes about how “Volunteers Change the Lives of Refugees and the Entire Society”. Sixth, Magdalena Ickiewicz-Sawicka and Aleksandra Borkowska in their papers use different aspects of the game theory in the ‘migration crisis’ context. They also discuss the results of a research on Polish migrants in Canada and the Netherlands. Finally, the seventh paper of the last section of the volume by Werner Wintersteiner discusses the notion of “Homeland Earth”, of which all of us belong to as its citizens, and stresses the need of “moving toward the goal of global citizenship”,²⁶ which would obviously require a number of new political approaches and in general, “fundamental changes in human at-

¹⁹ Ibid. p. 572.

²⁰ Ibid. p. 621.

²¹ Ibid.

²² Ibid. p. 694.

²³ Ibid. p. 716

²⁴ Ibid. p. 741

²⁵ Ibid. p. 766.

²⁶ Ibid. p. 835.

itudes and civic behaviour.”²⁷ This a good closing contribution to such an extensive project, as it highlights mindset-related challenges as well as education-related tasks, in particular with regard to refugees and migrants.

The 44-page-long Epilogue by the editors draws a neat scholarly set of concluding and summarizing thoughts of the lengthy, but rich book, which has undoubtedly become one of the major sources of reference in the field. In fact, this volume presents as well as encourages an interdisciplinary approach to the study of refugees and migrants from the overarching perspective of Global Civic Education. It is a handbook of strong research pieces of skilled experts, which can support others in their efforts to understand better and more of the multifaceted nature of international migration.

²⁷ Ibid.