



University of
Strathclyde
Education

REACHING THE MARGINALISED

Reflecting on the Education for All

Global Monitoring Report 2010

Reaching Asylum seekers and Refugee children

In Scotland

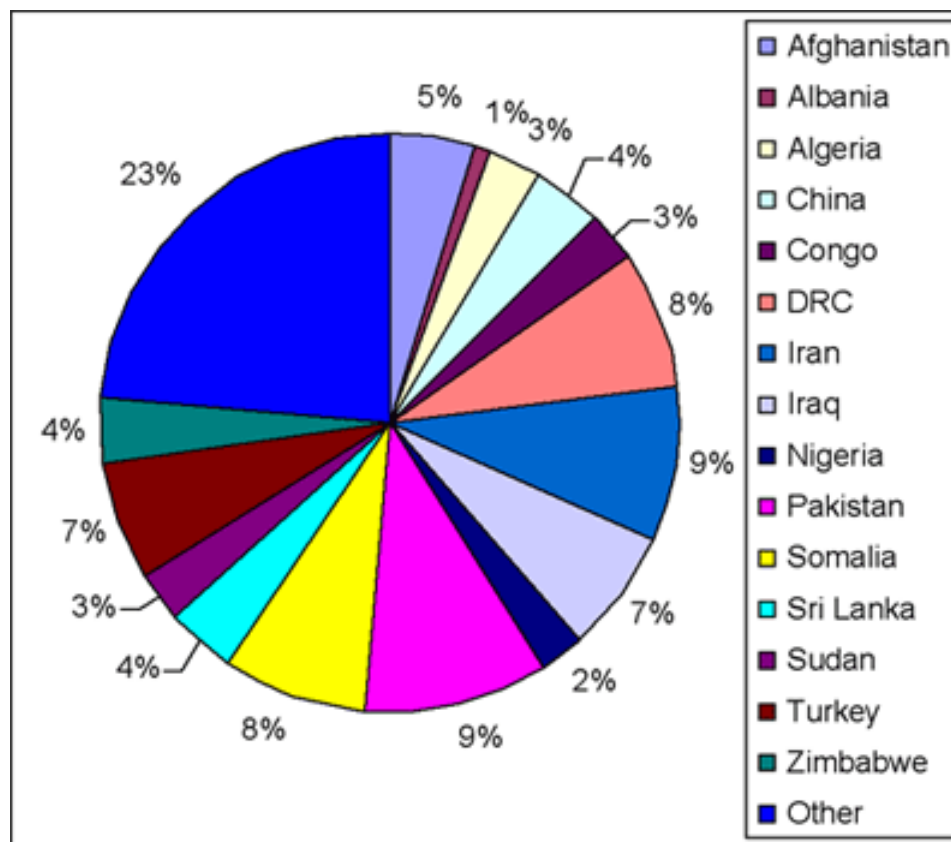
Gerri Smyth

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The Education for All Report

- P.26: People who do not speak a country's official language often face marginalisation in education and beyond
- P. 27: Around 14 million children aged 5 to 17 worldwide have been forcibly displaced by conflict
- P.38: Disadvantages experienced --- are reinforced by social attitudes that undermine self-confidence

Nationalities of Asylum Seekers living in Glasgow (Source: Home Office, 2006)



Refugees as pupils

- United Nations Convention: Rights of the Child
There is educational entitlement for all children, no matter their legal status
- Immigration and Asylum Act (1999)
Deals with people as asylum seekers and refugees first and as children and young people second Save the Children (2000)
- ‘swamping our schools’ David Blunkett,
- Joint inspection of services for children of asylum seekers in the Glasgow City Council area June 2007
The work of schools in promoting inclusion & integration, and supporting children’s learning, particularly in English language.



Refugee Pupil Identikit (Jill Rutter)

Unannounced

Traumatised

Transient

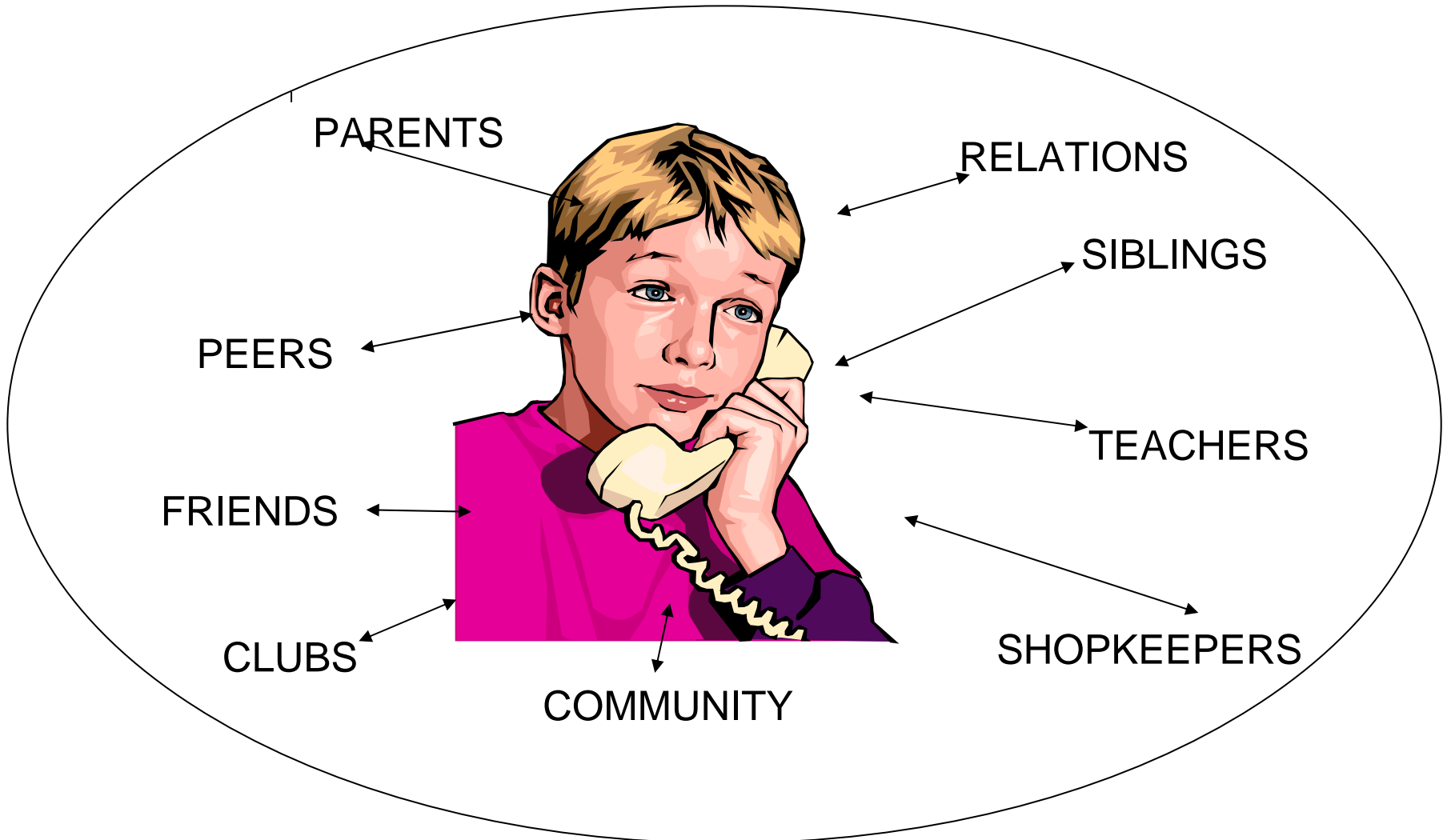
Insecure

No choice

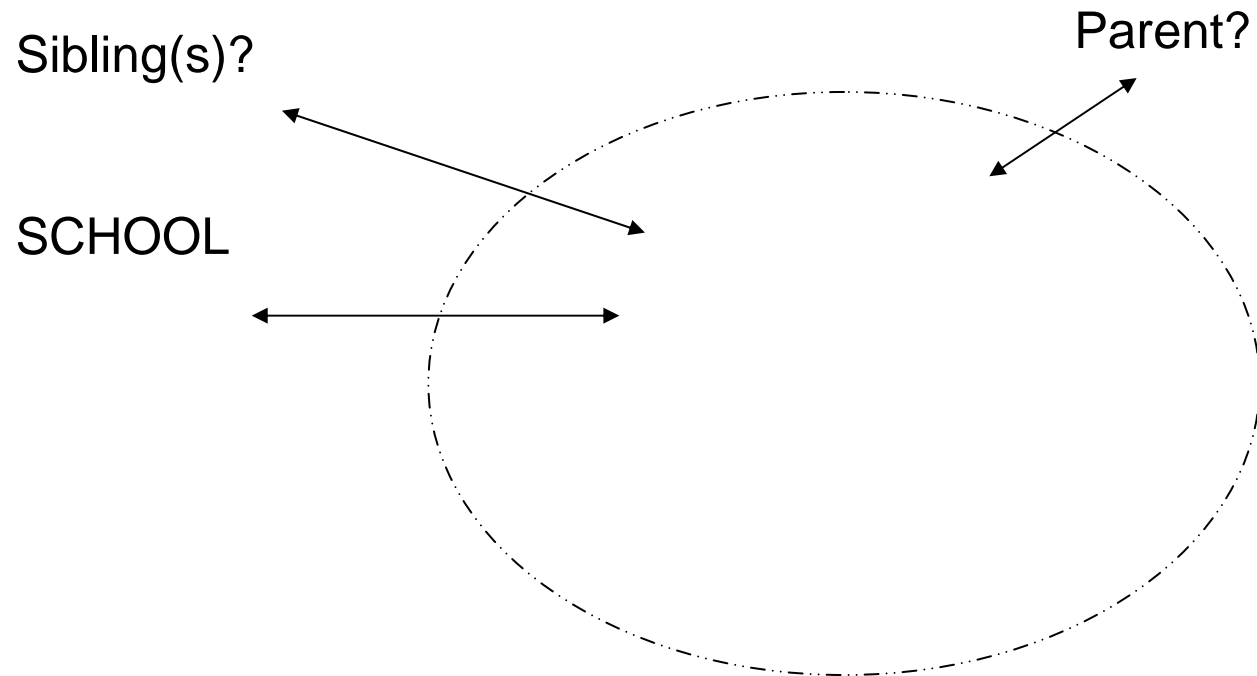
No support

Little cash

Relationship Web



Relationship Web





**I thought
only English
people were
here. Then I
saw my
language.**

Refugee pupils: multi-linguists

**I'm Noor. I
speak Farsi
and English.**

**I'm Mariya. I
speak Somali
and English.**

**I'm
Rochelle.
I speak
French
and
English.**

**I'm Asif.
How many
languages
do you
speak?**

Pedagogy to reach the margins

- ✓ Mainstreaming
- ✓ English Language Support
- ✓ Peer support
- ✓ Recognition of Difference
- ✓ Addressing issues related to refugeeeness
- ✓ Integration in and out of school

Bringing the marginalised inside

- ✓ Social Capital: Teachers using pedagogy which develops bonding, bridging and linking social capital
- ✓ Shared Experiences
- ✓ Shared Tasks
- ✓ Culturally Responsive pedagogy
- ✓ Valuing and sharing of all children's experience and expertise
- ✓ Inversion of power structures



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