

Supporting learners: the education of learners newly arrived in Scotland

**Review of resources, advice and
guidance from Education Scotland**

Contents

- 01 | Humanitarian Summit, 4th September 2015, Edinburgh
- 02 | Identifying good practice: two key reports
- 05 | Good practice in education across Scotland
- 10 | The Strategies for English for Speakers of Other Languages (ESOL) and New Scots
- 11 | Education Scotland Webpages
- 13 | Further research and resources

Humanitarian Summit 4th September 2015, Edinburgh

On 4th September the First Minister convened a group of public sector and third sector organisations from across Scotland.

The First Minister in opening the Summit noted that:

“In Scotland, we have a long and very proud tradition as a welcoming and tolerant nation - a country where, down the generations, thousands of people fleeing persecution, war and desperate circumstances that we can scarcely imagine, have found refuge, a place of safety and a new home to call their own.”

In the light of discussions she stated:

“I want, as First Minister, to ensure that Scotland is playing its part in dealing with this humanitarian crisis. Today’s summit was a positive and productive first step with a sense that we as a nation have to step up and respond in a way that matches the scale of this tragedy.

“Scotland already has well established structures in place for integrating those who come here seeking asylum and we stand ready to welcome our fair share of people fleeing persecution. However, if we are to do this, there is no doubt that we do require a proper, co-ordinated approach.”

Across Scotland, in 2015, people have been moved to act in support of Syrian refugees. Schools have organised a series of charity fund-raising events and in doing so have also learned more about the plight of refugees across the world. Nationally this support has been collated through the Scotland Welcomes Refugees. In the recent past, communities across Scotland have welcomed numbers of newly arrived children and young people from refugees and asylum seeking backgrounds.

Education Scotland has reported on some of the structures and approaches within education and across services that have provided effective support to newly arrived children, adults and young people. This review brings together a range of reports and resources to assist staff in engaging with schools, Colleges, Community Learning and Development (CLD) provision and education authorities to consider positive interventions that lead to successful inclusive education.

The purpose of this resource

In recent years Scottish education has performed well to offer inclusive approaches to support achievement and improve language competence of those newly arrived in Scotland. In welcoming refugees to Scotland, schools, centres, colleges and communities can draw on the advice, guidance and good practice shared in this resource.

Identifying good practice: two key reports

English for speakers of other languages (ESOL) in Scotland's colleges

In 2014, HM Inspectors published an evaluative report on college programmes teaching English to speakers of other languages (ESOL). This aspect report evaluated practice and identified important areas for discussion and further development amongst practitioners. It identified effective practice found by inspectors and sets out recommendations for improvement. The programmes covered by the report were offered through a variety of modes of delivery at levels 2 to 6 of the Scottish Credit and Qualifications Framework (SCQF).

The summary of key findings showed

Areas of strength:

- Colleges respond well to Scotland's Adult ESOL strategy and provide an ESOL curriculum that supports the inclusion, participation and progress of those for whom English is not a first language.
- Colleges provide a range of full-time and part-time ESOL programmes at times that suit learners' needs and circumstances well. Where the range of levels offered is restricted because of learner numbers, suitable differentiation in class enables learners at different levels of ability to be taught together effectively.
- ESOL teaching staff in colleges are appropriately qualified and use their professional skills and knowledge effectively to support and develop learners.
- Colleges work constructively in partnership with Community Learning and Development services within local authorities in order to ensure learner needs are met whilst reducing duplication.
- Colleges assess learners' prior learning and languages skills well, ensuring that they are placed in programmes at a level that is appropriate for their needs.
- ESOL learners develop valuable skills for citizenship and acquire an understanding of Scottish life and culture through meaningful activities within and outwith college.
- Learners develop useful employability skills through developing English language skills and learning how to apply these effectively in work and social situations.
- Learners are very well engaged in enhancing their own learning. They are highly motivated and participate well in class activities. All learners report positive relationships with the teaching staff and regularly contribute feedback on learning and teaching.
- The majority of ESOL learners achieve their qualifications and make good progress into further learning or employment. Within full-time ESOL programmes, the learner success rate is significantly higher than the national sector performance level for full-time further education (FE).

Areas for further development:

- Colleges have not made constructive use of their credit rating powers in designing bespoke programmes and units to meet the needs of learners and other stakeholders.
- The titles of ESOL programmes are not standard and often levels are inconsistently labelled across the sector, making it difficult making it difficult for learners and other ESOL providers to understand provision and identify progression routes.
- Access to ESOL classes for most learners at lower SCQF levels is restricted to two or three hours a week which fails to meet their needs adequately.
- A few colleges are unaware of the ESOL provision made by other bodies and make limited use of partnership working.

- Colleges track learner progress within the college and often into employment but restrict this to destination rather than learner success, denying colleges feedback that could be used to improve selection procedures and programme planning.
- Many part-time ESOL learners have limited engagement with the wider college and only a few learners are aware of their college's student associations.
- Colleges have limited engagement with employers who employ large numbers of non-English speakers.
- Within part-time programmes, learner success rates are considerably below those of full-time learners. The success rates are also below the national sector level of further education (FE) programmes and early and further learner withdrawal rates are higher.
- The relatively low recruitment and success rates for ESOL learners with dyslexia indicate that the needs of these learners are not being met effectively by colleges.
- The success rates for ESOL learners in non-white ethnic groups are considerably below the success rates for ESOL learners of white European origin.

Count Us In: A Sense of Belonging: Meeting the Needs of Children and Young People Newly Arrived in Scotland

In 2009, HM Inspectors published [Count Us In: A Sense of Belonging](#) which addressed meeting the needs of children and young people newly arrived in Scotland. Its introduction commented,

“Some of our recent work has focused on children and families who have recently arrived in Scotland. We have looked at the success with which schools and authorities have welcomed and supported these new arrivals. The evidence we have collected shows that there is good practice, particularly in authorities which have had extensive experience of welcoming new families. They have used this experience to develop effective approaches to meeting the needs of newly-arrived children. However, in several parts of the country, many schools are now, for the first time, facing the significant challenge of addressing the needs of newly-arrived children.

This report commented on what Scottish schools were doing well to support newly-arrived young people and their families. It provided examples of some of the things which school leaders, school staff and professional partners were doing to help newly-arrived children and young people feel welcome, increase in confidence and fulfil their potential. It also indicated areas where schools and education authorities needed to improve to meet the differing learning and support needs of all learners. Also included were some questions to stimulate reflection on any school's practice.

The report provides exemplars of good practice and notes the strengths in many authorities, services and schools across Scotland.

In looking at the way ahead it concluded:

“Globalisation and the ensuing demographic changes are bringing new challenges to Scottish education. Migration is a common feature in today's society, as is mobility in school populations. Increasingly, and particularly in the current economic climate, many families move around frequently and children have to deal with multiple transitions to different schools. Schools need to have effective approaches to helping newly-arrived children and young people settle in quickly and make progress in learning. Staff have to develop their understanding of a wider range of diverse backgrounds and needs. A number of education authorities and schools are successfully supporting newly-arrived children and young people to maximise their progress and achieve highly. This good practice should be shared widely and built upon in order to bring about improvements in the following areas.

- Welcoming new arrivals, and approaches to initial and ongoing assessments.
- Providing suitably challenging learning experiences to enable all children and young people to maximise their progress.
- Enabling newly-arrived children and young people to use their first language as a tool for learning.
- Specifically tracking and monitoring the progress and achievements of newly-arrived learners.
- Supporting learning, including establishing effective partnerships with parents.
- Providing well-targeted staff training to support staff meet the needs of newly-arrived children and young people more effectively.”

Good practice in education across Scotland

From inspection and review in recent years we are able to draw on a set of published reports that clearly set out good practice in schools in meeting the learning needs of all through responding to more diverse groups of learners with in schools. Some examples are given below.

Woodside Nursery School

On the Journey to Excellence site staff from [Woodside Nursery School](#) talk about how they support children who have English as additional language. Staff will describe the different approaches they use and how they engage with partners, including parents to support children.

In the Education Scotland inspection report in 2013 the key strengths included:
Children are motivated and enthusiastic, experiencing a high level of achievement and success.

- Highly effective partnership with parents.
- Involvement of partner agencies in developing children's learning.
- Exceptional teamwork of staff in working with children and their families.
- Outstanding leadership of the headteacher in developing the work of the nursery.

Inspectors praised the outstanding quality in meeting learning needs in the school. They commented that

“All staff set remarkably high expectations for children. They provide a stimulating, nurturing and welcoming learning environment for children and their families. Staff display a high level of sensitivity and very good understanding of the wide cultural diversity within the local community. This enables them to plan effective high quality learning experiences which challenge all children in their learning. Partnership with parents is excellent. Parents trust and respect staff as they feel valued and involved in developing their children's learning and their own self-esteem. They appreciate advice and individual personal support received through the home visiting programme involving staff and Chinese home visiting teacher. As a result, parents contribute significantly to the outstanding ethos of the nursery. Staff are very skilful at identifying and supporting children who require additional support with their learning and development.”

St Stephen's Primary School, Sighthill Glasgow

A key feature of St Stephen's is the outstanding culture of respect which exists across the school. The school celebrates its rich internationally and culturally diverse community very well in line with its inclusive approaches. Children are proud of their own registered tartan 'All as One' which contains the predominant colours of the various national flags of the school population. Children have a voice and play an active role in the life of the school.

The school offers children an outstanding range of opportunities in which to achieve. Its success in promoting children's achievements across a wide variety of sporting, cultural and other areas has led to success in achieving a range of prestigious local and national awards. This includes a Scottish Education Award for global citizenship and a Rights Respecting Schools Award.

Staff provide a nurturing environment which contributes to children feeling safe and cared for. Teachers plan tasks and activities at an appropriate level for most children. They now need to ensure that all tasks provide sufficient challenge for all children. Support plans with appropriate learning targets are in place to help children who the school identifies as requiring additional

support with their learning. This includes a significantly high number who have English as an additional language. Staff have worked well together to develop a broad curriculum by taking account of Curriculum for Excellence.

All Saints Secondary, Glasgow

All Saints Secondary School is a denominational school which serves an area in the north east of Glasgow City. The roll was 1017 when the inspection was carried out in October 2009. It includes around 120 young people including some with asylum seeker status, and others for whom English is not their first language. Young people with a range of different needs, for example those with English as an additional language, make strong progress in their learning as a result of their needs being well met. The school values and celebrates its multi-cultural community and successfully promotes equality and diversity amongst all young people.

Bellahouston Academy, Glasgow

The inspection of the school found the following key strengths.

- The ethos of the school as a multicultural community with mutually supportive relationships.
- Young people who enjoy their learning and take pride in their school and community.
- Staff who support young people to learn and achieve very well.

Shawlands Academy, Glasgow

In Shawlands Academy, its 2009 HMI report noted that around half of the young people have English as an additional language. A number of young people have only been in Scotland for a short time. The key strengths of the school included

- The richness of cultural diversity in the school community.
- The high-quality attainment and achievement.
- The quality of the Secondary Support Service's work in supporting young people with EAL.
- Young people's understanding of global citizenship, equality, sustainable education and environmental issues.
- The promotion of health and wellbeing.
- The headteacher's vision and direction for the school.

The report noted that the

“The ASL/EAL Secondary Support Service enables young people to learn English in a supportive environment. Staff are very committed to the young people and provide them with very good programmes of study and support to help develop their social and academic language. Both the ASL/EAL Secondary Support Service and the EAL staff assess the needs of young people well. EAL staff should continue to ensure they help teachers across the school to develop their skills in supporting bilingual learners.”

The Glasgow Girls, Glasgow

The Glasgow Girls are a group of seven young women who attended Drumchapel High School in Glasgow. In 2005 in response to the detention of one of their friends whose application to

remain had failed the girls together with members of the local community in Drumchapel campaigned to have the law changed in respect of the detention of children. The Glasgow Girls campaigned against dawn raids on families with children that led to detention and deportation. The girls were from diverse backgrounds including three girls from the Drumchapel area, Somalia, a Roma girl from Kosova, from Kurdistan and a girl from a Polish Roma gypsy background. Their successful campaigning work led to an end of detention of children for immigration purposes and their story became a stage play, a musical and a television show.

True Colours, Edinburgh

In 2013, a local neighbourhood partnership scheme in the Liberton and Gilmerton areas of Edinburgh supported ways to engage with young people. A core group of young people aged 13 to 18 years recruited from two local high schools were supported by the local youth worker to help identify how to engage with more young people. The purpose was to find out the views and opinions of local young people, and to look at what could change. As a result a Youth Activities and Review report was produced. The outcomes formed the backdrop for a major “Youth Talk” event which brought together many of the young people involved in the review and key decision-makers such as locally elected representatives to help identify positive change. One example of positive change is the work of True Colours. As a result of experiencing racism in the local community as well as in school, two female students decided to actively promote positive equality in the school. Both of these young people were asylum seekers who felt that the profile of issues surrounding racism needed to be raised both locally and nationally. The project was formed by the girls and is a student-led group based at their local regional equality council. The group is made up of young people and was founded with the objectives of campaigning against racism, discrimination, bullying and sectarianism while promoting good relations and inclusiveness. The aim of the group is to ensure that young people have a strong voice in raising awareness of the causes and consequences of racism and sectarianism. The group campaigns for young people’s rights and organises events to promote positive race relations. In 2014, the girls presented at the Scottish Learning Festival. In February 2015 together with Education Scotland the True Colours partnership presented to a national peer learning event on promoting diversity and equality.

The Edinburgh ESOL School-College Partnership

The Edinburgh ESOL school-college partnership is a unique and very successful project between Edinburgh College and the EAL Service. Bilingual secondary school pupils can attend an after school class in ESOL at Drummond Community High school, which supports them in their school work but also provides them with the opportunity to gain a qualification to allow them to enter Higher or Further Education.

The project started in 2006 and in 2014-2015 140 school pupils from all over Edinburgh are undertaking courses for full awards at SQA National 4, National 5 and Higher level. In addition the classes provide a supportive environment for pupils, who may often feel isolated but who will be experiencing the same challenges and issues, to meet and provide mutual help and advice. The social benefits derived from such classes play a key role in the academic success of bilingual learners. The classes help pupils develop confidence and the transferable skills needed to perform better in other subjects, thus raising overall achievement.

Glasgow Clyde College support for asylum seekers

On the [Journey to Excellence website](#) you can view a case study that shows how staff at Anniesland campus supported young unaccompanied asylum seekers. It describes the range of partnership working and innovative approaches that support these young people. This can be

read with [New Lives New ways of Working](#) which captures some elements of best practice. This publication describes how staff responded to the arrival of asylum seekers and outlines the evolution of their 16 Plus project for young, mostly unaccompanied asylum seekers. It tells the story of the changes that have taken place in college since the early days of dispersal. It also tells the stories of some of our learners. College inspectors noted in their Equality and Diversity Report in 2010 that staff on the campus work

“In partnership with Glasgow Social Work Department and Refugee Integration Forum to provide specific provision for young unaccompanied asylum seekers. This has contributed to the diversity of the learning experience at the college for all learners. The college has had 388 enrolments from 29 different nationalities over the last six years.”

Glasgow Clyde College, 16+ English for Speakers of Other Language (ESOL) programme

The 16+ ESOL programme began as a response to the growing number of unaccompanied asylum seeking and refugee young people who began arriving in Glasgow and who required ESOL classes. Initially the programme worked with young men from Afghanistan and Somalia. However, with changing demographics, the programme now has both male and female young people from China and Vietnam who have been trafficked as well as large numbers of young Eritrean and Sudanese whose countries are affected by civil war and where young people become child soldiers.

The 16+ ESOL programme is designed to address the specific needs of this group of young people. The programme currently provides age appropriate ESOL classes, Personal and Social Development, ICT and the John Muir Conservation Award. The additional non-ESOL subjects supplement the curriculum to give young people as much experience and qualifications as possible. Additionally, students are supported and receive specialist guidance from their lecturers and are referred for counselling to a Freedom from Torture therapist and Compass (mental health services for young people) if appropriate. A particular strength of this programme is excellent communication and relationships with other agencies such the local authority social work department and accommodation providers. This allows the young people to feel secure and receive a holistic service. The young people need on-going support as they make the transition from the programme to other courses.

Workers' Educational Association (WEA) Scotland – Workplace ESOL

Workplace ESOL responds to the need for improved language skills of the migrant workforce in Scotland. The WEA works in partnership with a number of trade union organisations to plan, coordinate and deliver courses to employers with large numbers of migrant workers. The courses are organised and targeted at workers who would struggle to attend community or college based ESOL courses making these courses highly accessible to the workers. Courses take place on-site and cover ESOL topics supporting everyday communication as well as workplace/employability ESOL. Working with Union of Shop, Distributive and Allied Workers (USDAW) and Scotbeef in Queenslie, the WEA offer workplace ESOL courses to a migrant workforce that have come from Eastern European countries such as Poland and Lithuania. The migrant workforce is mixed in terms of ages between learners in their 20s to those in their 50s. Learners have reported increases in their confidence in their English language skills and it has increased their motivation to pursue further learning opportunities. The success of the programme has fostered improved communication between colleagues and the local community as well as supervisors and managers.

The Core, South Lanarkshire

The Core is a project that evolved from the Community Learning Home School Partnership looking at ways to support further progression and integration of ESOL learners within their provision. Social connections were particularly valued by ESOL learners which was shared by other learners attending a drop-in computing class. The Core targets certain groups including ESOL learners, young parents, the elderly and the unemployed. It brings ESOL learners together with other learners. The focus of the project is on participation and access to relevant information. Activities have enabled ESOL learners to share their language, skills and culture with others in the local community. Activities have included sharing cooking skills, jewellery making, writing in Arabic, hairstyling skills and make-up skills.

The partnership works with other organisations to provide talks and information on wider public services including advice on welfare, finance, health, safety and law. ESOL learners feel more relaxed and have a better sense of belonging in the community and less sense of isolation. People are volunteering their skills and their time in exchange for a chance to improve their speaking skills and to integrate in their local community. It has also helped learners' confidence levels.

ESOL Self-Access Hubs, North Ayrshire

The Community Development Team in partnership with North Ayrshire Library and Information Service created ESOL Self-Access Hubs in three local libraries in North Ayrshire. The resources aim to address the barriers to learning that ESOL learners in rural communities face on a day-to-day basis: unpredictable and unsociable working patterns, availability of transport to classes and limited access to learning provision. The libraries' ESOL collection aspires to provide learners with access to a large array of multimedia self-study materials in a highly accessible setting.

The ESOL Self-Access Hubs in Saltcoats Library, Irvine Library and Brodick Library on Arran have a selection of resources for adult ESOL learners from beginner to advanced levels including picture dictionaries, grammar reference books, graded readers with CDs, self-study books and tutor-devised self-study activity folders. ESOL learners are encouraged and supported in using the materials in a variety of ways. The provision of individual learner portfolios, class visits, targeted training sessions, extended class activities along with ESOL newsletters are all part of the team's engagement work with the project's participants. As a further encouragement learners also have the opportunity to gain ESOL Self-Study Certificates at Beginner, Pre-Intermediate, Intermediate or Upper-Intermediate levels, based on the self-study materials provided.

The Strategies for ESOL and New Scots

English for Speakers of Other Languages (ESOL) Refresh Strategy

The CLD Team within Education Scotland led on the refresh of the ESOL Strategy. The refreshed strategy for [English for Speakers of Other Languages](#) (ESOL) launched by Dr Alasdair Allan, MSP, Minister for Learning, Science and Scotland's Languages in April 2015 sets out the importance and context of ESOL learning in Scotland. It draws links to a range of related policies and offers case studies of different types of provision. There is also a focus on professional and workforce development, and on equality and diversity.

The 2015 ESOL Strategy consists of five strategic objectives linked to the [Adult Learning Statement of Ambition](#):

- ESOL learners access and recognise learning opportunities throughout all stages, changes and circumstances in their lives
- ESOL learners co-design their learning experiences
- ESOL learners transform their lives and communities through learning choices in personal, work, family and community settings
- ESOL learners effectively influence strategy and policy at local and national levels
- ESOL learners are effectively supported in their learning journeys.

New Scots Strategy

In 2013 Scottish Government in partnership with relevant organisations published the strategy document [New Scots: Integrating Refugees in Scotland's Communities 2014 – 2017](#)

The purpose of this strategy was to co-ordinate the efforts of all organisations involved in supporting refugees and people seeking asylum in Scotland in order to make Scotland a welcoming place to people seeking protection from persecution and human rights abuses. The strategy summary mentioned the positive experience of refugee families in regard to education and set the following outcomes:

Education Outcomes

1. Refugees and asylum seekers are able to achieve the English Language skills they need to successfully integrate with Scotland's communities
2. Refugees and asylum seekers access appropriate education opportunities and increase their qualifications/knowledge/ experience as a result
3. Refugees and asylum seekers are supported to use pre-existing qualifications and access appropriate employment/ additional education opportunities as a result
4. Scotland's linguistic diversity is promoted and as a result is valued, enabling refugees to contribute fully/effectively to Scottish society.

Education Scotland's webpages

Additional support for learning webpages includes summaries of best practice in how schools and authorities meet the needs of those with [English as A Second Language](#). It states

“Scotland is a country which is rich in diversity and schools should celebrate the cultural and linguistic backgrounds of all learners. For children and young people who have English as an additional language, it is important that their learning journey is carefully monitored and assessed as they develop skills in English language acquisition.

All staff are responsible for meeting the needs of each learner, supported by EAL and bilingual local authority support services, as well as external agencies and community links.

It is important that parents and the child or young person are involved in the learning journey at all stages of their education. Schools should have a positive and welcoming ethos.”

Within these pages are a number of examples of good practice from schools such as [St Roch's Secondary](#) and [Annette Street Primary](#).

In addition some resources and advice is found on a [Refugees and Asylum Seekers](#) webpage.

It notes

Refugees and asylum seekers face particular challenges of access to and participation in education. A child or young person's educational experiences prior to arrival may be uncertain. Language also may be an issue.

Many refugees and asylum seekers will need language support and wider support, taking account of their circumstances and experiences.

Further resources are to be added to this page.

[HGIOS: Inclusive education part 4: Evaluating educational provision for bilingual learners](#)

The guide is designed for use by headteachers, senior managers, teachers, specialist English as an additional language (EAL) staff and education authority officers. It highlights effective ways in which schools can fully support bilingual learners.

Scotland's Colleges Equality and Diversity

The College review team's Equality and Diversity report 2010, which was an aspect report noted several points regarding funding and provision for asylum seekers and refugees including that

“Colleges have worked well to integrate asylum seekers, refugees, economic migrants and international learners with home learners. They have encouraged the sharing of cultures to increase all learners' awareness and understanding of ethnicity and other nationalities. Often, this is done through planned cross-college events, such as Diversity Days or Diversity Weeks, and in some cases, through learning and teaching. Colleges are generally successful in their efforts to address these types of issues, but, in most cases, it requires constant reinforcement by staff.”

Joint inspection

In June 2007 HMI published a [Joint Inspection of Services for Children of Asylum Seekers in the Glasgow City Council](#) area. This report opened with a statement placing services for asylum-seekers in the context of Scotland's national vision.

“The national vision for Scotland's children, that they should be safe, healthy, achieving, nurtured, active, respected and responsible and included, was used to consider how well services met the needs of children of asylum seekers.

The multi-disciplinary inspection team included inspectors qualified and experienced in social work, health, education, policing and community learning and development. As part of these activities, inspectors met with around 170 children and 45 parents, individually and in groups. The experiences and views of children and parents contributed substantially to the evidence gathered by the inspection team.”

In its summary it stated that in Glasgow City Council,

“Overall, staff worked very well to provide services to meet the needs of children of asylum seekers and their parents. Since the beginning of the contract with National Asylum Support Service there had been significant development of services across Glasgow. Education services, Strathclyde Police and NHS Greater Glasgow and Clyde had improved existing services and provided additional resources to supplement them. Specialist services had been developed with the voluntary sector and many of these provided good quality support to children of asylum seekers and their parents. Social work services provided a range of effective support to vulnerable children and unaccompanied asylum-seeking children. Senior managers and staff worked well together across services and had a high level of commitment to meeting the needs of children of asylum seekers.

Glasgow City Council, Strathclyde Police, Scottish Children's Reporter Administration, NHS Greater Glasgow and Clyde Health Board and voluntary sector organisations were well placed to take forward improvements in services. In doing so they should:

- take steps to ensure that all eligible children are provided with a part-time pre-school placement;
- ensure that all unaccompanied children are matched to a safe, nurturing placement and have an appropriate level of contact with professionals;
- improve the involvement of children and parents in the development of services, policy and strategy; ensure that all staff, across services, are appropriately trained and supported for their roles and responsibilities; and
- build on the work already in place to address racial harassment in communities to achieve improved relationships for asylum seekers in communities in Glasgow.

The Scottish Executive should:

- consider the feasibility of responding to aspirations among asylum seeker children to undertake degree level study.

Further research and resources

In 2015, the British Red Cross published its research report “We started life again”: *Integration experiences of refugee families reuniting in Glasgow*. The report considered services for 150 new arrivals in over 60 reunited families. The report noted that most children and young people spoken to reported that they enjoyed going to school in Glasgow. They liked using computers, having lunch, making friends, having supportive teachers, playing games, playing sports and studying. Some felt they enjoyed schooling in Scotland more than in their home country. While most felt settled in their school and saw it as a central part of their life, others mentioned that they had encountered prejudice-bullying.

The report identified key issues for schools and colleges as being that:

- Children and their parents should be given clear information about education options and responsibilities and enabled to make informed choices
- The Local Authority EAL (English as an Additional Language) service should work with schools to facilitate quicker enrolment for arriving children, and ensure free school meals and clothing grant applications are completed promptly.
- The Scottish Government and Local Authorities should ensure right to school entry for 16 and 17 year olds to maximise the opportunity for English language progression, educational attainment and overall integration.

In 2014, a report funded by a partnership with University of the West of Scotland, *The Long Term Integration of Gateway Protection Programme Refugees in Motherwell*, was published. This report updated a previous report from 2008 for North Lanarkshire Council on the settlement of refugees from democratic Republic of Congo from refugee camps in Zambia.

In terms of education it commented

“Education services were highly valued by the refugees, particularly at school level and families were pleased with – and proud of – their children’s progress. As far as adult education was concerned, ESOL classes were valued, and some refugees had chosen to attend college, so that they could receive formal certification which they could show to a future employer. It was recognised that ESOL classes would continue to be necessary for some time.”

In addition they commented that a “finding from this particular survey was a widespread feeling that the refugees were being insufficiently ‘stretched’ intellectually. Schoolchildren sometimes believed that their teachers underestimated their capabilities, while some adults felt that they were repeatedly being advised to improve their English rather than being given more stimulating educational experiences.”

In 2007 Scottish Government published a research study *Education and schooling for asylum seeking refugee students in Scotland*, Mano Candappa et al (2007). As well as recommendations for improvement they identified several features of good practice in Scottish schools including

- welcome given to pupils and parents
- addressing the child’s English language needs whilst not withdrawing him/her from mainstream education
- monitoring pupils’ progress, achievements and attainments
- valuing asylum-seeking and refugee pupils – pupils were seen to bring added value to

the school

- fostering friendships among all pupils – schools would nominate ‘buddies’ to help a new pupil settle in
- encouraging and supporting parental involvement
- supporting the whole child and raising awareness of inequalities and of refugee issues.

Education Scotland

Denholm House
Almondvale Business Park
Almondvale Way
Livingston EH54 6GA

T +44 (0)141 282 5000

E enquiries@educationscotland.gov.uk

www.educationscotland.gov.uk