



Resource file for supporting asylum-seeker and refugee pupils

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1. Useful websites

Organisation
<i>Website address (clickable)</i>
Last date accessed
Description of website

1.1 Asylum Policy

www.asylumpolicy.info

May 2004

Asylum policy is a mailing subscription site that circulates news links and other information about asylum seekers.

1.2 Asylum Support

www.asylumsupport.info

May 2004

Asylum Support is a resource website primarily targeted to those seeking asylum.

It acts as a portal of online resources that relate 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 Independent race and refugee news network (IRR)

www.irr.org.uk

May 2004

IRR 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.

IRR 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, sport. IRR provide email alerts on these topics.

1.4 Separated Children in Europe Programme

http://www.separated-children-europe-programme.org/Global/English/home_en.htm

June 2004

This programme is led by the 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.

1.5 Student Action For Refugees (STAR)

www.star-network.org.uk

May 2004

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.

The STAR network is made up of university based student groups, young people (16-18 year olds) involved in the STAR Youth Programme and Friends of STAR (individuals and organisations who support the work of STAR).

1.6 United Nations High Commission for Refugees (UNHCR)

www.unhcr.ch

June 2004

The UNHCR is the International UN agency that provides a range of services and information on asylum seekers and refugees.

2. Annotated bibliography of relevant papers and reports

Title
Author
Publishers, availability and length
Date of publication and/or date issued to consortium
<i>Overview</i>

2.1 Asylum Seekers: A guide to recent legislation (4th edition)

Jane Coker, Judith Farbey, Nadine Finch, Alison Stanley

Resource Information Service, Immigration Law Practitioners' Association
Available from: www.ris.org.uk or www.ilpa.org.uk, 80 pages.

January 2004

This book informs the reader of the effects and implications of the 2002 Nationality, Immigration and Asylum Act and associated changes, including the bill announced in the Queen's Speech in November 2003.

The book provides an overview of the act and detailed information on:

- *legal representation;*
- *the support system;*
- *making an asylum application;*
- *bail applications for detained asylum seekers;*
- *access to health care;*
- *employment and education;*
- *vulnerable categories, such as children, women, victims of torture, people with health problems, people who are detained in the UK and those that have been trafficked; and*
- *appeals.*

2.2 Bibliography on separated children

UNHCR

UNHCR, Available at www.separated-children-europe-programme.org/Global/Documents/Eng/UNHCR_Bibliography.pdf , 11 pages

October 2002

This document is a bibliography on separated children arriving in Europe.

2.3 The education of asylum-seeker pupils

Office for Standards in Education (Ofsted)

Ofsted, Available at: www.ofsted.gov.uk, 38 pages

October 2003

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.*
 - *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.*
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2.4 EU law on asylum procedures: An assault on human rights?

Steve Peers, University of Essex

Statewatch, Available:

<http://www.statewatch.org/news/2003/nov/04asylum.htm>, 4 pages

2003

This report offers a concise critique of the European Union agreements on immigration and asylum procedures.

The author notes that some minimum human rights principles are under threat with the expected Directive from the European Union.

The report notes that there are several areas where the Directive, which would supersede and structure European nations' domestic laws, may fall below human rights standards and the standards recommended by the European Commission. These are related to:

- *inadmissible applications;*
- *special procedures;*
- *cancellation of refugee status;*
- *access to a court.*

2.5 Guidance on the education of asylum-seeking and refugee children

Jill Rutter, Department of Education and Skills (DfES)

DfES, Available: www.dfes.gov.uk, 50 pages

This guidance explains the law and good practice for the education of asylum seekers and refugee children.

The foreword, from Baroness Cathy Ashton (Parliamentary Undersecretary for Early Years and School Standards), states that this guidance will support schools and LEAs to develop strategic systems that will prepare them to support asylum-seeker pupils and practices to support individual communities and pupils.

The detailed guidance provides the background to the asylum situation in England, the application process, and the countries from which asylum seekers arrive. It further details asylum seekers' entitlements or social welfare and education.

The major part of the report details 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, identified as those who are vulnerable to underachieving and those who have or are vulnerable to deteriorating psychological well-being from the traumatic experiences the young person may have experienced.*

The guidance provides a list of useful further reading and a small website list.

2.6 More Secure than Safe

Dawn Summers

Masters Dissertation (university unknown), 81 pages

March 2004

This dissertation offers a critical discourse analysis of the Government's 2002 White Paper Secure Borders, Safe Haven, Integration with Diversity (Home Office, 2002).

The dissertation raises questions about the commitment of the Government to race equality and human rights in relation to a perceived need to control immigration.

2.7 Parliamentary Briefing: Asylum & Immigration Bill, Commons Second Reading

Amnesty International UK, Refugee Council, Refugee Legal Centre

Amnesty International UK, Refugee Council, Refugee Legal Centre, availability unknown, 5 pages

17 December 2003

This briefing paper critiques the proposed Asylum and Immigration Bill on the grounds that it makes unreasonable and inhumane requirements upon asylum seekers, instead of focusing on the problems involved in the efficient and effective processing of asylum-seeker applications.

The Bill increases the space for criminalising asylum -seekers by narrowing their eligibility to apply for asylum. The Bill also encroaches upon asylum seekers' human rights by limiting their right to appeal against decisions made in relation to their immigration status. The Bill does not offer a solution to the inefficient and ineffective processing of asylum seekers' applications, which is the main cause of delay and cost in supporting those eligible for asylum.

2.8 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, 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). This paper is produced according to a standard format that is replicated by other European nations that are part of the Eurydice network.

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*
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- *importance attached to the intercultural approach in education covering the curriculum across the schooling system*
- *information on available evaluations and debates and forthcoming changes in the legislative and policy field in this area.*

The paper also contains a website list.
