Education and Schooling for Asylum-Seeking Refugee Students in Scotland: An Exploratory Study
EDUCATION AND SCHOOLING FOR ASYLUM SEEKING AND REFUGEE STUDENTS IN SCOTLAND

AN EXPLORATORY STUDY

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with

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* Since the preparation of this report the Scottish Executive has been renamed the Scottish Government, but references to the old name are retained in the body of the report.
EXECUTIVE SUMMARY

1. Introduction

This study was commissioned by the Scottish Executive Schools Directorate to take stock of issues relating to the education of asylum-seeking and refugee pupils. The aims of the research were to:

- provide an overview of the current education provision for asylum-seeking and refugee children in primary and secondary settings; and
- identify what might constitute ‘best practice’ within the context of Scottish education for the integration of asylum-seeking and refugee pupils into schools.

The study was undertaken by the Thomas Coram Research Unit (TCRU), Institute of Education, University of London, in collaboration with the Scottish Refugee Council and Children in Scotland. The study commenced on 20 June 2005 and the main fieldwork element was conducted over a seven-month period. The study comprised:

(a) a background survey of Scottish Education Authorities – which explored types of data collected, specific policies for, and streams of funding available in relation to specific pupil groups such as bilingual learners, mid-term-arrivals and asylum-seeking and refugee children; and
(b) empirical study in two Scottish cities, and in two selected local education authorities in England – comprising research in schools, interviews with children and young people, and interviews with parents. Two primary and two secondary schools in each of the Scottish cities, and one primary and one secondary school in each of the selected local education authorities in England were chosen for case study, on the basis of their reputation for good practice. The Head or a senior teacher was interviewed in all of these schools.

A total of 28 asylum-seeking/refugee students, aged from 7-18 years (22 of whom were drawn from case study schools in Scotland, and six from a college of further education in one of the Scottish cities), and 14 parents were also interviewed for the study. Interviewees came from Turkey and middle eastern countries; south and central Asian countries; and from African countries, and represented major refugee community groups in Scotland.

In an extension to the study, the Scottish Executive requested further information relating to strategic approaches to supporting asylum-seeking and refugee pupils by the two Scottish Education Authorities. Interviews with two officers in each authority were conducted for this purpose in November 2006 and January 2007 respectively.
2. Bilingual learners, student diversity and Scottish Education Authorities

Responses were received from just 14 of the 32 education authorities (44%) by the close of the survey. The survey sought to ascertain what structures education authorities had in place that could be harnessed to respond to the needs of asylum-seeking and refugee pupils, if required. Five authorities indicated collecting information on asylum-seeking or refugee status of pupils; 13 gathered data on bilingual learners, and 12 on a range of additional support needs. Six authorities collected data on unplanned admissions, and in one other this data was collected by schools but not held centrally.

In relation to policies and support structures, 11 authorities reported having either specific policies towards bilingual learners, or related policies that were part of wider policy such as on additional support needs. Additionally, 13 authorities indicated having structures, such as a dedicated post, for supporting bilingual learners. Most authorities reported having either specific policies toward vulnerable children, or that this area was part of wider policy or guidance; 7 indicated having policies relating to new arrivals. Few authorities (4) had specific policies relating to asylum-seeking and refugee children, perhaps reflecting the fact that in many authorities few, if any, asylum-seeking or refugee pupils are known to be in their schools. Most respondents indicated having anti-racist and anti-bullying policies.

In terms of funding, 7 authorities reported specific funding to support bilingual learners, and 2 others noted the possibility of drawing on wider funding to support this work if the need arose. Few authorities had specific funding available to support new arrivals (3), and refugee children (3). An additional 6 respondents indicated the possibility of drawing on wider funding for supporting new arrivals, and an additional 5 respondents for supporting refugee children, if required, again perhaps reflecting the fact that in many authorities few, if any, asylum-seeking or refugee pupils are known to be in their schools. Anti-racist and anti-bullying work was supported by more authorities, either with specific funding or as part of wider funding streams, but around a third of responding authorities did not indicate having recourse to such funding.

3. Studying and living in Scotland: experiences of asylum-seeking and refugee students and families in two cities

The two cities where the study was located present very different profiles in relation to people seeking asylum and refugees. City 2 has had a longer history of hosting these communities, but at the time of the study just 32 asylum-seeking and 33 refugee children were known to be enrolled in the city’s schools. By contrast City 1 has the contract under the UK Government’s dispersal programme to receive asylum seekers and so, since 2000, has seen large numbers of asylum-seeking families housed in the city, where previously few refugees had resided. Thus in 2005, 1,507 asylum-seeking and 397 refugee children were known to be enrolled in the city’s schools. At school level this meant that while around 100 asylum-seeking and refugee children might be enrolled in a secondary school in City 1, just three might be found in a similar-sized school in City 2. Indeed, some schools in City 1 had changed almost
overnight from being mono-cultural and mono-lingual to being multi-cultural and multi-lingual, mainly as a result of dispersal policies. In terms of cultural diversity more broadly, both cities had a higher proportion of minority ethnic communities than the average for Scotland (2%) at the 2001 census, but considerably lower than the UK average of 7.9%. The experiences of children and young people and parents in the two cities must therefore be understood in this context.

3.1 Experiences in City 1

In City 1, case study schools, for the most part, have played a positive part in the lives of their students, but overall, life in City 1 for asylum-seeking and refugee children and their families provided a range of experiences, from the very positive to the very negative. One secondary school, in particular, had been very successful in inclusive practice, evidenced by the achievements of a number of its asylum-seeking/refugee students; and a primary school had successfully supported parents in becoming involved with their children’s education.

In general, schools had been welcoming and provided support with settling pupils in. The ‘buddy’ system was experienced as helpful for both primary- and secondary-age students, easing settling-in and helping with making friends. The support provided by schools to students new to English was appreciated by students and parents alike, and most young people reported being able to cope with the school curriculum once they had a sufficient grasp of English. The provision of interpreters in all schools as required, was appreciated by parents, but complaints were made about letters from schools routinely arriving in English only, creating difficulties for them.

Career issues presented problems for young people, however. As a result of UK government policy, access to further and higher education is restricted, a major difficulty being that asylum-seeking students are often required to pay overseas fees, and bursaries are not available to them. The Scottish Funding Council for Further and Higher Education (SFC) will however, waive fees for a full- or part-time ESOL (English as a second or other language) course, or other part-time, advanced or non-advanced course. People seeking asylum are also eligible to apply for support from the hardship fund for help with travel and study costs. This funding is available to individuals seeking asylum, or the spouse, civil partner, or child of a person seeking asylum living in Scotland.

The issue of friendships was explored in interviews: schools had recognised the importance of friendships for children’s well-being, which in turn impacted on educational success, and various clubs had been organised to encourage socialising. However, an indication of need for more work in this area was an ethnic group being excluded from play by other pupils, reported in one school. Unaccompanied minors at a college of further education all confirmed having friends at the college. However, danger on the streets, reported by a number of students, especially in deprived areas, seems to have negatively impacted on asylum-seeking and refugee children’s lives outside the school, which could in turn have implications for their educational progress.
Racism and bullying, within and outside the school, was discussed with interviewees. All case study schools had anti-racist and anti-bullying policies, and many young people reported their schools taking a stern stance on bullying. However, interviews indicate that action taken against bullies was not always effective.

Racism was a particular problem, and interview evidence indicates that some of this, and verbal abuse in particular, goes unreported, for fear of worsening the situation. Racist attacks are experienced more frequently outside the school, especially in one deprived area. Unaccompanied minors reported high levels of racist abuse on a regular basis in the city centre and on public transport. However, racist abuse of asylum-seeking and refugee communities does not seem to be restricted to indigenous White Scots, and appears to be multi-faceted. The study found evidence of inter-ethnic racist bullying between different groups; intra-faith racist bullying between different ethnic groups; and inter-faith bullying of minority-faith groups of asylum-seeking young people by majority-faith asylum-seeking young people.

3.2 Experiences in City 2

Asylum-seeking and refugee students form a very small minority of the population in schools in this city. Interview data suggest that students are made to feel welcome in schools and receive the support of their teachers. Peer support with settling in and learning was appreciated by interviewees. Students new to English received special support with learning the language, and reported being able to cope with the curriculum when language skills had been acquired. Career issues did not raise concerns: secondary-age students interviewed had gained leave to remain, and under UK Home Office policy they would be treated as home students in relation to access to higher and further education and employment.

The issue of friendships was discussed, particularly in the context of young people from asylum-seeking/refugee backgrounds probably having few of their own number in schools from whom to draw support. All students reported having friends from different backgrounds, including White Scottish, from their schools. Racism and bullying, in and outside the school were discussed, and whilst schools did have anti-bullying and anti-racist policies, interview data suggests that more anti-bullying and anti-racist work needs to be undertaken by schools. Racist bullying outside the school was reported by one primary student; other interviewees did not report experiencing racism in their neighbourhoods.
3.3 **Overarching issues in supporting asylum-seeking and refugee pupils in the two cities**

A number of general issues concerning education and support for asylum-seeking and refugee students across the two cities were raised in the study. These included:

- the relative merits of mainstreaming versus withdrawal, including implications for forming friendships, and potential stigmatising effects of withdrawal
- schools not always having a sufficient understanding of refugee experience, sometimes leading to a child’s difficulties with the curriculum or manifestations of aggression not being seen in this context
- some teachers perceived to have low expectations of asylum-seeking and refugee students
- a need for understanding that the stress of insecure immigration status of asylum-seeking families could negatively impact on their children’s educational performance.

4. **Beyond integration: good practice from study schools**

The study considered what might constitute ‘best practice’ in education for supporting asylum-seeking and refugee students. The concepts of ‘integration’ and ‘inclusion’ were examined, and it was posited that inclusive practice, where the school adapts to respond to the needs of its pupils, within a culture that celebrates diversity, was good practice.

A range of inclusive practice was found in study schools. These included practices that sought to:

- address the needs of the whole child (rather than just their educational needs) in the school’s welcome
- address the concerns of parents, and include parents in their children’s education
- address the child’s English-language needs whilst not withdrawing him/her from mainstream education
- develop pupil support strategies that indicate high expectations of all pupils; and
- foster friendships among all pupils.
5. Conclusions

The concluding section summarised data from the project and highlighted areas for further action at different levels.

(i) The Scottish Executive and Education Authorities

Survey results indicate a need for better support for wider policies relating to work with asylum-seeking and refugee pupils (chapter 2).

It is recommended that:

- on-going anti-bullying and anti-racist work is undertaken in schools and communities, more information provided about available resources, and adequate funding support provided to all authorities for this and for supporting different categories of vulnerable children
- on-going training in this area is provided for staff, and suitably resourced.

Case studies in schools in two cities suggest that schools may not be fully aware of how the refugee experience could impact on a child’s educational performance (sub-section 3.3).

It is recommended that:

- further training and support be provided for teachers on helping asylum-seeking and refugee pupils in the classroom, in particular in relation to the behaviours and obstacles to learning resulting from past traumatic experiences, on an on-going basis.

The study identified many examples of inclusive practice in case study schools in Scotland and in England, including ethos, non-stigmatising support for students new to English, monitoring educational progress, fostering friendships and socialising among students, good home-school links, and developing and implementing strong anti-racist policies (sub-section 4.3).

It is recommended that:

- the Scottish Executive and Education Authorities ensure that such good practice is celebrated through workshops and training sessions, and is disseminated to and promoted in all schools, with easy access through web-based documents.

The study raised concerns with regard to further and higher education prospects for asylum-seeking students (sub-section 4.1.1).

It is recommended that:

- the Scottish Executive in association with the Scottish Funding Council for Further and Higher Education works to amend existing regulations to allow asylum-seeking young people access to higher education.
Study data indicate high levels of racism and racist bullying, mainly outside of schools, in particular in one city centre and in a socially deprived area, and some under-reporting of these for fear of repercussions (sub-section 3.1).

In recognition of the negative impact racist abuse can have on pupils’ educational experiences it is recommended that:

- the Scottish Executive and local authorities work through and with various community organisations to build and foster better community relations.

(ii) Schools

The efforts made by schools in supporting asylum-seeking and refugee pupils was recognised in the study. However, in some schools certain areas were felt to require further action (subsections 3.1, 3.2).

If the following is not current practice, it is recommended that:

- asylum-seeking and refugee pupils (and other pupils new to English) are provided further and continuing help with academic English in order to access the curriculum, even after they seem to have gained competence with social language
- mainstream teachers are provided training, and continue to be provided training where this is already in place, to help them support the development of academic language among asylum-seeking, refugee and other pupils new to English
- schools examine their practice on inclusion with vigilance, to ensure that particular ethnic groups within the school are not experiencing isolation
- policies on bullying and racism in schools are reviewed on a regular and on-going basis, and reinforced through assemblies and PSE
- schools provide additional and on-going staff training on bullying and racism, to make staff more able to spot signs and competent to deal with incidents
- schools should actively seek to share and learn from inclusive practice developed in other schools, as outlined in this report and elsewhere, to improve the support they provide to asylum-seeking and refugee pupils
CHAPTER ONE  INTRODUCTION

1.1 Background

People have sought asylum in Scotland for many years, but with relatively few points of international arrival and therefore less opportunity for application for asylum at point of entry, the refugee population there has been different from that in England. A proportion of refugees and people seeking asylum in Scotland until recently were students or former students of Scottish higher education establishments, some of whom had been caught mid-course by war or political changes in their home country (Closs et al, 2000). At that time around eighty percent of people seeking asylum in Scotland were reported to be men (Macaskill and Petrie, 2000). However, in 1999 just over 300 refugees from Kosova arrived in Scotland under the UK government's Humanitarian Evacuation Programme. They represented a cross-section of their society, and their arrival resulted in a dramatic rise in numbers and a change in the profile of people seeking asylum and refugees in Scotland. Since then, with the increased dispersal of people seeking asylum out of London and the south east of England under the Immigration and Asylum Act 1999, Scotland has received asylum seeking individuals and families from a range of sending countries.

There are no accurate demographic data on the number of asylum-seeking and refugee children in Scottish (or indeed any UK) schools, since disclosure of immigration status in voluntary, and known cases might be less than total numbers present. Estimates are often based on country of origin, home language, etc., and agencies’ estimates may differ. Scottish Executive figures for 2005\(^2\) (the year in which the main fieldwork was carried out) suggested this to be approximately 2,260 (in 2006, the approximate figure was 2,300\(^3\)), whilst National Asylum Support Service (NASS) figures for 2004, based on the number of asylum-seeking and refugee children housed by them, suggest it to be around 3,500. Multiverse Consortium data indicate a city in Scotland to be one of only three UK cities outside of London with more than 2,000 asylum seeking/refugee pupils in its school population (Multiverse, 2004).

Research shows that refugee and asylum seeking children are a very diverse group, coming from a range of countries and social backgrounds. But they have some experiences in common, which are likely to affect them more than other groups of children:

- the experience of overwhelmingly traumatic events which may lead to a need for psychological interventions;
- being targeted for bullying, often of a racist nature, alongside isolation in school;

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1 Refugee Council definition: 'In the UK, a person is a refugee only when their application for asylum has been accepted by the Home Office. When a person has lodged an asylum claim with the Immigration and Nationality Directorate at the Home Office and is waiting for a decision on their claim, s/he is called an `asylum seeker`' (http://www.refugeecouncil.org.uk/infocentre/asylumlaw/seeking_asylum.html)

2 Pupils in Scotland 2005 http://www.scotland.gov.uk/Publications/2006/02/28083932/0

• the likelihood of having parents who are unemployed, living in temporary accommodation and thus economically disadvantaged;
• the likelihood of needing support in learning English; and
• the possibility of having to act as language brokers and advocates for parents who speak less English than they do.

(Candappa and Egharevba, 2000; Jones and Rutter, 1998; Rutter, 1994; Stead et al, 1999).

As a universalist service, the school is, in principle, well placed to play a pivotal role in helping asylum seeking/refugee children adjust to their new lives in the host country. For many refugee and asylum seeking children it may be the only statutory agency from which they derive support (Candappa and Egharevba, 2000), and recent research in Scotland has underlined the importance of the school for asylum seeking/refugee pupils (Macaskill and Petrie, 2000; Save the Children and Greater Glasgow Council, 2002).

All children in Scotland have full rights to education. The Education (Scotland) Act 1980, as amended, states that all children, which by implication includes asylum-seeking and refugee children, are entitled to school education. Additionally, the Standards in Scotland's Schools etc. Act 2000 states that:

it shall be the duty of the authority to secure that the education is directed to the development of the personality, talents and mental and physical abilities of the child or young person to their fullest potential...

More recently, the Education (Additional Support for Learning) (Scotland) Act 2004, which came into force while this study was underway, gives education authorities a duty to establish procedures for identifying and meeting additional support needs of every child for whose education they are responsible. Other key legislation includes the Children (Scotland) Act 1995, which requires local authorities to ensure that they have taken into account a child's racial, linguistic, cultural and religious identity within their service (including education) provision. Additionally, the Race Relations (Amendment) Act 2000 – which came into effect in Scotland in 2002, brings in a statutory duty for public authorities to promote racial equality.

However, research undertaken in 1999 suggested that 'the ability of Scottish local education authorities to meet refugee needs effectively and fairly remains to be seen' (Arshad et al, 1999). That research investigated, inter alia, whether education authorities had specific policy statements on refugees, and if any policies in operation at the time were seen as relevant for supporting refugee pupils. Their findings indicate that few schools had specific education policies on refugees. Some schools had Refugee Forums, though their individual compositions differed, from multi-agency to local government-level only. The value of multi-agency working in developing policy for refugees, suggested in an English study (Warren and Vincent, 1998), is relevant in this context.

Arshad et al's (1999) study further found that the ESL/EAL service played an important role in identifying or supporting refugee pupils and their teachers.
Evidence also suggested that authorities and schools seeking to embed multicultural/anti-racist education into their policy development and curriculum delivery were best placed to support refugees, even though some may not have had a diverse ethnic pupil population at the time. Factors that might 'nurture a caring school', such as the need to understand and empathise with the needs of pupils, including contextualising pupils’ experiences in relation to previous experiences, are also highlighted in this research.

1.2 Research aims and objectives

The study that is the subject of this report was commissioned by the Scottish Executive Schools Directorate to take stock of issues relating to the education of asylum-seeking and refugee pupils. The aims of the research were to:

- provide an overview of the current education provision for asylum seeking/refugee children, in primary and secondary settings
- identify what might constitute 'best practice' within the context of Scottish education for the integration of asylum seeking/refugee pupils into schools as successful learners and members of the school community.

Within these broad aims, the study had the following specific objectives:

- to ascertain whether and to what extent policy and practice in relation to asylum seeking and refugee children has changed in Scotland since research conducted in 1999 by the Scottish Centre for Research in Education - SCRE (Stead, Closs and Arshad, 1999)
- to review policies relating to asylum seeking and refugee pupils in two selected Scottish cities at education authority-level and in relation to selected primary and secondary schools in these education authorities
- to compare local policies and practice in the selected Scottish cities with those in two local education authorities (LEAs) in England, and selected schools in the four areas where recognised good practice has been developed
- to explore the educational experiences of asylum seeking and refugee pupils from a range of backgrounds at primary and secondary schools, and consider whether and how educational provision for such children has changed since the 1999 SCRE research (cited above)
- to investigate the kinds and levels of support needed, the barriers to successful learning and integration into schools, as well as solutions identified by case study schools selected on the basis of good practice
- to explore the views of parents/carers of asylum seeking/refugee children on the school experiences of these children
- to identify key issues relating to education and integration into schools for asylum seeking/refugee pupils in Scotland in conjunction with key stakeholders in the field.

The Scottish Executive subsequently requested further information relating to policy and practice towards asylum-seeking and refugee pupils developed in the Education Authorities where case studies were sited, to cover:
• strategic approaches to supporting asylum-seeking and refugee pupils
• policies in place to directly support asylum-seeking and refugee pupils and other policies that may be relevant to this group
• examples of good practice that have been developed in schools
• approaches to further developing relevant policies

1.3 Methodology

The research was undertaken by the Thomas Coram Research Unit (TCRU), Institute of Education, University of London, and directed by Mano Candappa. The study was implemented in collaboration with and strongly supported by Nick Putnam from the Scottish Refugee Council, and Jennifer Turpie and Natalie Morgan-Klein from Children in Scotland. Miriam Ahmad, Ben Balata, Rayenne Dekhinet, and Dogan Gocmen worked as bilingual researchers on the project, and conducted the majority of interviews with young people and parents. The main fieldwork element of the study commenced on 20 June 2005 and was conducted over a seven-month period. Two officers each from the two selected Scottish education authorities were subsequently interviewed for the extension study in November 2006 and January 2007 respectively.

The study comprised two separate but related parts:

(a) a background survey of Scottish Education Authorities; and
(b) empirical study in two Scottish cities, and in two selected local education authorities in England.

(a) Background survey of Scottish Education Authorities: This was designed to explore education policies used by authorities to support the learning of specific pupil groups such as bilingual learners (not solely asylum-seeking and refugee pupils), and intended to provide baseline data for future work in this area.

Prior to the survey, every Scottish Education Authority was contacted by SEED in July 2005 to inform them of the study, to invite their participation, and to ask for contact details of a named officer for the purposes of the survey. By the end of August 2005, 30 authorities had responded positively and provided the required contact details; the remaining two authorities did not respond. A short self-completion questionnaire was dispatched electronically by TCRU to all 32 authorities in November. The questionnaire sought to explore:

• types of data collected by authorities in relation to bilingual learners, additional support needs (other than specific educational needs), mid-term arrivals, and asylum-seeking and refugee children;
• whether authorities had specific policies for supporting the above groups, as well as on related issues of anti-racism and anti-bullying; and
• whether specific streams of funding were available to authorities to support work in the above areas.
Respondents had the option of completing the questionnaire on-line or in hard copy. Reminder letters were sent out electronically to non-respondents on 8 December, offering to extend the deadline for receipt for those requiring further time for completion. A further reminder was sent out to those requesting further time in January 2006.

(b) **Empirical study in two Scottish cities, and in two selected local education authorities in England:** This part of the study focused on asylum-seeking and refugee children and young people, and its purpose was to investigate ‘good practice’, to determine how best to support these children so that they might be successful learners and members of the school community. Research in the Scottish cities was more in-depth to provide detailed data specific to the Scottish context, and to identify existing good practice in Scotland. Research in the English authorities was at policy level only, to give an overview of practice in other authorities with experience of working with asylum-seeking and refugee children, that could be relevant in further developing best practice in Scotland. The research comprised three elements:

- research in schools
- interviews with children and young people
- interviews with parents.

Research instruments were developed through consultation with a stakeholder group of key individuals and organisations working in the field of refugee education and support in Scotland, and through issues arising from the research literature.

**Research in schools:** Two primary and two secondary schools in each of the two Scottish authorities were selected for study, from a list of schools recommended as examples of good practice by the respective education authorities. Those selected included denominational and non-denominational schools in both cities; and in the dispersal city, also schools that had been multi-cultural prior to dispersal policies, and those that had been largely mono-cultural prior to that time, plus one school that had won awards for inclusive practice. One primary and one secondary school in each of two English local education authorities (LEAs) were also similarly selected for study. One of these was a metropolitan borough, and had high numbers of people seeking asylum and refugees, to ‘match’ City 1 in Scotland; the other was a county with very small numbers, to ‘match’ City 2 in Scotland. Schools in the English LEAs were also selected on the basis of positive practice towards asylum-seeking and refugee pupils, and chosen with the help of LEA officers responsible for support in this area.

In each of the study schools the Head and/or a senior teacher was interviewed and documentary evidence collected. Interviews with Heads/teachers were semi-structured, and covered the school’s history of having asylum-seeking and refugee pupils within its population; school policy and practice towards supporting these children’s needs; information gathered on these children and how their progress in the school is monitored; language issues in relation to
communication with the child and his/her family; extra-curricular provision within the school; staffing; and outside support available to the school, including from education authorities, for its work with asylum-seeking and refugee students.

**Interviews with children and young people:** A total of 28 asylum-seeking/refugee children and young people were interviewed for the study, 20 in City 1 and eight in City 2. Interviewees were drawn from study schools and from a College of Further Education, and interviews were held at the respective schools and college.

The low numbers of interviewees from City 2 as compared with City 1 is related to the difference in numbers of asylum-seeking and refugee pupils in their respective schools’ population. A larger number of interviewees were male (19). This was a result of (a) fewer girls being found in the City 2 study schools; and (b) only one young woman from a group of unaccompanied minors at the College of Further Education self-selecting for interview. A breakdown of interviewees by age and gender can be found at Table 1.1.

**Table 1.1: Interviews with young people: breakdown by age and gender**

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under 10 years</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>10-16 years</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>17-18 years</td>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>19</td>
<td>9</td>
</tr>
</tbody>
</table>

Interviewees came from three broad geographical regions, and represent major refugee community groups in Scotland, as seen in Table 1.2 below.

**Table 1.2: Interviews with young people: breakdown by gender and sending regions**

<table>
<thead>
<tr>
<th>Sending Region</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>City 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Turkey and Middle Eastern countries</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>South and Central Asian countries</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>African countries</td>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td><strong>City 2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Turkey and Middle Eastern countries</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>South and Central Asian countries</td>
<td>2</td>
<td>-</td>
</tr>
<tr>
<td>African countries</td>
<td>2</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>19</td>
<td>9</td>
</tr>
</tbody>
</table>

Interviewees were given the option of being interviewed in English or in community languages, as preferred, and bilingual researchers who were native
speakers of Arabic, French, Kurdish, Turkish and Urdu were available for conducting interviews. A note on process relating to planning for and delivering this part of the research can be found at Annex B.

Data collection: All interviews were qualitative and semi-structured. Interviews with children and young people who were at school sought to explore (i) their first experiences of schooling in Scotland; (ii) their present school experiences, including access to the curriculum, ability to cope with homework, social and pastoral supports, and school actions against racism, bullying, homophobia, and in relation to equal opportunities; (iii) wider social issues that could impact on their education and schooling, such as responsibilities towards their homes and families, friendships and social networks, and racism or bullying experienced outside the school; and (iv) their hopes and concerns for the future. These issues were discussed with interviewees at a level appropriate to each individual’s age and understanding, and took about an hour on average. Interviews with young people who were not at school were less wide-ranging, and investigated (i) their educational careers up to the present, including access to English language supports; (ii) issues that could impact on their educational progress, such as social life and availability of social supports; and (iii) perceptions of their career and future prospects. These interviews took about 45 minutes on average.

Interviews with parents: Interviews were conducted with a total of 14 parents (ten individuals and two couples) in City 1 and City 2. Two parents resided in City 2, the rest (including the two couples) came from City 1. One parent and the two couples were interviewed individually, the rest in small groups of 2 to 3.

In recruiting parents for interview a multi-pronged approach was adopted, with invitations extended through study schools, the Scottish Refugee Council, and researchers’ personal contacts. However, the majority of responding parents were from one study school in City 1, which has developed strong links with parents as part of its approach to supporting asylum-seeking and refugee pupils. A breakdown of parent interviewees by gender and geographic region of origin is shown in Table 1.3.

Table 1.3: Interviews with parents by gender and sending region

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>City 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Turkey and Middle Eastern countries</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>South and Central Asian countries</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>African countries</td>
<td>-</td>
<td>3</td>
</tr>
<tr>
<td>City 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Turkey and Middle Eastern countries</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>South and Central Asian countries</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>African countries</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>7</td>
<td>7</td>
</tr>
</tbody>
</table>
Interviews with parents were semi-structured, and explored issues around, (i) the start of their children’s schooling in Scotland; (ii) their children’s educational progress and the home-school relations; and (iii) related factors such as racism and bullying. An interview with Somali parents in City 1 was conducted through an interpreter, two interviews in City 1 and one in City 2 were conducted in English, the rest were conducted directly by researchers in community languages. One parent interview was held at a study school, the rest at Scottish Refugee Council premises in each of the two cities. Parent interviews took about 45 minutes on average.

1.4 Structure of the report

The rest of this report is structured around the study data and related issues. Chapter two presents findings from the survey and discusses their implications; and Chapter three focuses on data from interviews with children and young people and parents, presented thematically, for each of the two Scottish cities. Chapter four explores policy and practice developed in the four case study authorities, and good practice developed in study schools that might inform service development. Data on the English authorities reflect their situation at the time of the initial fieldwork, whilst data on the Scottish authorities include information from the extension to the original study. Conclusions from the research are drawn in Chapter five. Three Annexes provide references, a note on preparing for and implementing interviews with students and parents, and useful contacts and resources, respectively.
CHAPTER TWO  BILINGUAL LEARNERS, STUDENT DIVERSITY AND SCOTTISH EDUCATION AUTHORITIES

Responses to the questionnaire were received from 14 of the 32 education authorities (44%) by the close of the survey. One other authority had written in to say that they had no asylum-seeking or refugee pupils in their schools, but did not complete the questionnaire. The majority of responding authorities were those with resident populations of 50,001 – 200,000 persons (based on 2001 Census data), and 8 of the responding authorities came from the central belt. A breakdown of respondents by resident populations is shown below.

Table 2.1: Responding authorities by resident population
(based on 2001 Census data)

<table>
<thead>
<tr>
<th>Resident population</th>
<th>No. of responding authorities</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt; 50,000</td>
<td>1</td>
</tr>
<tr>
<td>50,001 – 100,000</td>
<td>6</td>
</tr>
<tr>
<td>100,001 – 200,000</td>
<td>4</td>
</tr>
<tr>
<td>200,001 – 300,000</td>
<td>0</td>
</tr>
<tr>
<td>300,001 – 400,000</td>
<td>1</td>
</tr>
<tr>
<td>400,001 – 500,000</td>
<td>1</td>
</tr>
<tr>
<td>500,001 &gt;</td>
<td>1</td>
</tr>
</tbody>
</table>

With the purpose of ascertaining whether education authorities had structures currently in place that could be harnessed to respond to the needs of asylum-seeking and refugee pupils, if required, respondents were asked a series of questions relating to data collection, policies and support structures, and related funding streams.

Data collection: Respondents were firstly asked if they collected statistical data on (a) bilingual learners, (b) additional support needs information (other than education needs), (c) unplanned admissions (mid-term arrivals), and (d) circumstances of immigrant pupils such as asylum-seeker/refugee status. Those authorities collecting data on (d) were also asked for numbers of asylum-seeking and refugee pupils in their schools population.

Most respondents confirmed that they gathered data on bilingual learners (13 authorities) and on a wide range of additional support needs (12 authorities). Nearly half of responding authorities indicated that they collected information on unplanned admissions (6 in total); one other stated that this information was collected by schools but not held centrally. Only 5 authorities indicated that they collected information on asylum-seeking or refugee status of pupils. Of these, the 2 largest authorities recorded totals of 1,904 and 65 asylum-seeking and refugee pupils respectively, 2 authorities recorded less than 5, and one authority had recorded none. However, these figures represent known cases only, and the actual number of cases could be higher, since apart from families housed under NASS, this information would largely be obtained through self-disclosure, which is voluntary.


**Policies and support structures**: Authorities were asked about policies and support structures in place in relation to:

- bilingual learners
- vulnerable children
- refugee and asylum-seeking children
- new arrivals
- anti-racism
- anti-bullying.

This set of questions was designed firstly, to establish what policies and supports were available in these areas; and secondly, to ascertain whether authorities did have policies and structures that would support asylum-seeking and refugee pupils who did not disclose this status. Additionally, the availability of such policies and supports would prove to be valuable if asylum-seeking or refugee children were to be admitted to schools at a later date.

Of the 14 responding authorities, half reported having specific policies regarding bilingual learners; 4 others reported having policies towards bilingual learners that were part of wider policies, such as including pupils with additional support needs; one other stated that bilingual learners received special mention in a wider policy; and one more noted that their policies were currently in development. Only one authority reported not having a policy on bilingual learners.

In addition to policies, respondents reported having structures for supporting bilingual learners. Five identified a dedicated post in their authority responsible for this group of pupils; 8 indicated a post that had oversight for this area within a wider remit, and this included the authority which reported not having a policy on bilingual learners. These data indicate some awareness of the needs of bilingual learners among responding authorities.

Most authorities reported having either specific policies on vulnerable children (3 respondents), or that this area was part of wider policy or guidance (7). One authority indicated policy in development, and there were 2 non-responses. Fewer authorities reported having specific policies in relation to asylum-seeking and refugee children (4 in total), and for 3 of them this area was part of wider policy, such as for bilingual learners, perhaps reflecting the fact that in many authorities few, if any, asylum-seeking or refugee pupils are known to be in their schools. Half of all respondents indicated having policies relating to new arrivals; for 6 of them this area was part of wider policy. Most respondents (13 in total) reported having specific anti-racist policies, and the same number indicated having anti-bullying policies; though the authority indicating no policy in these areas was not the same in each case. Support structures were also indicated to exist in many of these areas in most authorities, with 12 identifying an officer/s responsible for vulnerable children; and 13 for anti-racism and anti-bullying respectively. Eleven authorities noted posts responsible for new arrivals, one of which was a dedicated post and another was at senior management level. Fewer authorities indicated posts responsible for asylum-seeking and refugee children (9) again perhaps reflecting the fact that in many authorities few, if any, asylum-seeking or refugee pupils are known to be in their schools; in all but one of
these this responsibility was understandably part of a wider remit, given the low numbers of children known to be in that group in the respective authorities. In an authority that does have high numbers, responsibility for this area is indicated to be at senior management level.

Overall, therefore, it seems likely that whilst policy responses directed specifically towards asylum-seeking and refugee pupils are not available in the majority of responding authorities, possibly reflecting the size of the asylum-seeking and refugee children known to be schools, wider policies and structures can be brought into play to support the needs of new arrivals and vulnerable children, as required. The availability of anti-racist and anti-bullying policies and support structures in most responding authorities can prove important in protecting and supporting these children, particularly where their situations have not been disclosed. However, it must be emphasised that the availability of policies and structures, though important, do not of themselves guarantee good practice.

_Funding:_ Authorities were asked whether specific streams of funding, either national or local, were available to them to support work in the above 6 areas. Seven authorities indicated specific funding to support _bilingual learners_, and 2 others noted the possibility of drawing on wider funding streams for this work if need arose. Eight authorities indicated the availability of funding for work with _vulnerable children_. One of them stated that this formed part of wider funding; 2 other authorities noted the possibility of drawing on wider funding if necessary.

Fewer respondents indicated the availability of funding to support _new arrivals_ (3) and _asylum-seeking and refugee children_ (3). Again, the possibility of drawing on wider funding for these areas of work, if required, was noted by an additional 6 and 5 respondents respectively. The availability of funding was indicated by 5 respondents each for _anti-racist_ and _anti-bullying_ work; 2 of whom in each case stated that this was part of wider funding streams. A further 4 and 5 authorities in each case indicated the possibility of drawing on wider funding for this work if required. It would seem therefore that, generally speaking, while specific funding in these areas is limited, there seems to be a possibility of drawing on wider funding if the need arose.
CHAPTER THREE STUDYING AND LIVING IN SCOTLAND: EXPERIENCES OF ASYLUM-SEEKING AND REFUGEE STUDENTS AND FAMILIES IN TWO CITIES

The two cities where the study was located present very different profiles in relation to people seeking asylum and refugees. City 2 has had a longer history of hosting these communities, but at the time of the study just 32 asylum-seeking and 33 refugee children were known to be enrolled in the city’s schools. By contrast City 1 has the contract under the UK Government’s dispersal programme to receive asylum seekers and so, since 2000, has seen large numbers of asylum-seeking families housed in the city, where previously few refugees had resided. Thus in 2005, 1,507 asylum-seeking and 397 refugee children were known to be enrolled in the city’s schools4. At school level this meant that while around 100 asylum-seeking and refugee children might be enrolled in a secondary school in City 1, just three might be found in a similar-sized school in City 2. Indeed, some schools in City 1 had changed almost overnight from being mono-cultural and mono-lingual to being multi-cultural and multi-lingual, mainly as a result of dispersal policies. In terms of cultural diversity more broadly, both cities had a higher proportion of minority ethnic communities than the average for Scotland (2%) at the 2001 census, but considerably lower than the UK average of 7.9%. The experiences of children and young people and parents in the two cities must therefore be understood in this context.

3.1 Experiences in City 1

‘I am now a vice-captain of this school ..) the school really supported me. (..) Yes, the school treats all children equally – this is shown in the fact that four out of the five captains are asylum-seekers or refugees...’
(16 year-old female student)

‘I am now the school captain – the first Asian school captain, and as school captain I chair the school’s Pupil Council. I am also the leader of the .. [city’s] students’ Council...’
(17 year-old male student)

‘I am a member of my children’s School Board...’
(parent)

The above statements are testimony to what asylum-seeking and refugee pupils can achieve, and what schools are able to do in including these communities in school life. They are taken from interviews with two students and a parent from two schools in City 1.

Case study schools, for the most part, have played a positive part in the lives of their students, but overall, life in City 1 for asylum-seeking and refugee children and their families provided a range of experiences, from the very positive to the very negative.

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4 Statistics from the two cities’ Education Departments
Some of this range of experience, taken from interviews with children and young people and parents in the study, is discussed below.

Settling in: Most interviewees spoke positively about their initial welcome in school and support received with settling in. This is not to say that the process was completely untroubled, however. Primary-age children in particular reported finding their first day quite stressful. While stress at starting at a new school is not unique to asylum-seeking pupils, the trauma of the refugee experience and being in a foreign country could make that experience doubly so. Some children described what these difficulties could be:

*I was really shy and I didn’t have any friends at all and people didn’t really like me, and they were like making fun of me…*  
(girl, aged 11)

*The teacher put me in primary 5 class and introduced me to my new classmates. It was very hard and I felt embarrassed, as I did not speak any English and did not understand what was going on. It was really difficult being in a new place. It was different. It took me 1-2 weeks to know my classmates’ names and to make friends…*  
(boy, aged 10 (translation))

One child, however, spoke of confusion when he initially reported to the school with his mother, who did not speak English. As information about a family’s language needs is not provided to schools on a routine basis by NASS or the asylum-seeker project, an interpreter was not available, and the visit had then to be re-scheduled with appropriate supports in place.

The ‘buddy’ system used by schools was seen to be helpful in settling in by both primary and secondary-age students, easing difficulties and helping with making friends:

*The teacher took me to the class and introduced me, and asked the class if anyone wanted to volunteer to take care of me. It was Hasan who volunteered, and became my friend…*  
(boy, aged 11)

*Everybody easily made friends. We’ve got a ‘buddy’ system – sixth years take you around the school, are nice to you, sort out your problems. I’m doing this right now for the first years…*  
(boy, aged 17)

Parents similarly confirmed being happy with the support given to their children when settling in. One parent in particular commented:

*First of all I would like to mention the teachers – they were very nice to our children when they were settling in the school…*  
(mother, primary school children)
These responses suggest that students and parents alike appreciated efforts made by schools to settle students in and to ease this period for them.

**Assistance for students new to English:** The emphasis placed by schools on providing structured support to students new to English was welcomed by both young people and parents. The way this was provided was also positively reported by most interviewees:

*When I went up to the [bilingual] unit .. I felt good, like it helped me learn English, like it was good for me...*
(boy, aged 10)

*I knew very little English (...) I got extra lessons from the primary 3 teacher – half an hour a day for about two months during my primary 5. The teacher gave me some sheets of paper with pictures and words in English and Kurdish. I am now in primary 6, and I still get help with my English from Miss ‘X’ by extra reading and writing. They are very helpful...*
(boy, aged 10 (translation))

*The teachers were very nice (...) The teachers showed me round the school, then I was taken to the bilingual unit for assessment. (...) I stayed there for a week, after that I went into the mainstream class. (...) It was good to be in the bilingual unit because children there were from different countries and it was nice to be among them...*
(girl, aged 15)

*My children could speak a little English when we came here, but not enough to understand what is taught in class. (...) So they were taught English in a separate class, they were taken daily for one or two hours to a separate class and taught English. This way was good...*
(mother, primary school children)

Among the many positive comments however, one child reported a negative experience, where a teacher displayed poor educational practice in a class of pupils new to English. This indicates a need for staff and schools to have high levels of awareness and sensitivity, and to constantly reflect on their own practice in supporting asylum-seeking and refugee pupils.

Whilst the initial support provided by schools for learning English was considered appropriate, a need for continuing support especially for homework, was identified by a number of primary students as well as their parents:

*I need some help for my homework, I ask my mum for help, but she sometimes gets it wrong [mother is also new to English]...*
(boy, aged 7)

*I sometimes don’t understand some homework – mum and dad don’t understand English, so I came to school and asked the teacher. She took a point off, she said, ‘Why didn’t you do your homework? You should have understood’. I felt sad, next time I’ll have to ask my friends for help...*
(girl, aged 10)
I’m not able to do my homework very well, my older brother helps me, but not in everything...
(boy, aged 10 (translation))

M1: .. they still need extra help, because it’s not their first language –
M2: She [daughter] needs help with her homework – there’s nobody to help her
M3: We’re also learning English, when I don’t understand his [son’s] homework I have to phone my friends to ask if they know...
(group of mothers (translation))

Some case study schools did, in fact, have homework clubs, which were appreciated and used by a number of interviewees. Pupils from one school reported a homework club being available at a local library, though some pupils were not able to access this facility, due to perceived street danger (discussed further below).

The importance of English in young people’s educational progress as well as for socialising has been underlined in previous research (see, for example, Candappa and Egharevba, 2000), and the good work done in schools in this area must be recognised. Similarly, support with English provided by a college of further education to young people over-16 was appreciated by interviewees. Whilst this study suggests that for the most part staff engaged in this area are dedicated and supportive, the one reported instance indicates that schools might need to keep this area under constant review.

Home-school relations: All parents interviewed reported taking a keen interest in their children’s educational progress and their willingness to support this as far as possible. Schools’ efforts to involve them in their children’s education was much appreciated, and the availability of interpreters at parents’ evenings, if required, was useful. For example,

Oh yes, interpreters are offered at parents/teachers meeting for parents who require them...
(Urdu-speaking parent (translation))

All of the parents interviewed could hardly speak English... All parents were pleased that there are always interpreters available if they are invited to the schools of their children for parents evenings or for a talk...
(Fieldnotes, group interview with Turkish parents)

However, parents complained that letters from school routinely arrived in English only, creating difficulties for those without the necessary reading skills, and making them reliant on their children, neighbours and friends for translation.

Friendships: All young people from study schools reported having a number of friends at school. Some indicated having friends from a range of ethnic and cultural backgrounds, including indigenous Scottish students. Schools recognised the importance of friendships in the children’s lives, and various clubs were available in schools to encourage socialising. One child told of how her school made efforts to help her interact with her classmates:
Anisa is from Somalia and she was also in the [bilingual] Unit, and we could speak Somali... Anisa helped me a bit much, so much, so Miss said, ‘she’s got to learn to be with the others’, so I became with the others...

(girl, aged 11)

However, at another school, some parents complained that their children were not interacting with their classmates:

Usually all Somali children play together, they don’t interact with other children. (...) The children do try, but it’s hard. The children like to play with other children but other children don’t want to play with them...

(mother, primary child (translation))

The parent felt that the school was not doing enough to help the children interact with their peers.

The above might be contrasted with an example from another school. This is a secondary school that has a range of clubs to provide extra-curricular support and encourage socialising. In discussing friends at school one student stated,

... all [my friends] are internationals and most of them are from the bilingual unit – Scottish are schoolmates only...

(boy, aged 17)

In this example the young person seemed to choose his friends from among other international students, whereas in the previous example one ethnic group seemed to have been excluded from joining in. The second statement also has resonance with a comment made by refugee girls in a previous study. In discussing friendships many of them spoke of ‘being friendly’ with most of their classmates. But in ‘being real friends’ often religious and ethnic factors would play a key role in understanding one another and developing close friendships (Candappa, 1998). These examples illustrate that while (i) people exercise choice in making friends, (ii) exclusion of whole groups from play is not about choosing friends but more about discrimination. Schools can play a crucial role in encouraging interaction and promoting inclusion among its pupil population, particularly away from the classroom, through sports and social activities.

The question of friendships outside the school was also explored in the interviews. Here the study found that while most children had some friends outside the school, and particularly from among their neighbours, there were factors that restricted the developing of friendships. For instance,

I have some Scottish friends but I don’t play with them outside school – they are bad people, they swear and say bad words...

(boy, aged 11)

Here friendship was affected by behaviour considered unacceptable by parents. A similar issue was raised by a child from a different school:
language [(English) makes it difficult to make friends] .. Also we live in a bad neighbourhood and there are a lot of bad young people hanging around. We are not allowed to go out without supervision. We only go out with my dad. (boy, aged 10 (translation))

Many of the parents interviewed confirmed their concerns for their children’s safety outside the home, as discussed in the section below on street danger and life outside school.

The question of friendships was also discussed with unaccompanied minors. They all attended special English classes for young people like themselves who are new to English, and all confirmed having friends at the college. But apart from two students, these did not include Scottish students. One young person who reported not having problems with Scottish students but nonetheless not having them as friends, was able to relate to her teacher however, and stated, ‘just my teacher is my [Scottish] friend’.

Curricular and career issues: Most young people in the study reported being able to cope with the school curriculum once they had a grasp of English, but for a number of primary school children English reading and writing still seemed to be presenting difficulties. A need for continuing support with English was noted above. One pupil who was experiencing particular difficulties reported receiving extra help.

Most concerns in this area related to career issues, however, and were reported by older children and young people. For example, one 17 year-old male unaccompanied minor, who wanted to train as a welder, commented that he had not been given sufficient information by his college about how he might pursue this career. Unaccountably, he seemed to have been given information about university options and a career in medicine or engineering, options not generally open to asylum-seekers, since most universities do not accept applicants of this status, and medicine and engineering require high entry qualifications which he did not have.

Some young people expressed anxieties regarding their careers in light of their status as asylum seekers. One young man who has ambitions to be a mechanical engineer, just studies English for the present, because many options are not open to him. Similarly, a school student who has been in the country with her family since 2002, stated:

\[I\text{ want to study Pharmacy (...) but asylum-seekers can go to college, not to university. Pharmacy is taught only at university...}\]
\[(girl, aged16)\]

Similarly, an unaccompanied minor who arrived in 2004, currently at secondary school and wanting to pursue a university career, expressed concern about what might become of her when her schooling was finished. She remarked that she does not have the (immigration) status to allow her access to a university education. Another unaccompanied minor stated:

\[I\text{ would like people like me who come to this country to be given a chance (...) to get training and work...}\]
\[(young\ man,\ aged\ 17)\]
Indeed, asylum-seeker status limits career choices open to young people, and having to live with uncertainty while planning for the future is a feature of asylum-seekers’ lives.

Street danger and life outside the school: Perceived street danger was reported by one girl and two boys from one primary school located in a deprived area, and by one boy from another primary school. In addition to the child quoted above, other comments included:

_We live in a bad area, I’m not allowed to go out alone..._

(boy, aged 11)

Another boy described violence and intimidation in the block of flats where he and his family are housed, and the family’s concerns for their safety. A girl told how perceived street danger prevents her accessing help with homework at the local library:

_..there’s no homework club in school – we are allowed to use help at the library, but it is too far. I can’t stay because of drunks around. They shout, come and talk with you – I feel scared..._

(girl, aged 10)

Similarly, a parent who lives in a large tenement block, noted her concerns for the safety of her children and herself, stating that a number of local youths hang around the stairwells, shouting racial and threatening abuse. These youth are said to offer lone children cigarettes and drugs, hence parents keep their children indoors. This situation also affects the children’s ability to access out-of-school services local to the school, such as a homework club and swimming facilities, because she lives some distance from the school and has concerns for their safety if travelling late. She has not been able to identify more local services that she could access. Keeping children at home because of street danger was also mentioned by other parents interviewed.

In sum, fear of danger on the streets, particularly in deprived areas, has had a negative impact on these asylum-seeking and refugee children’s lives outside the school, which could in turn impact on their educational progress.

Racism and bullying: Racism and bullying and schools’ responses to these issues were discussed with students in the interviews. All students confirmed that their respective schools had anti-racist and anti-bullying policies, reflecting the survey finding of the availability of anti-racist and anti-bullying policies in their respective education authorities. Many young people reported their schools taking a stern view of bullying. For example:

_..there’s no bullying in school .. teachers say it’s bad to bully (...) At assembly they say you should stop bullying (...) if you don’t say, you’ll get more into trouble..._

(girl, aged 11)
Teachers say there’s rules about bullying, nobody bullies...
(girl, aged 11)

... they take it [bullying] seriously. they may even exclude the person who bullies other children...
(boy, aged 17)

However, in one school, when asked if the school was good at dealing with bullying, a student reported:

I don’t think they are good, but a little bit. Bullying is still going on...
(girl, aged 11)

The child had been helped by ChildLine in relation to one incident. Another child from this school also indicated that a lot of bullying went on there; teachers were said to be aware of the problem and to have spoken to the bullies, but the problem continued.

Racism was also reported to be taken seriously by schools. But interview data suggest that racism sometimes goes unreported, particularly verbal abuse, for fear of compounding the problem. However, it was clear from interviews with students and parents that racist attacks are experienced by them more frequently outside the school. For example, a ten year-old boy reported racist bullying both inside and outside the school because he is ‘not native’. Turkish parents reported racist abuse from local people as they walk in the park. One parent told of refugees being spat on by Scottish children, who verbally abuse them using racist language. The children are reportedly often accompanied by their parents, who do not intervene, but sometimes even laugh. The parent commented,

I cannot imagine that there is no racism in the schools, because the children who attack our children racially outside the school go to the same schools with our children... (translation)

The problem seemed particularly acute for students and parents of a school located in a very deprived area. There, Somali parents reported being verbally abused and stones being thrown at them outside the school. As one parent commented:

..so what’s to stop kids doing this in the playground? We can’t complain – we’re asylum-seekers. What can we do? (translation)

Racist abuse was also experienced, and on a regular basis, by unaccompanied minors who attended a college of further education. These incidents reportedly did not take place at the college, but outside – in the city centre and on buses. Young people talked about being subjected to degrading racist insults and accusations of having taken advantage of the country’s hospitality, as they went about their business. One young man stated that he had attempted reporting to the police, but sometimes found the police racist as well. Another young person commented:
...they call me [racist] names ... I do not respond. Sometimes I feel no freedom because people abusing us. [Researcher: Do you report this to the police?] Report? – how many [do] I report? (man, aged 17)

However, racist intimidation and abuse of asylum-seeking and refugee communities does not appear to be restricted to indigenous White Scots. Interviews provided examples of inter-ethnic racist bullying between different groups; intra-faith racist bullying between different ethnic groups; and inter-faith bullying of minority-faith groups of asylum-seekers by majority-faith groups of asylum-seekers. For example, inter-ethnic racism seems to operate between Scottish-born ethnic minority groups and asylum-seeking/refugee groups. A headteacher commented:

.. we have had occasional difficulties, for example with relations between a small group of asylum-seeker programme pupils, who are Black African, and a small group of Scottish-born Asian students – they’ve been at each others’ throats. There are racist overtones and territorial aspects as well...

Racist bullying was also reported between different asylum-seeking and refugee ethnic groups, as an Asian child, for example, noted:

..a Turkish boy.. says Sri Lanka is not good, talking bad about my family (..) I get angry... (boy, aged 10)

A Black African Muslim girl reported being bullied by a Muslim girl of Pakistani origin who attended her school, after they both attended sessions at their mosque:

.. this girl said, ‘You are not a Muslim – how can you be Muslim if you are Black?’ (girl, aged 11)

This had reportedly continued over a period of time. The child stated that parents had got involved, and it had been reported to the mosque, but it was ultimately resolved by the school, when a teacher had brought the girls together and threatened them both with detention if they did not sort the problem out and if the bullying continued.

A particular concern is the reporting of inter-faith bullying by different groups. One family of mixed Muslim-Christian background and of south-Asian origin reported bullying of their children by other children of similar country background who are Muslim. Concerned by the level of bullying and their children’s safety, they had provided their daughters with mobile phones to ensure they could call their parents for help when necessary, but the children then began to receive racist phone calls and text messages on their phones. The matter has been referred to the police, but they were not aware if any action has been taken.

Inter-faith tensions and bullying was also reported by a student from a Christian family, who talked of harassment by asylum-seeking youth of other faiths. Such examples suggest that racism and bullying experienced by people seeking asylum and
refugees seem to be multi-faceted, and can negatively impact on students’ educational progress.

Overall, study data demonstrate highs and lows of life in and out of school for asylum-seeking and refugee children and young people in City 1. These data also indicate areas where good work done by schools can be celebrated, and areas where further work is necessary to enhance the educational experiences of these students. However, since schools do not operate in isolation, issues outside the school that impinge on students’ well-being, discussed above, need to be urgently addressed.

3.2 Experiences in City 2

In the city’s schools, asylum-seeking and refugee students form a very small minority of the school population, as noted above. Thus, whilst educational issues such as support for students new to English and pastoral care issues could have similarities to those in schools in City 1, social life for students in City 2, both in and out of school, can be expected to be very differently experienced. The experiences and perceptions of students, from interview data, are considered below. Issues raised by parents in City 2 relate mainly to over-arching matters rather than those specific to schooling in the city, and will be discussed in the sub-section that follows.

Settling in and assistance for students new to English: Most students spoke positively about the welcome they received at their respective schools and reported being helped and supported by their teachers. Some students were pleased to have been helped by their classmates as well; a few students talked of feeling upset on their first day, because of their inability to speak in English. For example,

\[I felt shy and couldn’t talk to other children…\]
(boy, aged 11)

\[I felt shy because I couldn’t speak English and didn’t know anyone in my class\]
(boy, aged 13)

All interviewees reported receiving support with learning English, for short periods usually in a separate class for students new to English. Some children indicated receiving continued support in mainstream classrooms from bilingual support staff.5 One child stated that help from his classmates would have been useful:

\[I was taken to a class with another boy to get help with English. then I went out with other children to play… Sometimes this [separate class] was helpful. people say difficult words that I can’t understand. The teacher was helping with reading and writing… [but] I wanted to get some help from my friends…\]
(boy, aged 11)

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5 Current policy as reported by the authority is that any attendance in a separate class would be short-term and for only one day a week, with the mainstream classroom being the preferred environment for language acquisition
These data suggest that students are made to feel welcome in their schools and receive the support of teachers. Interview data also indicate the value placed by young people on peer support with settling in and in learning.

Home-school relations: Most students interviewed had no comments with regard to home-school relations. One student reported that while his father, who is competent in English, usually liaises with the school, he (the student) was able to interpret for his mother if she attends parents’ evenings. Some students’ comments suggest that they did not perceive it as general practice for interpreters to be available at their school for these sessions.

The two parents interviewed (who were not connected to the students referred to in the previous paragraph) were competent in English and self-confident. They took a keen interest in their children’s education and reported providing them with support as necessary. They also reported feeling comfortable approaching the respective schools proactively, and discussing relevant issues with the head or staff.

Friendships: The issue of whether asylum-seeking children and young people are being included in friendship groups in school has long been recognised as important. In individual schools in City 2 asylum-seeking and refugee children do not have many of their own number from whom to draw mutual help and support, making the issue the more important, though as study data above indicates, this could be a double-edged sword.

All students interviewed reported having friends in school, and from different backgrounds, including White Scottish, suggesting that schools have been successful in including these children within their populations. Some primary-age students reported not having friends outside school, however. A child who lives in a large block of flats stated that it was hard for him to make friends outside school because he does not know any other children in the neighbourhood. Whilst a case of racist bullying outside the home was reported by one child (see below), in general, danger on the streets was not raised as a factor that restricted friendships by interviewees.

Curricular and career issues: Interviewees from City 2 reported being able to cope with the school curriculum once they had acquired the necessary language skills. None of the students reported having access to homework clubs, but no-one noted needing help with homework either. The comments of one student suggest he can be considered a successful learner within his school:

In science, if some can’t understand things, they ask me, because I always finish first...
(boy, aged 14)

Career issues did not raise concerns for the secondary-age students interviewed. All these young people had either gained refugee status/leave to remain, and interviewees were able to speak with confidence about their hopes and aspirations for the future.
Racism and bullying: Most students interviewed indicated that their schools had effective anti-bullying and anti-racist policies:

I’ve not heard of anyone being racist...
(boy, aged 14)

bullying and racism are not tolerated, even in a joke...
(boy, aged 13)

However, as against the above, bullying does go on, and was reported as having been experienced by four of the eight students interviewed. For example, a secondary-age child reported having been subjected to racist bullying:

..he annoyed me, he was punching me and that, and I got angry and punched him back. Then he called me a racist name …
(boy, aged 14)

The child spoke of firm action taken by his school, after which the bullying stopped. At another school, action taken by the school against bullying had not been effective, and the bullying was said to continue. The case of one student raises concerns regarding appreciation of cultural sensitivities:

This child is a boy of 11 years. He gets upset when children deliberately mispronounce his name to make it a female rather than a male name, which he could be experiencing as undermining his maleness. The perpetrators are punished when he reports them, but the problem continues. Sometimes when he tries to report the bullies, he finds the teacher engaged in conversation and not giving the matter due attention. The problem continues.
(fieldnotes)

Most students interviewed had not experienced racism or racist bullying outside the school; some children indicated living in quiet residential areas and not encountering racism. However, one child who lived in a block of flats reported serious racist bullying by young people in his neighbourhood. He stated that he has been followed, had money taken off him, and been subjected to verbal and physical abuse. His home has also been subjected to racist attacks. The child commented:

.. it is just because we are Black people.. I don’t like them because they annoy us (..) I don’t like the place where I live now because many bullies live there.. When I asked one boy why he bully me he said, ’I did that because I want to be bad and happy’. I felt angry and sad.. I felt that was unacceptable...
(boy, aged 11)

The school had been made aware of these incidents and the headteacher reported concerns for the child and his family. She commented:

The City .. needs to look at more and larger houses in the centre of town, and not send refugees out to peripheral estates, because they are targeted. The centre of town has a good mix of different nationalities....
The City Council had been approached for re-housing the family to a safer neighbourhood.

3.3 Overarching issues in supporting asylum-seeking and refugee pupils in the two cities

Interviews with students and parents across the two cities highlighted issues relevant to the education of all asylum-seeking and refugee pupils, and not specific to one or other of the case study cities. These are outlined below.

Withdrawal from mainstream: There was some discussion by a few young people about withdrawal from the mainstream for learning English and the effect of this on socialising and forming friendships. After considering the matter, one young person stated, ‘mainstream is better for making friends, but it is difficult to make friends if you don’t know English’, pointing to key issues education authorities would have to consider when developing policy. The issue was also raised by one of the parents in interview. This parent acknowledged a possible need for withdrawal from mainstream if a child’s English is weak, but asked if this could not be done in a way that does not indicate the child’s difficulties with the language as synonymous with failure, another issue to be addressed in developing policy. These issues are further discussed in the next chapter.

Misinterpretation of effects of refugee experience as lack of competence in English: A parent pointed out that schools often seem to see an asylum-seeking or refugee child’s learning difficulties as simply stemming from an insufficient command of English. That effects of trauma endured in the refugee experience could impact on a child’s learning was said not always to be recognised.

Low teacher expectations: Some parents suggested that teachers sometimes have low expectations of asylum-seeking and refugee students. As an example, a parent told of how he had been informed that his child was progressing well. However, the child’s report indicated that grades achieved were not good. The parent stressed that each child should be supported to the level of his/her abilities, and not just seen as bilingual learners. The point made by the parent here is acknowledged. However, it was not possible to establish within the terms of this study whether the example given represented poor communication between teachers and parents, or of institutional racism. It does suggest the need for schools to develop and maintain good communication with parents, and provide good quality of information on their child’s progress.

Manifestations of aggression and refugee experience: Some parents noted that schools do not always recognise that trauma associated with the refugee experience could manifest itself in disruptive or aggressive behaviour. This view was confirmed in the experience of one student interviewed, whose aggressive behaviour had not been recognised in his first school in Scotland as a symptom of trauma he had experienced. He had been excluded five times for this. The young person stated that the aggression just ‘faded away’ after a time.
Insecure immigration status and effects on educational performance: A number of parents stated that asylum-seeking families live under constant stress because of their insecure immigration status. They pointed out that this stress could have negative effects on a child’s educational performance.

Placement and support for unaccompanied minors: An unaccompanied minor aged under-16 in the care of social services, reported being the only Black child in the children’s home where she was placed. She also told of her embarrassment at parents’ evenings, when she would be accompanied by her White carer and would receive strange looks from fellow students accompanied by (same race) parents or carers.

Education authorities and schools will need to consider these issues in developing policies and practice for asylum-seeking and refugee pupils.
CHAPTER FOUR BEYOND INTEGRATION – GOOD PRACTICE FROM STUDY SCHOOLS

One of the aims of this study was to identify what might constitute ‘best practice’ for the integration of asylum-seeking and refugee students into schools. Here a question of definition might be relevant: is the objective to achieve the integration of asylum-seeking students into, or their inclusion within, schools? While these terms are often used synonymously, there is a distinction between them. ‘Integration’ refers to a process that seeks to equip the child to meet the demands of mainstream education and culture, whereas ‘inclusion’ refers to efforts to include the child with his/her own culture and values into the school, within a culture that celebrates diversity (Corbett, 2001). In the first case the child has to fit into the school, in the second the school adapts, to respond to the needs of its pupils. In practice terms therefore, an integrationist approach would provide the child with supports and tools for accessing the curriculum and school life, which would remain virtually unchanged by the child’s admission to the school. The inclusive approach, by contrast, would recognise that admitting pupils of diverse backgrounds to the school, would by definition, change its character; and the school would celebrate this diversity. We would argue that best practice would go beyond integration, and refer to the inclusion of children of diverse backgrounds into schools.

In this chapter we will outline policy frameworks and practice developments in four education authorities, two of which have high numbers, and two of which have low numbers of asylum-seeking and refugee pupils in their schools, where supporting asylum-seeking and refugee pupils might therefore be approached differently. Two authorities are Scottish case study authorities, two are English; and they present different demographics and different histories in terms of their experience with supporting asylum-seeking and refugee pupils. Policy and practice developments in this area are thus not directly comparable, but it is possible to consider to what extent these are integrationist or inclusive, and provide different models for consideration in policy development. The overview of policy and practice for each authority is not exhaustive, but focuses on some key areas in each – some examples may be relevant to more than one authority. We also offer selected examples of inclusive practice from a range of good practice observed in case study schools in all four study authorities.

4.1 Authorities with high numbers of asylum-seeking and refugee students in their school populations

4.1.1 Authority A

In Authority A, experience of responding to the needs of asylum-seeking and refugee pupils largely dates back to the dispersal of asylum-seeking families and individuals away from London and the south-east of England in 2000. The authority’s minority ethnic population is lower than the UK average, and these communities are mainly to be found clustered in particular areas. As a result of dispersal policy, the
last few years have seen a large and rapid growth in numbers of asylum-seeking and refugee (and therefore also minority ethnic) pupils in the city’s schools, some in areas where previously few minority ethnic communities lived. The authority has had to respond speedily to the specific needs of this population. In consequence, the education authority’s formal policies for providing for asylum-seeking and refugee pupils are still in development, and practice is evolving.

The local authority is funded by NASS to support the needs of people seeking asylum, which is delivered through the city’s Asylum Seeker Support Project (ASSP). A positive approach adopted by the ASSP is the provision of services through a multi-agency team, which includes social services, health and the police, in addition to education, and which works in liaison with designated housing providers. In terms of education, an aim of the project is to place children seeking asylum in schools within two weeks of their arrival in the city, an initiative that should prove valuable to the children’s rehabilitation and learning outcomes. Children are placed in designated receiving schools – 26 primary and 7 secondary – in local areas where asylum-seeking families are housed, and these schools are provided additional resources in the form of EAL staff, to support their needs. A difficulty currently facing the project is the educational consequences of accommodation changes following changes in provider, where asylum-seeking families could be moved across the city, with children needing to be re-located in new schools, some of which have had no previous experience of asylum-seeking pupils.

The ASSP have issued schools with good practice guidance in supporting asylum-seeking children (2004). This Handbook is an operational document, first produced in 2000 as a pragmatic and practical response to dealing with large numbers of new arrivals with little or no knowledge of English, which built on practice previously developed in the city for supporting bilingual students new to English. The city’s educational approach for this group of children focuses primarily on their language needs, seeing this as a key survival need. Receiving schools are provided resources for bilingual units, to provide intensive language support for pupils new to English; pupils move between the base and their mainstream class, in line with their needs, until they are ready to be full-time in the mainstream. The ASSP Handbook (2004) states that, ‘Integration from the base into mainstream should be a gradual, supported progression’. The expectation is that average attendance in the base is from six to nine months. However, this is not a rigid model, and the authority will back schools that wish to support pupils new to English within the mainstream classroom, provided the appropriate level of support is available. The authority is reportedly considering how support for asylum-seeking pupils can be integrated with support for bilingual pupils, to ensure a coherent provision that meets the needs of all pupils.

Additional EAL staff are appointed to schools by the ASSP in relation to the number of asylum-seeking children allocated to them, and schools requiring interpreter services are provided this service by the ASSP, free of cost. Sample translated letters and forms are available to schools to help with enrolling pupils. The city’s education department has, additionally, a strong Race Equality Policy and Action Plan, and Anti-Bullying Policy. An education official commented that ensuring that schools are doing their best on a range of equality issues is one of the biggest challenges facing the authority in the next few years. The Additional Support for Learning Act (2004)
provides an important framework for the authority’s approach to delivery of services for these children.

A particular concern of the authority is the effect of UK Home Office policy on the education of asylum-seeking pupils and indeed on all pupils in schools that receive asylum-seeking pupils. A current urgent issue, in light of indications that a large proportion of asylum-seeking families are appeal rights exhausted, relates to removals, and what guidance to provide schools, including how to support pupils who are concerned about being removed; how to support pupils when a classmate has been removed; how to support school staff through this process; and how to develop coping strategies. The authority is planning to work with health and social services to address this issue.

A second concern relating to UK Home Office policy relates to limitations to post-school opportunities for asylum-seeking children. An education official pointed out that in the context of current policies where a child cannot progress to university or to gain employment, there is a tension for teachers between keeping pupils motivated and achieving, and being realistic in relation to pupil aspirations. However, the authority has recently been successful in obtaining university places for six high-calibre asylum-seeking students. The City Council in association with four Scottish universities have approached the Universities Funding Council and the Scottish Executive to amend regulations to allow asylum-seeking young people access to higher education.

4.1.2 Authority B

Authority B has had a long tradition of providing for the needs of diverse pupils, and at the 2001 census its non-White population was well above the UK average of 7.9%, standing at 34%. At the time of the study there were over 5,000 asylum-seeking and refugee pupils in the Authority’s schools, representing 16.9% of the schools population, and there was high pupil mobility. A statement from the Director of Education outlines the Authority’s perception of the needs of refugee children:

There is recognition that pupils from a refugee background may have faced difficult and traumatic life conditions due to the experience of civil war or social conflict. The additional issues of cultural differences and pupils with English as an additional language sometimes make the adjustment to school life difficult.

To respond to the needs of these children, the authority’s Refugee Education Service has developed a range of guidance and resources for schools, including detailed Guidance on the Welcome and Induction of Refugee and Asylum Seeking Students; a Refugee Handbook; Positive Quick Notes for regular contact with parents in community languages; and a series of phrasebooks in the main community languages, designed to be used by students literate in their own languages but new to English. Model policies and practice guidelines were developed and evaluated, to form the
The first principle of best practice in admissions procedure in the Authority is a commitment to inclusion. A supportive learning environment as outlined includes: a ‘class friend’ system; displays and labels in community languages; clear, consistent classroom routines; curriculum initiatives and planning to meet language and other needs, lunchtime and after-school activities, etc. Children go straight into mainstream on admission day, and are supported within the classroom.

It will be seen that both Authority A and Authority B have developed positive practice for supporting asylum-seeking and refugee pupils. Given the large numbers of these pupils in their schools, considerable thought has gone into how best to support their needs. In Authority A this has taken the form of primarily addressing survival needs through intensive language support in schools, within a multi-agency support structure for meeting basic social needs. This can be understood in the context of the rapid growth in numbers of these pupils in its schools, little previous experience of refugees, and the relatively small numbers of ethnic minorities in its population. At the same time the Authority places emphasis on wider equalities issues, through strong race equality and anti-bullying policies in schools. Additionally, recognising the contradiction in ethos of the Standards in Scottish Schools etc. Act 2000 and Home Office policies on higher education and asylum-seeking young people, it is working to have regulations amended to allow asylum-seeking pupils access to higher education. Whilst all of these policies and interventions will enhance the educational experience of asylum-seeking and refugee pupils, and it is recognised that policies are still in development, at the present time the needs of the whole asylum-seeking child may not be being met through these alone. Specifically, in terms of supporting language needs it would be well to consider if the child’s social needs, as well as inclusive practice, can best be achieved through withdrawal in language units, or whether a better model of support (such as developed in some of the case study schools, reported below) can be developed. Additionally, to develop inclusive practice, the particular emotional needs of these pupils resulting from the trauma of the refugee experience, and their possible educational consequences will need to be recognised, with specific policy interventions and supports designed to meet them.

Authority B’s longer history with asylum-seeking and refugee pupils, and ethnic minorities more generally, has allowed its policies a greater time to develop, and for it to provide a sound framework for working within an inclusive model. Recognition of the implications of the refugee experience for the child’s educational and social development is the starting point for specific policies, guidance and supports within the inclusive model. The evaluation undertaken of the Authority’s policy model serves as a firm basis for developing good practice.
4.2 Authorities with small numbers of asylum-seeking and refugee pupils in their populations

4.2.1 Authority C

Authority C’s minority ethnic population is considerably lower than the UK average of 7.9%. It has, however, a long history of providing schooling for asylum-seeking and refugee pupils, though not in very large numbers. The city does not therefore have specific policies geared towards these children, and the main policy support is provided through support for bilingual learners. The mission statement of its EAL (English as an Additional Language) Service states:

We aim to work in partnership with schools, homes and other agencies to meet the educational needs of bilingual learners, to raise their self-esteem, to value their linguistic and cultural backgrounds and to enable them to fulfil their potential.

(EAL Service 11/99: 3)

The statement of policy goes on to say that ‘the mainstream classroom is the best context for English language acquisition’ (p.4.), but that in some circumstances it might be appropriate to ‘teach bilingual pupils in a tutorial situation for a short time...’ (p.7). The most supportive educational ethos for these pupils is seen to be one where ‘cultural and linguistic diversity are acknowledged as valuable resources in the classroom, where bilingualism of the pupil is seen as a positive asset, and where there is commitment to good home-school communication’ (p.4). Whilst diversity in the classroom is seen as a valuable asset, the complex needs of asylum-seeking and refugee children are not, however, referred to in this document. However, if these are not recognised, particular behaviours of these children which are responses to their refugee situation, as outlined in the last chapter, might be misinterpreted and the children not adequately supported.

The city has additionally got a range of policy and practice initiatives that could support the needs of asylum-seeking and refugee pupils. Key among these is ‘Guidance on Positively Challenging Bullying, Racism and Discrimination’ (2006), and ‘Dealing Positively with Racist Issues’ (2003). A ‘Mainstreaming Equalities Action Plan 2006-2009’ has also been developed to ensure the authority is meeting its responsibilities under the Race Relations (Amendment) Act 2000, the Disability Discrimination Act 2005, and the Equalities Act 2006. Education officers commented that the Additional Support for Learning Act (2004) is seen as significant in terms of meeting the wider needs of asylum-seeking and refugee pupils. In particular, the recognition in the Act that ‘pupils in the course of their educational career move in and out of need’ was seen as important, so that a pupil’s needs as a result of trauma or loss, for example, could be met within the parameters of that need. An officer noted that there is however a need to recognise that barriers to learning may exist within educational establishments and institutions, as well as any additional support needs the child may have as recognised in ASL guidelines to schools.

An officer commented that practice within the authority has evolved and developed beyond the scope of formal policies. In the EAL service, for example, in addition to
having a team of 30 EAL teachers, the authority have around 15 full- or part-time bilingual support assistants (BSAs), managed by a Principal Teacher, who work in partnership with schools and parents, and with other agencies outside of education, such as social work, health, faith groups and the voluntary sector, on educational experiences and barriers to attainment of bilingual pupils. The officer suggested that BSAs are well placed to support asylum-seeking and refugee children, and that work needing to be done to improve policy and practice can be identified through these structures. Additionally, the authority reports structures in place for supporting vulnerable children, and within secondary schools, staff with responsibility for pupils’ welfare and social and emotional development.

The authority reports being able to maintain the required level of services at present, though it is facing some financial constraints, in common with many other authorities. An officer noted that if there were to be a significant increase in numbers of asylum-seeking/refugee pupils in the city, without additional funding a problem might arise in relation to providing adequate services.

In looking to the further development of policy and practice towards asylum-seeking and refugee pupils, one officer commented that a strength of the city’s policies is that they set within a wider equalities framework, and are therefore less likely to be criticised by wider society than if they were directed towards a specific group, such as refugees. She noted that if practice is good for all pupils who are vulnerable, it would be good for all pupils, regardless of their status.

4.2.2 Authority D

Authority D has a very small minority ethnic population, and at the 2001 census its non-White residents comprised 2.9% of the total, well below the UK average of 7.9%. It does not have a large asylum-seeking and refugee population; at the time of the fieldwork a multi-agency group was working to compile a confidential database on asylum-seekers and refugees, with a view to better tailoring its service provision.

The county’s educational support services for asylum-seeking and refugee pupils are provided through its Ethnic Minority Achievement Service (EMAS), whose aims are to:

- ensure a greater awareness of the needs of ethnic minority pupils;
- assist schools in their efforts to provide minority ethnic pupils with enhanced access to the whole school curriculum;
- raise minority ethnic pupil achievement;
- ensure that teachers achieve a greater knowledge of the stages of language acquisition through which bilingual learners progress;
- give schools greater confidence and competence in providing appropriate support;
- support home school links;
- assist schools in tackling racism and promoting intercultural awareness. (Council website)
The Authority’s EMAS Advisers offer courses on race equality issues for teachers, governing bodies, teaching assistants and Advisers, and Advisory teachers work with schools to increase teachers’ knowledge of the cultural and linguistic experiences of minority ethnic pupils, and assist teachers in developing the pupils’ English language skills within the different areas of the curriculum. To combat racism EMAS Advisers provide contacts and advice for colleagues across agencies with regard to vulnerable pupils and families. They also personally support the induction process for refugee and asylum-seeking pupils.

The Authority has also established Inclusion Networks, to link school improvement with inclusive practice. The Inclusive Networks are seen as the forum within which effective inclusive practices and equal opportunities for all can be promoted, towards meeting the needs of all children.

It will be seen that both these Authorities support asylum-seeking and refugee pupils through wider, rather than specific policies, given the small numbers of these pupils in their schools. In Authority C the policy focus is on bilingual learners, vulnerable children, and equalities issues; in Authority D it is on ethnic minorities and raising achievement, on race equality and Inclusion Networks. In both Authorities teaching takes place mainly in the mainstream, and cultural diversity is seen in a positive light. Both Authorities can therefore be said to be operating within a broadly inclusive framework. In addition however, in Authority D specialist support is provided to schools for asylum-seeking and refugee pupils through Advisers, in recognition that this group of pupils have specific needs that might not always be addressed through other policies. Thus whilst the needs of asylum-seeking and refugee pupils might possibly be met through a vulnerable children and equalities focus as in Authority C, this could depend on specific needs being identified, and correctly identified, in individual children. But if the particular needs of children who have experienced traumas specific to the refugee experience, and its manifestations, are not recognised, it is also possible that these needs might not all be met, or not met in as timely a manner as might be.

Against this policy background, we will now examine practice in study schools, focusing on examples where schools have taken specific initiatives to develop more inclusive practice. The data demonstrates that it is possible for schools to develop their own policies towards providing an inclusive service, even whilst their own education authorities adopt a more integrationist approach.

4.3 Inclusive practice from study schools

As discussed at the beginning of this chapter, we equate good practice with practice that values diversity and seeks to be inclusive. It was noted in chapter 1 that schools selected for the study were chosen on the basis of ‘good practice’ as identified by study authorities, and we will seek to understand what this ‘good practice’ involves, and how individual schools have worked out their own good practice approaches. In keeping with our identification of good practice with inclusive practice, it is envisaged that good practice will include a ‘caring’ ethos, non-stigmatising support for students new to English, monitoring educational progress,
fostering of friendships and socialising among students, good home-school links, and implementing anti-bullying and anti-racist policies. These are discussed below.

- **Welcome**: This begins prior to the initial admission interview, and from the moment the child and parent/s cross the school’s threshold. Aspects of this, and different emphases, are demonstrated in the approaches taken by two schools –

  *The entrance lobby to the school displays a ‘welcome wall’ with a map of the world, marking out where new arrivals to the school come from. Around the map are pictures or photos of the new arrivals, with information about themselves that they have given, about their home language and class. On display below the map are a range of books, with pictures and information on children in different countries, different religions, stories from different cultures. Just beyond that are clocks showing school start and finish times, (free) breakfast club time, and after-school club time.*

  (Primary school, fieldnotes)

  *We are a Catholic school – we have a welcoming ethos, it’s about the dignity and value of every individual in school – reaching out to children is an important element of what we do.*

  (Secondary school, interview with Head)

Various aspects of admissions, which can be seen as part of the initial welcome, are handled differently by different schools. The Heads of two schools and the Ethnic Minority Achievement (EMA) Co-ordinator of another explained practice at their respective schools:

  *The admissions form is in all community languages – we give a copy to the parent in her own language, so she can see what I am filling in in English.*

  (Primary school, interview with Head)

  *Parents are not in receipt of clothing grants, but the school gives them the uniform to start, so that the child arrives as part of the school. At registration they are given the school handbook and told about the breakfast club, which is free of charge and open to everyone.*

  (Primary school, interview with Head)

  *Part of our admissions procedure is to take parents round the school, especially the playground, to the spot where parents collect the children – it alleviates parents’ and children’s anxiety.*

  (Primary school, interview with EMA Co-ordinator)

- **Support for students new to English – withdrawal or mainstreaming?** The question of the merits of withdrawal versus mainstreaming has been raised above, as well as the possible stigma attached to withdrawal for continued English language support. Two possible models of good practice were
presented in the fieldwork. In the first model, a school had been asked to ‘house’ a bilingual unit for 30 children. The school was asked to put the children on class registers, though in reality they would work in the bilingual unit. The school had been a multi-ethnic school prior to dispersal, and found this approach contrary to its usual way of working. The headteacher stated:

..we very quickly moved away from that and began to refine our thinking – we asked, what can children do that the class was doing, e.g., expressive art, environmental studies, behind that maths, then language. We’ve got to get teachers and children to seek ways around that. And we also began to get peer support...

Now.. we work on a completely different basis... the two ASR support teachers with the EAL teachers work in classrooms across the school, mainly at language times. Teachers work with groups of children, which include asylum seekers and refugees, local bilingual and monolingual pupils... We feel that all children benefit from this..

We had a debate within the school about ‘withdrawal’ ..for limited times in corners ..With joint planning with the class teacher and the support teacher .. where the support teacher takes the group becomes irrelevant..

(Primary school, interview with Head)

Another school took a different approach:

We have admissions day every Monday afternoon.. very rarely a week passes when we didn’t have a new child.. Children move straightaway into [mainstream] classes.. Assessment is carried out within the first two weeks of admission – short and sharp sessions are found to work better...

(Primary school, interview with EMA Co-ordinator)

In these two examples any stigma that could attach to withdrawal is absent, and children spend class-time with their peers, in a situation that is more conducive to forming friendships and socialising.

- **Monitoring students’ progress:** The importance of monitoring the progress of asylum-seeking and refugee pupils in the school is recognised in most schools. The system used in one school, as described by the Head, deserves mention –

  We .. keep an overview of every child in school within a grid, which is colour-coded, so we can see where the ASR children are, where the local bilingual children are...

  (Primary school, interview with Head)

- **Achievements and attainment:** Both achievement and attainment is important in being a ‘successful learner’. The achievement of one school in including its
asylum-seeking and refugee pupils in all aspects of school life, where they formed the majority among school captains, was mentioned in the previous chapter. The Head in that school described their system for supporting pupils through the school:

We take information about the child and parents and make a Personal Learning Plan... We don’t get all information at the first meeting, we get more later after confidence is developed in the school by the parents. Every child spends a period of time in the International Unit and there details of the learning plan are completed and developed. Pupils [also] have a Pupil Support Teacher, who is assigned to each year group, and moves up with them through the school...
(Secondary school, interview with Head)

On a related issue, another case study school seeks to raise pupils’ educational attainment by supporting home languages:

Our students can do home languages at GCSE – if it is not a taught modern foreign language, the department pays for an external examiner...
(Secondary school, interview with EMA Co-ordinator)

- **Valuing asylum-seeking and refugee children:** Valuing student diversity is an integral part of inclusive practice. In many of the study schools asylum-seeking pupils were valued, and at times seen to bring added-value to the school, as the following comments indicate:

  [taking in asylum-seeking pupils was] very new for staff and children, a lot of learning has happened. Scottish children are now used to having a variety of children in the school – the vision has completely widened. At first some teachers were apprehensive, but the children have won them over, because they are so keen to learn, and been supported by their parents. They are a good example, a good influence on local children...
(Primary school, interview with Head)

  For the first [ASR] group, when the children were just acquiring English, the school suffered in terms of attainment levels. Now the ASR children are pulling up the school’s attainment levels...
(Primary school, interview with Head)

- **Peer support and fostering friendships:** Peer support and friendships are other key aspects of inclusive schools. The value of peer support and friendships was recognised in study schools, as the following demonstrate:

  The teacher will try to nominate a ‘buddy’ for them – teachers are very good with ‘putting a smile’ on their faces... Some of them [ASR children] amaze me the way they settle in... Whether or not they can speak English, they can be settled if they have children who speak their own language...
We have after-school clubs for all children, mainly for sport... some are already good at sport – they can all play even with limited language...
(Primary school, interview with Head)

We encourage children to participate in extra-curricular activities,... residential courses...all to encourage development of friendships...
(Primary school, interview with Head)

- **Parental involvement**: Encouraging and supporting parental involvement in their children’s education is recognised as part of good practice in inclusive schools. One study school was particularly successful in its efforts to encourage parent participation:

  We try to get parents involved in PTA and School Board... [Also] last year we had a sewing group [of mothers] for the X'mas show.. now we have a cookery class programme with children and parents, in school time.. We have an asylum-seeker parent on our School Board..
(Primary school, interview with Head)

- **Supporting the whole child, raising awareness, understanding equality**: Supporting the needs of the whole child is similarly significant. One study school with small numbers of asylum-seeking pupils emphasised the importance of supporting more than the child’s educational progress –

  We provide not just academic support, but also emotional support... we found ‘X’ was not happy, she had no friends... we had more contact with the mother, and actively engaged her with friendships, and in activities she might enjoy...
(Secondary school, interview with Deputy Head)

Likewise, a denominational school with a small number of asylum-seeking pupils has developed specialist support for meeting pupils’ emotional and other non-academic needs, recognising the importance of supporting the needs of the whole child:

  We try not to see young people in slots and categories.... Unique to this school is a well-resourced chaplaincy team, which is part of our pupil support structure. Asylum-seeking and refugee children could access this support – it is a place for them to talk, to get support...
(Secondary school, interview with Head)

Another school with low numbers of asylum-seeking pupils had developed a game to promote debate on equal opportunities and anti-racist issues –

  Equal opportunities and anti-racism is a high priority... We have a .. Equality Game, which we now sell.. we use that game to work with young ones to provoke discussion. The objective is to show that life is not fair, not equal chances..
(Secondary school, interview with Head)
Similarly, at a school with high numbers of asylum-seeking pupils, the curriculum was used to raise awareness of refugee issues among pupils and parents –

* A drama production on refugee experiences was being rehearsed at the school. The script had been written by pupils, drawing on first-hand knowledge within the school, and with the help and support of a local drama company engaged by the school, who were also helping with choreography. The production included song and dance, and the cast included talented refugee and non-refugee pupils of both majority and minority ethnic groups.  

(Secondary school, fieldnotes)

In sum, a range of inclusive practice was found in case study schools. These include practices that sought to:

- address the whole child (not just their educational needs) in the school’s welcome
- address the concerns of parents, and included parents in their children’s education
- address the child’s English-language needs whilst not withdrawing him/her from mainstream education
- develop pupil support strategies that indicate high expectations of all pupils; and
- foster friendships among all pupils.

Practices described above are those that seek to respond to the needs of a diverse school, rather than to integrate children into an already existing structure and ethos. They do not present an exhaustive list, but have been selectively chosen to highlight specific issues. Inclusive practice also seems to reflect a holistic model of education provision for asylum-seeking and refugee students, described in a recent study (Arnot and Pinson, 2005). Such initiatives might be considered in developing good practice in schools.
CHAPTER FIVE CONCLUSIONS

This study was commissioned to take stock of issues relating to the education of asylum-seeking and refugee pupils, and in particular to get an overview of education provision and to identify ‘best practice’. A specific concern was to ascertain whether policy and practice related to this group of children had changed since previous research undertaken in 1999 (Arshad et al., 1999). This chapter will summarise findings from the study in relation to Arshad et al.’s research, and identify issues for policy and practice.

5.1 Survey of Scottish Education Authorities

The survey had a disappointingly low return, with responses received from just 44% (or 14 of the total 32) of education authorities, after an initial suggestion of interest in the study. Arshad et al., by comparison had responses from 28 of the 32 authorities, so a direct comparison of results will not be valid, but where possible, links will be made.

Very few responding authorities (5 in total) collected data on the asylum-seeking or refugee status of pupils. This data would be based on voluntary self-disclosure, however, apart from data supplied to authorities by NASS, and figures available could therefore be an underestimate. Arshad et al.’s study noted similar data from 7 authorities; but whether the implication is that fewer authorities now gather this data, or whether authorities who do gather the data did not respond to the survey, cannot be established.

In relation to education authority policies, 13 of the 14 responding authorities reported having policies, either specific or as part of wider policy, for bilingual learners. This represents an increase of two over authorities who made similar indications for Arshad et al.’s study, which suggests that policy awareness of needs of bilingual (or multi-lingual) learners has increased since the previous study.

In the current study, a range of policies and structures that could support some of the needs of asylum-seeking and refugee students, in the absence of specific policies and structures directed at their needs, was identified. The reported availability of anti-bullying and anti-racist policies in most responding authorities is reassuring, though the need for such policies in all authorities, irrespective of the presence of asylum-seeking/refugee pupils, or indeed more broadly multi-ethnic pupils, is essential. The survey suggests that availability of specific funding in this area is limited. However, it is understood that a central service is available to support work with children and young people to prevent and tackle bullying in schools and communities, funded by the Scottish Executive.

Considering the survey findings overall, it must be pointed out that the small number of returns makes generalisation difficult. On the basis of available data it is not possible to assess how representative responding authorities were of all Scottish authorities. Indeed, without further information on why returns were so low after the
initial interest in participation, it is also not possible to interpret the low return as a mere lack of interest in the substantive area.

5.2 Experiences of asylum-seeking and refugee students and families in two Scottish cities

The current study has highlighted different aspects of school-life and life outside the school that have a bearing on children’s well-being and their educational progress. Of particular note have been the successes of two schools in City 1 in supporting pupil inclusion and achievement, and parental involvement respectively, which must be celebrated. More broadly, the appreciation expressed by students and parents at the welcome they received and the help provided with settling in are positive findings from the study schools. Support provided for children new to English was similarly appreciated, which in the majority of cases allowed children to access the curriculum and make good progress. However, in some cases the study identified a need for continuing help with language; a need for schools to recognise how the refugee experience could impact on a child’s educational progress, and not be mechanistically viewed as difficulty with language, was also noted.

The study raised concerns with regard to further and higher education, and career prospects for asylum-seeking students. The current UK government policy situation does not allow asylum-seeking students to access university education; asylum-seeking students wishing to enrol in higher education are liable for fees at overseas tuition rate for full- and part-time courses, and ineligible for student support. Students making transition to further education would also be ineligible for bursary funds, and are likely to be charged at overseas rate for full-time courses. This runs contrary to rights under the 1989 UN Convention on the Rights of the Child, where under Articles 28 and 29 a child has a right to education, which includes a right to further and higher education, on the basis of equal opportunity. However, it might be noted that some support for FE students seeking asylum is provided by the Scottish Funding Council for Further and Higher Education (SFC). The SFC will waive fees for a full- or part-time ESOL (English as a second or other language) course, or other part-time, advanced or non-advanced course. People seeking asylum are also eligible to apply for support from the hardship fund for help with travel and study costs. This funding is available to individuals seeking asylum, or the spouse, civil partner, or child of a person seeking asylum living in Scotland.

For the most part the study found that children were supported to develop friendships and to socialise by their schools. However, despite this, a case of a particular ethnic group being socially isolated was noted. It is imperative for schools to examine their practice with vigilance to ensure this is not allowed to take place. In a related area, bullying and racism in schools were also discussed in interviews. Study data indicates that despite all schools having policies in this area and taking action when incidents were reported, in some cases action was less than effective and the problem persisted. Findings also show that not all incidents are reported, for fear of compounding the problem. Here it is important for schools to take regular and pro-active preventive action in these areas to provide a safe learning environment for its students.
Racism and racist bullying outside the school, reported particularly in and the vicinity of a school located in a very deprived area, give rise to very serious concerns. High and persistent levels of racist bullying experienced by unaccompanied minors in the city centre are of similar serious concern. It might be noted however, that the study indicates that racist intimidation and bullying of asylum-seeking and refugee communities is multi-faceted, and not perpetrated by White Scots alone. In this area again, if children are not adequately protected from violence, which would include bullying, they are being denied their Convention rights to protection from all forms of physical or mental violence, injury and abuse (Article 19).

5.3 Good practice issues

This study considered what might constitute ‘best practice’ in education for supporting asylum-seeking and refugee students. The concepts of ‘integration’ and ‘inclusion’ were examined. Following Corbett (1999) ‘integration’ would involve equipping a child to meet the demands of mainstream education and culture, whereas ‘inclusion’ would mean including the child with his or her own culture into the school, whilst celebrating diversity. In the inclusive model therefore, the school adapts to respond to the diverse needs of its pupils. It was posited that best practice is inclusive practice, and that inclusive practice would be part of a holistic ethos that supports the needs of the whole child.

Practice in study schools was examined in light of the above, and many examples of inclusive practice were identified. These involved particular attention being paid to:

- **welcome given to pupils and parents** – including appropriate displays at the entrance lobby, how admissions interviews are conducted, provision of school uniforms to needy families to prevent stigmatising, and demonstrating that every child is a valued member of the school
- **addressing the child’s English-language needs whilst not withdrawing him/her from mainstream education** – one possible model involved joint planning with the class teacher and the support teacher, and teachers working with groups that include asylum-seeking and refugee children, and local bilingual and monolingual pupils, thus making any limited ‘withdrawal’ of groups into corners a non-issue. A second model saw all children supported within mainstream classes from the outset, without any withdrawal
- **monitoring pupils’ progress, achievements and attainments** – this included developing pupil support strategies that indicate high expectations of all pupils, and supporting academic attainment in home languages
- **valuing asylum-seeking and refugee pupils** – pupils were seen to bring added-value to the school through a widening of perspective, and setting a good example to their peers in terms of commitment to learning
- **fostering friendships among all pupils** – schools would nominate ‘buddies’ to help a new pupil settle in, and provide a range of extra-curricular activities to foster inclusion and the development of friendships
- **encouraging and supporting parental involvement** – parents were encouraged to join the PTA and School Board (now Parent Council) and were involved in various school programmes
• **supporting the whole child and raising awareness of inequalities and of refugee issues** – asylum-seeking pupils were provided emotional as well as academic support, and games and drama were used to highlight issues around inequality and refugee experiences.

Such examples might form a useful basis for the dissemination of good practice to other education authorities and schools in Scotland.

### 5.4 Issues for consideration and recommendations for further action

The study has highlighted a number of issues that have policy and practice implications at various levels.

**(i) The Scottish Executive and Education Authorities**

Survey results indicate a need for better support for wider policies relating to work with asylum-seeking and refugee pupils (*chapter 2*).

*It is recommended that:*

- on-going anti-bullying and anti-racist work is undertaken in schools and communities, more information provided about available resources, and adequate funding support provided to all authorities for this and for supporting different categories of vulnerable children
- on-going training in this area is provided for staff, and suitably resourced.

Case studies in schools in City 1 and City 2 suggest that schools may not be fully aware of how the refugee experience could impact on a child’s educational performance (*sub-section 3.3*).

*It is recommended that:*

- further training and support be provided for teachers on helping asylum-seeking and refugee pupils in the classroom, in particular in relation to the behaviours and obstacles to learning resulting from past traumatic experiences, on an on-going basis.

The study identified many examples of inclusive practice in case study schools in Scotland and in England, which include a ‘caring’ ethos, non-stigmatising support for pupils new to English, monitoring progress, fostering friendships and socialising among pupils, good home-school links, anti-racism and anti-bullying (*sub-section 4.3*).

*It is recommended that:*

- such good practice is celebrated through workshops and training sessions, and is disseminated to, encouraged and promoted in all schools, with easy access provided through web-based documents.
The study raised concerns with regard to further and higher education prospects for asylum-seeking students (sub-section 4.1.1).

It is recommended that:

- the Scottish Executive in association with the Scottish Funding Council for Further and Higher Education works to amend existing regulations to allow asylum-seeking young people access to higher education.

Study data indicate high levels of racism and racist bullying outside of case study schools and education establishments, particularly in the city centre and in a socially deprived area, and some under-reporting of these for fear of repercussions (sub-section 3.1).

In recognition of the negative impact racist abuse can have on pupils’ educational experiences it is recommended that:

- the Scottish Executive and local authorities work through and with various community organisations to build and foster better community relations.

(ii) Schools

The efforts made by schools in supporting asylum-seeking and refugee pupils was recognised in the study. However, some areas were felt to require further action (sub-sections 3.1, 3.2).

If the following is not already part of current practice it is recommended that:

- asylum-seeking and refugee pupils (and other pupils new to English) are provided further and continuing help with academic English in order to access the curriculum, even after they seem to have gained competence with social language
- mainstream teachers are provided training, and continue to be provided training where this is already in place, to help them support the development of academic language among asylum-seeking, refugee and other pupils new to English
- schools examine their practice on inclusion with vigilance, to ensure that particular ethnic groups within the school are not experiencing isolation
- policies on bullying and racism in schools are reviewed on a regular and on-going basis, and reinforced through assemblies and PSE
- schools provide additional and on-going staff training on bullying and racism, to make staff more able to spot signs and competent to deal with incidents
- schools should actively seek to share and learn from inclusive practice developed in other schools, as outlined in this report and elsewhere, to improve the support they provide to asylum-seeking and refugee pupils.
ANNEX 1 REFERENCES


Candappa, M., and Egharevba, I. (2000) 'Extraordinary Childhoods': the social lives of refugee children, Children 5-16 Research Briefing Number 5, ESRC


Macaskill, S., and Petrie, M. (2000) *I Didn't Come Here for Fun... Listening to the views of children and young people who are refugees and asylum seekers in Scotland*, Edinburgh: Save the Children Scotland


Save the Children and Greater Glasgow Council (2002) *Starting Again: Young asylum-seekers views on life in Glasgow*


ANNEX 2  INTERVIEWING YOUNG PEOPLE AND PARENTS: A NOTE ON PROCESS

In designing the study particular consideration was given to the process of interviewing young people and parents. Of specific concern were issues of informed consent, accessibility through language, and power relations within the interview framework. The latter was seen to be especially important when interviewing young people. Thus conducting the interview with the assistance of an interpreter, where two adults might be seen to be addressing one young person, could leave him/her feeling particularly powerless. Yet, interviewees might not feel confident to be interviewed in English, or might feel more comfortable speaking their home language. To address these issues it was decided to recruit bilingual researchers for the study, covering community languages of major refugee groups in Scotland. Training on research with children, and on research with refugees would be provided to the recruits.

Four bilingual researchers were recruited following advertisement in social science, politics, and humanities departments of universities in four Scottish cities, to Scottish Refugee Council networks, and to other colleges and research centres identified through snowballing techniques. The recruits were graduates with bilingual skills in English and Arabic, French, Kurdish, Turkish and Urdu, allowing for a wide geographic spread in accessing interviewees. It had been the intention to recruit a researcher with Somali-English bilingual skills, but it was not possible to identify a suitably qualified candidate in the required time. However, it was considered that a bilingual researcher with French and Arabic fluency would allow access to interviewees from African countries who did not wish to be interviewed in English.

One-day training for all selected candidates was provided by Mano Candappa from the Institute of Education, and Jennifer Turpie from Children in Scotland. Training covered issues around research with children, research with refugee children, and qualitative interview practice. In this, emphasis was placed on children’s participatory rights under the UN Convention on the Rights of the Child, informed consent, confidentiality and anonymity, in relation to research with children; and on aspects of the refugee experience, including reasons for seeking refuge in a safe country, experiences of flight to safety, building a new life in a new country, and possible results of trauma suffered in the process, such as withdrawal or manifestations of aggression among refugee children. Two of the recruits did not come from a social science/humanities background. A further half-day training on qualitative research methods and interviewing skills was therefore provided to them.

Prior to recruiting interviewees for the study a series of leaflets, for young people and for parents, was prepared in English and in community languages, outlining the research and how it would be conducted. These were distributed in case study schools, in a college of further education, and through the Scottish Refugee Council, through which channels interviewees were recruited. Young people in schools selected the language they wished to be interviewed in; young people at college were confident to be interviewed in English. One (group) parent interview was conducted.
with the help of a Somali interpreter (since issues of adult-child power relations in the interview process which applied in the case of interviews with children, did not apply here); two were conducted in English with parents who were fluent English speakers; the rest were held in community languages by researchers.
ANNEX 3 USEFUL CONTACTS AND RESOURCES

Supporting asylum-seeking and refugee pupils

   Provides an account of LEA and school initiatives to support the needs of refugee pupils and promote their achievement
   Available from www.trentham-books.co.uk

   Describes effective practice for primary and secondary school teachers and other professional and support staff supporting the needs of refugee children
   Available from www.savethechildren.org.uk/scuk/jsp/resources/details

3. Bill Bolloten and Tim Spafford
   Refugee education trainers and consultants
   http://www.refugeeeducation.co.uk/

4. London Grid for Learning
   Provides, inter alia, network services, a common learning platform, and on-line contact. For guidance on the welcome and induction of refugee and asylum-seeking students; translations and communications; and a refugee handbook, see:
   http://www.lgfl.net/lgfl/leas/haringey/web/teachers%20section/Services%20for%20Ethnic%20Minority%20Achievement/Refugee%20Education/Refugee%20Education

5. NALDIC ITTSEAL: Teaching refugee and asylum seeker pupils
   www.naldic.org.uk/ITTSEAL2/teaching/teaching.cfm
   Provides guidance to teacher educators on teaching refugee and asylum-seeking pupils, including key issues and good practice points

6. QCA: Pathways to learning for new arrivals
   www.qca.org.uk/newarrivals

7. Refugee Consortium at the East of England Regional Assembly
   A project directed by this Consortium entitled Moving Here, featuring positive images of asylum-seeking and refugee communities, with a DVD and set of teacher notes. See:
   http://www.slamnet.org.uk/metat/notice.htm

   Available from: www.trentham-books.co.uk
9. Scottish Refugee Council  
www.scottishrefugeecouncil.org.uk  
Offers advice, information and assistance to refugees and individuals and families seeking asylum in Scotland

10. Teachernet: Refugee and asylum seekers’ children  
www.teachernet.gov.uk/management/aatoz/r/refugeesandasylumseekerschildren/  
Provides information on key legislation, refugee children’s rights and entitlements and funding

Anti-racism/equalities resources

11. ‘The Drummond Equality Game’  
Drummond Community High School  
admin@drummond.edin.sch.uk

12. The Integration of Refugee Children: Good Practice in Educational Settings  
www.nrif.org.uk/education/1619learning/  
(see Case Studies ‘Promoting well-being through creative activities: making a film’. The case study describes how Glasgow schools and Save the Children developed weekend activities to support young refugees’ well-being.)