



General Teaching Council  
for England



## Resource file for supporting asylum-seeker and refugee pupils

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# 1 Useful websites

## 1.1 Asylumpolicy.info

[www.asylumpolicy.info/](http://www.asylumpolicy.info/)

March 2005

Asylumpolicy.info is a free mailing subscription site that circulates news links and information on policy and legislation related to refugees and asylum seekers.

## 1.2 AsylumSupport.info

[www.asylumsupport.info/about.htm](http://www.asylumsupport.info/about.htm)

March 2005

AsylumSupport.info provides a directory of hundreds of online resources relating to: asylum and refugees, conflict, country data, court cases, deportation, detention, discrimination, funding, gender, government, human rights, human trafficking, law, media, migration, policy and studies.

## 1.3 Asylum Aid

[www.asylumaid.org.uk](http://www.asylumaid.org.uk)

March 2005

Asylum Aid is an independent, national charity assisting refugees in the UK. The website is a useful source of information about asylum issues in the UK.

## 1.4 BBC London: United Colours of London

[www.bbc.co.uk/london/yourlondon/unitedcolours/index.shtml](http://www.bbc.co.uk/london/yourlondon/unitedcolours/index.shtml)

March 2005

Comprehensive information on thirty of London's communities, including several who arrived as refugees such as Somalis and Vietnamese.

## 1.5 BBC News: Destination UK

[news.bbc.co.uk/1/hi/in\\_depth/uk/2001/destination\\_uk/default.stm](http://news.bbc.co.uk/1/hi/in_depth/uk/2001/destination_uk/default.stm)

March 2005

An archive of BBC news stories and special reports on immigration, refugees and asylum.

**1.6 Children's Legal Centre: Refugee and Asylum Seeking Children's Project**

[www.childrenslegalcentre.com/Templates/Internal.asp?NodeID=90033](http://www.childrenslegalcentre.com/Templates/Internal.asp?NodeID=90033)

March 2005

A website designed primarily for non-immigration specialist professionals in statutory organisations and the voluntary sector who are working with asylum seeking and refugee children and who need to find out about this group of children's rights and entitlements to services such as education, social services, benefits, housing, healthcare and legal advice.

**1.7 Commission for Racial Equality: Good practice – refugees and asylum seekers: the facts**

[www.cre.gov.uk/gdpract/refuge.html](http://www.cre.gov.uk/gdpract/refuge.html)

March 2005

Factual information that challenges myths and misunderstandings about refugees and asylum seekers.

**1.8 The Guardian: immigration, asylum and refugees**

[www.guardian.co.uk/immigration/](http://www.guardian.co.uk/immigration/)

March 2005

Links to Guardian news and special reports of immigration, asylum and refugee issues.

**1.9 Home Office: Immigration and Nationality Directorate**

[www.ind.homeoffice.gov.uk/content/ind/en/home.html](http://www.ind.homeoffice.gov.uk/content/ind/en/home.html)

March 2005

Information on asylum law and policy in the UK.

**1.10 Home Office: Immigration and Asylum Statistics**

[www.homeoffice.gov.uk/rds/immigration1.html](http://www.homeoffice.gov.uk/rds/immigration1.html)

March 2005

Quarterly and annual statistics on asylum seeking in the UK.

**1.11 Home Office: National Asylum Support Service (NASS)**

[www.ind.homeoffice.gov.uk/ind/en/home/applying/national\\_asylum\\_support.html](http://www.ind.homeoffice.gov.uk/ind/en/home/applying/national_asylum_support.html)

March 2005

The National Asylum Support Service (NASS) provides support, accommodation and financial help for asylum seekers whilst their claim is being considered by the Immigration & Nationality Directorate (IND).

#### **1.12 ICAR: Information Centre about Asylum and Refugees**

[www.icar.org.uk](http://www.icar.org.uk)

March 2005

ICAR is the only independent centre set up to collect, record, compile and disseminate up to date, comprehensive and academically credible information about refugees and asylum seekers in the UK. The ICAR website provides up-to-date information about issues of current concern and summarises recent reports, books and other publications intended for those working with asylum seekers and refugees in the UK. It provides navigation guides on issues of current concern which give users whistle stop tours of key issues, best available data and bibliographies.

#### **1.13 Institute of Race Relations: Asylum seekers and refugees**

[www.irr.org.uk/asylum/index.html](http://www.irr.org.uk/asylum/index.html)

March 2005

An archive of articles and commentary on asylum and refugees issues in the UK.

#### **1.14 Institute of Race Relations: independent race and refugee news network**

[www.irr.org.uk](http://www.irr.org.uk)

March 2005

The IRR news network aims to provide professionals in the voluntary sector, activists, students and interested individuals with an information resource on race and refugee issues in the UK and Europe. The website acts as a portal that provides access to related organisations through an online database.

The IRR News network covers a range of areas such as: government policy, policing and criminal justice system, violence and harassment, asylum seekers and refugees, education, media, employment, extreme-right politics, managed migration, national security, housing, health and sport.

#### **1.15 London Asylum Seekers Consortium**

[www.westminster.gov.uk/lasc/](http://www.westminster.gov.uk/lasc/)

March 2005

The London Asylum Seekers Consortium (LASC) provides a variety of related services for London' s local authorities. These include:

- asylum seeker accommodation and support services
- resources to assist with refugee integration
- central government lobbying
- data collection and information provision

### **1.16 NALDIC ITTSEAL: Teaching refugee and asylum seeker pupils**

[www.naldic.org.uk/ITTSEAL2/teaching/teaching.cfm](http://www.naldic.org.uk/ITTSEAL2/teaching/teaching.cfm)

March 2005

This site has been developed by NALDIC, the UK professional association for EAL, with help from the TTA to provide support and guidance on English as an Additional Language for all professionals involved in initial teacher education.

In this section, teacher educators will find guidance on teaching refugee and asylum seeker pupils. The section highlights the key issues, good practice points, frequently asked questions and answers, and further readings.

### **1.17 NewComers**

[www.newcomers.org.uk](http://www.newcomers.org.uk)

March 2005

A free email news service with information on migrant and refugee education, employment and training opportunities .

### **1.18 QCA: Pathways to learning for new arrivals**

[www.qca.org.uk/newarrivals](http://www.qca.org.uk/newarrivals)

March 2005

A website from the Qualifications and Curriculum Authority (QCA) that aims to help teachers respond to the needs of children newly arrived from overseas. It provides:

- background information on migration, countries of origin and children's rights and entitlements
- guidance for schools and teachers on promoting the educational achievement of newly arrived pupils

- case studies of good practice.

### **1.19 Refugee Action**

[www.refugee-action.org](http://www.refugee-action.org)

March 2005

Refugee Action is an independent national charity that works with refugees to build new lives in the UK.

### **1.20 Refugee Council**

[www.refugeecouncil.org.uk](http://www.refugeecouncil.org.uk)

March 2005

The Refugee Council is the largest organisation in the UK working with asylum seekers and refugees. Their website provides up-to-date information on current law and policy.

### **1.21 Refugee Education (refed)**

[www.refed.org.uk](http://www.refed.org.uk)

March 2005

The refed mailing and discussion list has been set up to support teachers and other professionals who work with refugee and asylum-seeking children, young people and families.

The aim of refed is to promote the discussion of practice issues and to support colleagues through the exchange of ideas and resources.

### **1.22 Refugee Integration**

[www.refugeeintegration.org.uk](http://www.refugeeintegration.org.uk)

March 2005

A free email newsletter service about refugee integration services and policy.

### **1.23 Schools against deportation**

[www.irr.org.uk/sad](http://www.irr.org.uk/sad)

April 2005

A campaigning website dedicated to limiting deportations of school or college based asylum-seekers.

### **1.24 Salusbury WORLD**

[www.salusburyworld.org.uk](http://www.salusburyworld.org.uk)

March 2005

In 1999 Salusbury WORLD became the first refugee centre to be set up within a primary school. It serves as a model for other schools welcoming refugee children. The website provides information about Salusbury WORLD, along with its publications and services to other schools.

### **1.25 Separated Children in Europe Programme**

[www.separated-children-europe-programme.org/separated\\_children/publications/reports/index.html](http://www.separated-children-europe-programme.org/separated_children/publications/reports/index.html)

March 2005

This programme is led by the United Nations High Commissioner for Refugees (UNHCR) and Save the Children to provide support to separated children arriving in Europe, through research policy advice and advocacy at the national and regional levels.

### **1.26 Student Action For Refugees (STAR)**

[www.star-network.org.uk](http://www.star-network.org.uk)

March 2005

STAR is an organisation giving university students and young people the opportunity to:

- learn about and raise awareness of refugee issues;
- support refugees in their local communities; and
- campaign with and for the rights of refugees.

### **1.27 Teachernet: Refugee and asylum seekers' children**

[www.teachernet.gov.uk/management/atoz/r/refugeeandasylumseekerschildren/](http://www.teachernet.gov.uk/management/atoz/r/refugeeandasylumseekerschildren/)

March 2005

Information on key legislation, refugee children's rights and entitlements and funding.

### **1.28 United Nations High Commissioner for Refugees (UNHCR)**

[www.unhcr.org.uk/](http://www.unhcr.org.uk/)

March 2005

The UNHCR is the international UN agency mandated to lead and co-ordinate international action to protect refugees and resolve refugee problems worldwide. Its primary purpose is to safeguard the rights and well-being of refugees. The website of the UK office of the UNHCR provides information on the UNHCR's work, along with resources for schools and teachers.

## **2 Annotated bibliography of relevant publications, research and reports**

### **2.1 Statistics and background information on refugee and asylum seeker children**

#### **2.1.1 Albanian refugee children**

Black, C. and Ademi, X

Multicultural Teaching, Vol. 17(1), pp. 8-13. Available from:

[www.trentham-books.co.uk](http://www.trentham-books.co.uk)

1998

An overview of the background to Albanian and Albanian-speaking refugee children in the UK.

#### **2.1.2 Educating Somali Children in Britain**

Mohamed H Kahin

Trentham Books. Available from: [www.trentham-books.co.uk](http://www.trentham-books.co.uk), 119 pages

1997

A handbook for teachers working with Somali children in schools. The author describes the linguistic and cultural background to Somali pupils in UK schools and provides guidance on a wide range of issues.

#### **2.1.3 Key statistics about asylum seeker arrivals in the UK**

Information Centre about Asylum and Refugees (ICAR)

Available from: [www.icar.org.uk/res/stats/analysis.html](http://www.icar.org.uk/res/stats/analysis.html), 7 pages

February 2005

A statistical overview of asylum applications in the UK.

#### **2.1.4 Meeting the educational needs of Somali children in Camden Schools**

Emua Ali and Crispin Jones

Camden LEA. Available from:

[www.camden.gov.uk/ccm/content/education/services-for-children-and-parents/camden-lea-support-services/file-storage/meeting-needs-of-somali-research.en](http://www.camden.gov.uk/ccm/content/education/services-for-children-and-parents/camden-lea-support-services/file-storage/meeting-needs-of-somali-research.en). 45 pages

April 2000

A report of research commissioned by Camden Council into the achievement of Somali children and young people.

#### **2.1.5 Offering more than they borrow: Refugee children in London**

Greater London Authority (GLA)

Available from: [www.london.gov.uk/gla/publications/refugees.jsp](http://www.london.gov.uk/gla/publications/refugees.jsp), 78 pages

March 2004

This report presents what is known about refugee children in London and identifies an agenda for action to ensure that they have the same chance as

others of realising their potential. The report is based on research studies that actively consulted young people in London, including refugee children. It also reflects responses to the GLA's consultation on refugees and asylum seekers.

#### **2.1.6 Statistics on Asylum-Seeking and Refugee Children in Schools (2003)**

Multiverse

Available from:

[www.multiverse.ac.uk/viewArticle.aspx?qts=false&resource=false&contentId=384](http://www.multiverse.ac.uk/viewArticle.aspx?qts=false&resource=false&contentId=384)

August 2004

This article provides up-to-date demographic data for ITE tutors, student teachers and trainees. The information is collected from identified LEAs and regions and is therefore useful when considering school policy and practice in relation to refugee and asylum-seekers.

#### **2.1.7 Supporting Refugee Children in 21<sup>st</sup> Century Britain - a compendium of essential information**

Jill Rutter

Trentham Books. Available from: [www.trentham-books.co.uk](http://www.trentham-books.co.uk), 320 pages

June 2003

An authoritative information source for all those working with the children of refugees and asylum seekers. The author describes the backgrounds of 35 of the major refugee groups in Britain, including Albanians, Eastern European Roma and people fleeing the former Soviet Union, Iraq and Iraqi Kurdistan.

#### **2.1.8 Talking Turkey: the language, culture and identity of Turkish speaking children in Britain**

Tözün Issa

Trentham Books. Available from: [www.trentham-books.co.uk](http://www.trentham-books.co.uk), 176 pages

February 2005

This book outlines the backgrounds of Turkish speaking children, including those from refugee and asylum seeker backgrounds. Useful information is provided on the distinct linguistic and cultural heritage of Kurdish children from Turkey.

## 2.2 National policy and guidance

### 2.2.1 Aiming High: Guidance on Supporting the Education of Asylum Seeking and Refugee Children.

Department of Education and Skills (DfES)

DfES. Available from:

[www.standards.dfes.gov.uk/ethnicminorities/links\\_and\\_publications/AH\\_Gdnc\\_AS\\_RFG\\_Apr04/](http://www.standards.dfes.gov.uk/ethnicminorities/links_and_publications/AH_Gdnc_AS_RFG_Apr04/), 24 pages

2004

A booklet from the DfES to support teachers in their work with asylum seeking and refugee children. It contains information ranging from the role of LEAs through to advice on supporting individual communities.

### 2.2.2 The education of asylum seeker pupils

The Office for Standards in Education (Ofsted)

Ofsted, Available from:

[www.ofsted.gov.uk/publications/index.cfm?fuseaction=pubs.summary&id=3418](http://www.ofsted.gov.uk/publications/index.cfm?fuseaction=pubs.summary&id=3418)

38 pages

This Ofsted report evaluates the impact of the arrival of pupils from asylum-seeker families. It draws from visits made by Her Majesty's Inspectors (HMI) to 37 schools in 11 local education authorities (LEAs) between the summer term 2001 and the spring term 2003.

The report sets out the background to supporting asylum-seeker pupils including a focus on the policy interventions that the DfES provide and recommend.

The Ofsted report has the following key findings:

- Whilst schools give considerable time to supporting asylum seekers into their educational environment many schools, especially those in dispersal areas, struggle to do so effectively. Weaknesses identified include adapting the curriculum and identifying psycho-social distress and trauma.
- Ethnic Minority Achievement Grant (EMAG) staff were identified as critical in the education of asylum-seeker pupils
- Whilst LEAs were seen as providing a largely satisfactory provision, there were weaknesses in organising the admission of asylum seekers into schools
- Weaknesses were also identified in the information the national asylum-seekers support service (NASS) provided to LEAs and in relation to housing asylum-seeker families in relation to the location of schools.

### **2.2.3 Good Practice Guidance on the Education of Asylum Seeking and Refugee Children**

Department of Education and Skills (DfES)

DfES. Available from:

[www.standards.dfes.gov.uk/ethnicminorities/links\\_and\\_publications/763033/](http://www.standards.dfes.gov.uk/ethnicminorities/links_and_publications/763033/),  
50 pages

This guidance from the DfES explains the law and good practice for the education of asylum seekers and refugee children. It provides the background to the asylum situation in England, the application process, and the countries from which asylum seekers arrive. It also details asylum seekers' entitlements or social welfare and education.

The major part of the report outlines good practice in relation to:

- the role of the LEA;
- early years settings;
- providing a welcoming environment;
- meeting pupils language needs;
- supporting all pupils to live in a diverse society;
- working well between the school, home and community;
- supporting vulnerable groups of asylum-seekers.

### **2.3.4 Integration Matters: A National Strategy for Refugee Integration**

Home Office

Home Office. Available from:

[www.ind.homeoffice.gov.uk/ind/en/home/laws\\_policy/refugee\\_integration0/a\\_national\\_strategy.html](http://www.ind.homeoffice.gov.uk/ind/en/home/laws_policy/refugee_integration0/a_national_strategy.html), 96 pages  
February 2005

This is the government's national strategy for the integration of refugees. It sets out the processes in which the integration of refugees can be promoted. It proposes that integration takes place when refugees are empowered to achieve their full potential as members of British society, to contribute to the community, and to access the services to which they are entitled. The strategy affirms the importance of schooling for refugee children, and its role in promoting integration and social cohesion.

### **2.2.5 Managing Pupil Mobility: Guidance**

Department of Education and Skills (DfES)

DfES. Available from: [www.standards.dfes.gov.uk/sie/publications/](http://www.standards.dfes.gov.uk/sie/publications/), 72 pages  
2003

A two-year DfES project looked at pupil mobility in 51 schools (48 secondary and three primary) in England. This guidance provides support to schools welcoming new arrivals, including refugee and asylum seeker children.

## **2.3 Research reports and guides**

### **2.3.1 A Case for Change: How young refugee children in England are missing out**

Judith Dennis

Children's Society/Save the Children/ Refugee Council. Available from:

[www.refugeecouncil.org.uk/publications/pub004.htm](http://www.refugeecouncil.org.uk/publications/pub004.htm), 31 pages

June 2002

This report is the result of joint working between the Children's Society, the Refugee Council and Save the Children – the first time these organisations have worked together to collect data which will enable them to develop a body of evidence to highlight some of the key issues affecting many young refugees.

The aim of the project was to find out where children and young people live, in what type of accommodation, and to record the difficulties they encounter in accessing services such as education and social services.

### **2.3.2 Children and Adolescents in Conflict Situations**

Jason Hart

Forced Migration Online. Available from:

[www.forcedmigration.org/guides/fmo008/](http://www.forcedmigration.org/guides/fmo008/)

October 2003

This online research guide looks at the effects of armed conflict on children and adolescents. It summarises the psycho-medical approaches adopted by many psychologists, psychiatrists, and paediatricians, which has led to the consideration of children and adolescents principally in terms of the effects of conflict on their psychosocial development and mental health. This approach has promoted a notion of children as traumatized victims of conflict.

Alongside this it discusses the research that identifies children's resilience, and their strategies for survival and coping.

### **2.3.3 Cold Comfort: Young separated refugees in England**

Kate Stanley

Save the Children. Available from:

[www.savethechildren.org.uk/scuk/jsp/resources/details.jsp?id=532&group=resources&section=publication&subsection=details](http://www.savethechildren.org.uk/scuk/jsp/resources/details.jsp?id=532&group=resources&section=publication&subsection=details), 131 pages

2001

Cold Comfort offers a unique insight into the experiences of young refugees and asylum seekers in England, who arrive alone or without their usual carer. The study is based on interviews carried out with 125 young separated refugees as well as 125 professionals working with them. This is the first detailed qualitative study of its kind in England and presents the views of young people in their own words.

Focusing on the needs of young separated refugees in the areas of social services, education, health, immigration, social integration and accommodation,

this report highlights gaps in service provision and areas of good practice. It also puts forward a series of detailed recommendations on meeting the needs of young separated refugees at a local and national level.

#### **2.3.4 The Education of Refugee Children: Policy and practice in the education of refugee and asylum seeker children in England**

Neil Remsbery

National Children's Bureau, NCB Pupil Inclusion Unit. Available from:

[www.ncb.org.uk/resources/res\\_detail.asp?id=385](http://www.ncb.org.uk/resources/res_detail.asp?id=385), 50 pages

January 2003

This report sets out the findings of research conducted by the NCB between May 2001 and October 2002.

#### **2.3.5 The Education of Asylum Seekers in Wales**

Angharad Reakes and Robat Powell

National Foundation for Educational Research (NFER). Available from:

[www.nfer.ac.uk/publications/aries-data/the-education-of-asylum-seekers-in-wales-implications-for-leas-and-schools.cfm](http://www.nfer.ac.uk/publications/aries-data/the-education-of-asylum-seekers-in-wales-implications-for-leas-and-schools.cfm), 44 pages

December 2004

This publication reports on the results of research conducted with three Welsh LEAs with considerable numbers of asylum-seeker and refugee children. Two comparative case studies from England and Scotland are also presented. Although Wales has received a smaller proportion of these groups in comparison with other parts of the UK, the implications are similar.

#### **2.3.6 I Didn't Come Here For Fun: Listening to the Views of Children and Young People who are Refugees or Asylum Seekers in Scotland**

Sandra Macaskill and Margaret Petrie

Save the Children/Scottish Refugee Council

Available from:

[www.asylumsupport.info/publications/savethechildren/viewsofchildren.htm](http://www.asylumsupport.info/publications/savethechildren/viewsofchildren.htm), 36 pages

A report jointly commissioned by Save the Children and the Scottish Refugee Council to highlight the experiences and difficulties faced by children and young people who are refugees and asylum seekers. Thirty-three children and young people were interviewed in small groups and their views have been compiled into key themes: arrival in Scotland, a new home, going to school and learning English, keeping healthy, community and leisure, racism, poverty, legal advice and interpretation.

#### **2.3.7 I Did Not Choose to Come Here: Listening to refugee children**

Selam Kidane

British Agencies for Adoption and Fostering (BAAF). Available from:

[www.baaf.org.uk/res/pubs/index.shtml](http://www.baaf.org.uk/res/pubs/index.shtml), 40 pages

The report begins by outlining the importance of practitioners asking for and listening to refugee children's opinions in order to understand their issues and

better serve their needs. It also outlines the rights of unaccompanied refugee children.

The main body of the report comprises nine thematically-divided chapters: pre-exile experiences; arrival in the UK; care upon arrival; educational support; health and mental health issues; the immigration and asylum determination process; informal support available to children and young people; the impact of racism, prejudice and xenophobia.

In each chapter there is a brief introduction and some further facts and figures, but the main content is given over to the voices of refugee children themselves. Between 11 and 33 quotes on these topics are included from children from a wide range of backgrounds, ranging from brief sentences to longer narratives, letters, and poems.

### **2.3.8 Mapping the Provision of Education and Social Services for Refugee and Asylum-seeker Children: Lessons from the Eastern Region**

The Children's Legal Centre.

The Children's Legal Centre. Available from:

[www.childrenslegalcentre.com/Templates/Publications.asp?NodeID=90361](http://www.childrenslegalcentre.com/Templates/Publications.asp?NodeID=90361)  
2003

The report outlines the inconsistent provision of education and other statutory services for refugee and asylum-seeking children and identifies areas of improvement.

### **2.3.9 No place for a child: Children in UK immigration detention: Impacts, alternatives and safeguards**

Heaven Crawley and Trine Lester

Save the Children. Available from:

[www.savethechildren.org.uk/scuk/jsp/resources/details.jsp?id=2560&group=resources&section=publication&subsection=details](http://www.savethechildren.org.uk/scuk/jsp/resources/details.jsp?id=2560&group=resources&section=publication&subsection=details), 96 pages  
February 2005

Increasing numbers of asylum seeking children are being detained by the UK Government for immigration purposes. Little is known about the reasons for their detention, the length of time they are detained, or the impact it has on their well being.

No Place for a Child sets out to analyse current UK detention policy and practice, its impact on children, and to offer viable alternatives to the immigration detention of children. It also identifies safeguards for children already in detention that would reduce the length of their detention.

### **2.3.10 Refugee Children in the Early Years: Issues for Policy Makers and Providers**

Jill Rutter and Tina Hyder

Save the Children / Refugee Council. Available from:

[www.savethechildren.org.uk/scuk/jsp/resources/details.jsp?id=577&group=resources&section=publication&subsection=details-](http://www.savethechildren.org.uk/scuk/jsp/resources/details.jsp?id=577&group=resources&section=publication&subsection=details-), 42 pages

1998

This report describes the findings of a research study by the Refugee Council and Save the Children on the experiences of refugee children in early years' provision. The major finding is that refugee children do not have equal access to early-years education.

### **2.3.11 Refugees and Asylum Seekers: The Role of LEAs**

Gordon Mott

Education management Information Exchange (EMIE). Available from:

[www.nfer.ac.uk/emie/detail.asp?id\\_content=18&id\\_category=6&id\\_ref=872&detail=report](http://www.nfer.ac.uk/emie/detail.asp?id_content=18&id_category=6&id_ref=872&detail=report), 39 pages

November 2000

This report presents the findings of a survey conducted in late summer 2000 to seek information on the impact of the arrival of refugee and asylum seeker children on local authorities and on the provision being made to meet their educational needs. It is based on responses from 58 authorities in England and Wales and covers council and LEA policies, numbers of new arrivals and their allocation to schools, early years provision, access to translation and interpreter facilities, resourcing issues, arrangements for Year 10 and 11 pupils, further action required to support refugee and asylum seeker children, and issues for consideration at council, LEA and school level.

### **2.3.12 Refugee Pupils in Scottish Schools**

Joan Stead, Alison Closs and Rowena Arshad

Scottish Council for Research in Education. Available from:

[www.scre.ac.uk/spotlight/spotlight74.html](http://www.scre.ac.uk/spotlight/spotlight74.html)

1999

The study, which took place between 1997 and 1999, had three aims: to explore policies and practices in education authorities regarding refugee pupils; to highlight refugee parents' and pupils' experiences of school; and to raise issues about how school staff understand and respond to the needs of refugee pupils. The first stage was a postal survey of all Scotland's education authorities, followed up by interviews with 'named persons' with responsibility for refugee issues in five of the authorities. The next stage was interviews with refugees: fourteen interviews with twenty-three refugee parents, and eleven interviews with twelve refugee children. Finally, thirty-four teaching staff in seven schools in five authorities were interviewed.

The accounts and analysis of the interviews are designed to be illuminative, aiming to provoke reflection on current practices and policies and to stimulate constructive responses from government, education authorities and schools, where they find room for improvement.

### **2.3.13 Separated Children in the UK**

Wendy Ayotte and Louise Williamson

The Refugee Council and Save The Children. Available from:

[www.refugeecouncil.org.uk/publications/pub004.htm](http://www.refugeecouncil.org.uk/publications/pub004.htm), 77 pages

August 2001

This research report is an overview of the UK's policy and practices of caring for unaccompanied minors seeking asylum.

### **2.3.14 The social lives of refugee children**

Mano Candappa

Economic and Social Research Council (ESRC). Available from:

[www.esrcsocietytoday.ac.uk](http://www.esrcsocietytoday.ac.uk), 11 pages

May 2000

This project has arisen from an ESRC-funded study of refugee children entitled Extraordinary Childhoods. The purpose of the current study is to undertake further analysis of specific sub-sets of data collected within the earlier study; and for wider dissemination of findings within the context of the great social and political importance of the issue of refugee children and their growing numbers in British schools. The objectives of the study are: (a) to enhance knowledge of the social lives of refugee children; (b) to provide important and useful information to policy makers and others concerned with the welfare of refugee children and their families; and (c) to provide new data that will contribute to the social study of childhood.

### **2.3.15 Starting again: Young asylum seekers views on life in Glasgow**

Sandra Macaskill

Glasgow City Council Education Services and Save the Children. Available from:

[www.savethechildren.org.uk/scuk/jsp/resources/details.jsp?id=1459&group=resources&section=publication&subsection=details](http://www.savethechildren.org.uk/scuk/jsp/resources/details.jsp?id=1459&group=resources&section=publication&subsection=details)

32 pages

A consultation exercise on the experiences of asylum-seeking young people and children in Glasgow was jointly commissioned by Save the Children and Glasgow City Council Education Services.

A representative sample of young asylum-seekers was selected from the 1231 enrolled in Glasgow schools in early March 2002. In total, 738 young asylum-seekers, aged five to 18, participated in the survey: 509 from 20 primary schools and 229 from seven secondary schools across the city.

Young asylum-seekers describe the best things about life in Glasgow as school and teachers, doing sport, and being with friends and family. The worst things are violence, lack of safety, racism, bullying and drugs and alcohol abuse.

Over half of the secondary-school-aged young people rated feeling safe as the hardest thing about life in Glasgow, with where they live as the second hardest thing, followed by making friends and learning English. The easiest things for these young people about life in Glasgow were having fun and doing sports.

### **2.3.16 Starting Over: Young refugees talk about life in Britain**

The Prince's Trust

The Prince's Trust. Available from: [www.princes-trust.org.uk/Main%20Site%20v2/about%20us/research.asp](http://www.princes-trust.org.uk/Main%20Site%20v2/about%20us/research.asp), 19 pages  
April 2003

This research report captures the challenges and expectations of young refugees, and assesses ways in which the voluntary sector can work to enrich their self-development and improve their skills, help them find confidence and motivation, and make net contributions to our society.

The study came into contact with almost 200 young refugees aged between 14 and 30 years old in England and Scotland.

### **2.3.17 Uncertain Futures: Children Seeking Asylum in Wales**

Anne Crowley and Sian Thomas (Eds)

Save the Children (Wales Programme). Available from Save the Children Wales Programme, 2<sup>nd</sup> Floor, Phoenix House, Cathedral Road, Cardiff, CF11 9JJ. Tel: 029 2039 6838

78 pages

This research report highlights the circumstances of young asylum seekers in Wales. Save the Children commissioned a team from the Universities of Glamorgan and Cardiff to undertake qualitative research with children, young people and with professionals working in this field. The research found that education is very important to children seeking asylum. School provides an opportunity for them to meet other children and make friends, and they are keen to excel in their schoolwork. Children spend much of their spare time studying and are cautious about participating in leisure activities. For separated (unaccompanied) children over 16 (who have limited access to mainstream education opportunities), social integration is more difficult.

### **2.3.18 Working with refugee children**

Jill Rutter

Joseph Rowntree Foundation. Available from:

[www.jrf.org.uk/bookshop/details.asp?pubID=560](http://www.jrf.org.uk/bookshop/details.asp?pubID=560), 74 pages

September 2003

An examination of the needs of refugee children under eight.

This study focuses on asylum-seeking and refugee children under the age of eight. In particular, it examines their welfare and educational needs, and responses to these. It also highlights gaps in knowledge about young refugee children.

Areas reviewed include early years provision, education, healthcare, social services provision and the role of non-statutory organisations. The author also provides an introduction to the more general issues, such as demography, applying for asylum, and legislative changes and their impact.

## **2.4 Further guidance and useful reading**

### **2.4.1 Asylum in the UK: An IPPR factfile**

Sarah Kyambi

Institute for Public Policy Research (IPPR). Available from: [www.ippr.org.uk](http://www.ippr.org.uk)  
November 2004

A key objective of the IPPR's Migration Programme is to engage the media and public in an informed and evidence-based debate about asylum and immigration to the UK. This paper is the second edition of the asylum in the UK factfile.

### **2.4.2 Asylum Seekers - a Guide to Recent Legislation**

Jane Coker, Judith Farbey, Nadine Finch, Alison Stanley

ILPA/ Resource Information Service. Available from: [www.ilpa.org.uk](http://www.ilpa.org.uk), 80 pages  
January 2004

This Guide is intended to brief staff and volunteers working in a wide range of organisations about the effects and implications of the Immigration, Nationality and Asylum Act 2002 and associated changes. The Guide will inform people who are not specialists in immigration law about asylum seekers' rights and the ways in which immigration status affects access to services.

### **2.4.3 Building a new life: the role of the school in supporting refugee children**

Mano Candappa

Multicultural Teaching, Vol. 19(1), pp.28-32. Available from:  
[www.trentham-books.co.uk](http://www.trentham-books.co.uk)  
2000

A discussion of the central importance of schooling in enabling refugee children to rebuild their lives.

### **2.4.4 Educational Interventions for Refugee Children: Theoretical perspectives and implementing best practice**

Richard Hamilton, Dennis Moore

RoutledgeFalmer, London. Available from: [www.routledgefalmer.com](http://www.routledgefalmer.com)  
2004

The need to identify and prepare for the education of refugee children is reflected in the broad outlook of this text. The editors develop an overall model of refugee experience, integrating psychological, cultural and educational perspectives, which researchers, practitioners and policy makers in education will find invaluable.

### **2.4.5 The education of asylum-seeker and refugee children**

Joan Stead, Alison Closs and Rowena Arshad

Multicultural Teaching, Vol. 20(1), pp.29-33. Available from:  
[www.trentham-books.co.uk](http://www.trentham-books.co.uk)  
2001

#### **2.4.6 Home from Home: a guidance and resource pack for the welcome and inclusion of refugee children and families in school.**

Bill Bolloten (Ed.)

Salisbury WORLD/Save the Children. Available from:

[www.savethechildren.org.uk/scuk/jsp/resources/details.jsp?id=1674&group=resources&section=publication&subsection=details](http://www.savethechildren.org.uk/scuk/jsp/resources/details.jsp?id=1674&group=resources&section=publication&subsection=details)

2004

With the dispersal of refugee children and their families around the country, many schools are welcoming them for the first time. *Home from Home* is a resource pack that provides guidance for the successful inclusion of refugee children and families into school. The materials are drawn from the experience of staff at Salisbury WORLD, a school-based refugee project in London.

The effective practice described in this pack will be relevant to primary and secondary teachers and teaching assistants, learning mentors, home-school liaison workers, educational psychologists and others.

The pack is divided into clearly signposted sections for quick and easy reference, covering:

- welcoming refugee children and their families to the school community
- preparing for new arrivals in the classroom
- helping refugee children become effective learners
- creating opportunities for parents to get involved
- developing play opportunities after school and in the holidays
- signposting advice and support in areas such as housing, health and immigration.

#### **2.4.7 In the Midst of the Whirlwind**

Naomi Richman

Trentham Books. Available from: [www.trentham-books.co.uk](http://www.trentham-books.co.uk), 120 pages  
1998

Designed specifically for teachers, social workers and health workers, this manual offers practical guidance on all aspects of provision and responses to the situations and the needs of this growing group of displaced children.

The book is in two parts. The first considers the experiences of refugee children and their families, the loss they suffer and the change of careers, family disruption and identity issues. The second sets out what various agencies can do to help and stresses the importance of communication and also of creative activities.

#### **2.4.8 Invisible pupils: the experience of refugee pupils in Scottish schools**

Joan Stead, Alison Closs and Rowena Arshad

Education and Social Justice Vol. 4(1), pp.49-56.

2002

#### **2.4.9 Making EMAG Work**

Crispin Jones and Cathy Wallace

Trentham Books. Available from: [www.trentham-books.co.uk](http://www.trentham-books.co.uk), 154 pages

February 2001

This book sets out the thinking and good practice that makes EMAG-funded work effective. It includes a chapter by Jill Rutter: 'EMAG and refugee children: perpetuating discrimination?'

#### **2.4.10 No one is Illegal: asylum and immigration control past and present**

Steve Cohen

Trentham Books. Available from: [www.trentham-books.co.uk](http://www.trentham-books.co.uk). 276 pages

February 2002

No One Is Illegal is written for professionals who work in the fields of welfare and education and who increasingly require knowledge of immigration law and politics. Steve Cohen shows how restrictions are historically and inevitably a product of racism and argues that there cannot be "fair" controls.

Part One of the book provides a political background to immigration controls and shows why there cannot be non-racist controls. Part Two provides the historical background and demonstrates how controls in this country have always been used against refugees – starting with the 1905 Aliens Act. Part Three examines internal welfare controls. Part Four looks at the international aspects of controls and how a global fortress in being erected against migrants, immigrants and refugees. Part Five gives examples of resistance to immigration controls. Part Six provides a conclusion and looks critically at the arguments for "fair" controls and for no immigration controls

#### **2.4.11 Raising the barriers: meeting the needs of refugee pupils and families in a North London Borough**

Jan Beard and Nick Bradley

Multicultural Teaching, Vol. 19(3) pp. 26-29. Available from:

[www.trentham-books.co.uk](http://www.trentham-books.co.uk)

2001

An account of LEA and school initiatives to address the varied needs of refugee children and promote their achievement.

#### **2.4.12 Refugee children's education and the education finance system**

Jill Rutter and Richard Stanton

Multicultural Teaching, Vol. 19(3), pp.33-39. Available from:

[www.trentham-books.co.uk](http://www.trentham-books.co.uk)

2001

The authors discuss present funding arrangements for the education of refugee and asylum seeker children and the limitations of the Ethnic Minority Achievement Grant.

#### **2.4.13 Refugee Education: Mapping the Field**

Jill Rutter, Crispin Jones

Available from: [www.trentham-books.co.uk](http://www.trentham-books.co.uk), 204 pages  
1998

Refugee Education describes successful initiatives and shows how provision for refugee children can be made effective. The book examines:

- The psychological adaptation to refugee children and young people
- The educational experiences of older refugee students
- Induction practice
- Positive strategies to combat racism and xenophobia
- Home/school liaison
- Supporting unaccompanied refugee children

#### **2.4.14 Refugee pupils: A headteacher's perspective**

Marland, M.

Multicultural Teaching Vol. 17(1), pp.17-22. Available from:

[www.trentham-books.co.uk](http://www.trentham-books.co.uk)

1998

A reflection on experiences of the former headteacher of North Westminster Community School. It focuses on issues of management, bilingualism, pastoral care, home-school liaison and the need for an intercultural curriculum.

#### **2.4.15 Relearning to Learn: Advice to teachers new to teaching children from refugee and asylum seeking families**

National Union of Teachers

National Union of Teachers. Available from:

[www.standards.dfes.gov.uk/ethnicminorities/links\\_and\\_publications/?template=C&top\\_id=1233&art\\_id=0](http://www.standards.dfes.gov.uk/ethnicminorities/links_and_publications/?template=C&top_id=1233&art_id=0), 21 pages

2002

This publication has been produced as part of the National Union of Teachers' professional development programme. The booklet offers advice to teachers new to teaching children from refugee and asylum-seeking families.

#### **2.4.16 School-based Measures for the Children of Immigrants in England, Wales and Northern Ireland**

Eurydice Unit for England, Wales and Northern Ireland

Eurydice/NFER, Available: [www.nfer.ac.uk/eurydice](http://www.nfer.ac.uk/eurydice), 38 pages

January 2004

This report, which was developed with the support of the Education departments of the three countries referred to in the title, details the school-based measures for the children of immigrants: a group that includes young refugees and asylum seekers and children of these groups (all of these, as in the paper are defined as children of immigrants).

The following information is provided:

- national definitions and demographic context of immigration
- measures offering school-based support to immigrant children covering the policies and the range of interventions that are made to support immigrant children in schools
- importance attached to the intercultural approach in education covering the curriculum across the schooling system
- information on available evaluations, debates and forthcoming changes in the legislative and policy field in this area.

The paper also contains a website list.