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[MEd]

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**Inclusive Education for Refugee and Asylum Seeking Children: An
evaluation of the guidelines used by primary schools to support the
inclusion of refugee and asylum seeking children in Scotland**

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Abstract

As the number of refugee and asylum seekers continues to grow, it is critical that schools pay recognition to how they can be inclusive for refugee and asylum seeking children. However, schools may not be aware of the areas of support that these children may require. In contrast, there may be too much attention paid to 'fixing' children from refugee and asylum seeking backgrounds such as focusing on learning English (Taylor and Sidhu, 2012) rather than providing holistic support. It is important that each child is supported in unique manner that supports their inclusion into their new community and school life. To do so, teaching staff must be aware of the potential barriers to learning and inclusion (Block et al., 2014).

This paper will present the findings from global academic literature on inclusion in schools for refugee and asylum seeking children. The key aspects of inclusion raised by this literature review will form the headings of a framework. This framework that I have created will then be used to compare and contrast the contents of three guidelines available in Scotland. Through this process, recommendations will be made to improve the inclusion of refugee and asylum seeking children and their families in schools across Scotland.

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Introduction

This dissertation aims to investigate the factors which influence the level of inclusion for children who are refugees or asylum seekers. The concept of achieving inclusive education for all children is widely recognised as being fundamental in providing quality equitable education for every child, as stated in Goal 4 of the Sustainable Development Goals as part of the 2030 Agenda (UNESCO, 2015). Therefore, it is critical that schools develop an inclusive and welcoming environment for refugee and asylum seeking children as they too have the right to equitable education.

The term inclusion is still widely contested term. However, the United Nations Educational, Scientific and Cultural Organisation (UNESCO) describe inclusion as the removal of the barriers that “limits the presence, participation, and achievement of learners” (UNESCO, 2020, p. 7). Therefore, for schools to be truly inclusive then they must provide physical access to education to all children as well as that children are actively involved in learning and reaching their potential. There are a variety of factors which may limit a child’s ability to reach their potential in school, such as language, social and emotional needs. Addressing these barriers to learning is an important first step in providing an inclusive education for all children where they are effectively supported.

Over recent years, schools have become increasingly more inclusive for children with a range of additional support needs. Educational policies and reports (e.g. Warnock Report, 1978; Education for All, 1990; Salamanca Statement, 1994; Dakar Framework

for Action, 2000; The Equality Act, 2010) have played a role in creating more inclusive educational settings. However, there still remains room for further inclusion of learners from refugee and asylum seeking backgrounds. The goal for inclusion means that inclusive education must strive beyond supporting children with additional learning needs or learning disabilities. Inclusive education must provide support for every single child to help them reach their learning potential.

The Scottish Executive Education Department's (SEED) *Standards in Scotland's Schools Act*, states "schools meet the needs of all pupils and that these pupils achieve their full potential" (Anderson et al., 2016, p. 3). Therefore, every child, regardless of any additional support they require, deserves an equitable education. Fundamental to this is that teachers are aware of how they can do so in an effective and inclusive manner.

This dissertation will specifically focus on how schools are inclusive to the additional needs of refugee and asylum seeking children. Three guidelines regarding inclusion for refugee and asylum seeking children in schools have been selected as part of this research:

1. Education Scotland (2015) *Supporting Learning: The Education of Learners Newly Arrived in Scotland*
2. National Education Union (2018) *Welcoming Refugee Children to Your School Guide*
3. Education Institute of Scotland (2018) *Teaching Children from Refugee and Asylum Seeking Families*

The purpose of this work is to develop an understanding of how schools in Scotland are supported to achieve inclusion for refugee and asylum seeking children within schools in Scotland. To do so, the three previously mentioned guidelines will be compared and contrasted with wider global academic literature on this area. Through this process I will identify the areas of similarity and difference between literature and what is suggested by the guidelines to support educators working with children who are refugees and asylum seekers. As a result of this, I will then make suggestions on the areas for improvement for how Scottish schools can be more inclusive to refugee and asylum seeking children.

Literature Review

Background of Refugee Education

Every child has the fundamental right to education. This statement is grounded within the Universal Declaration of Human Rights (UN General Assembly, 1948) as well as the Convention on the Rights of a Child (UNCRC) (UNICEF UK, 1989), which states that children of all ages, backgrounds and abilities must have access to education.

Entitlement to education in Scotland for every child, including refugee and asylum seeking children, is granted under Section 14 of the UK Education Act (1996) as well as the Standards in Scotland's Schools Etc. Act 2000 (McBride, 2018). Furthermore, The Children (Scotland) Act 1995 requires local authorities and other bodies across Scotland to safeguard children and young people, particularly children who arrive as unaccompanied minors (Scottish Government, 2018). A 'refugee' is someone who has been granted refugee status under the Convention Relating to the Status of Refugees (1951). The Convention makes a case for the fact that by fleeing for fear of war and persecution, many children will have disrupted educational histories (Block et al., 2014). The New Scots Refugee Integration Strategy gives the following definition of an asylum seeker as: "someone who has lodged an application for international protection under the United Nations 1951 Convention...and is awaiting a decision from the UK Government" (Scottish Government, 2018, p. 79). These definitions will be used throughout this dissertation when referring to refugee and asylum seeking children.

In light of these definitions, children and young people who are refugees or asylum seekers have likely had disruptions in their education and may require additional support in areas such as language learning in order to provide them with the best start within their new community (Taylor and Sidhu, 2012). Children and young people who fall into the category of refugee or asylum seeker have a range of educational needs (Peterson et al., 2017), as well as social and emotional needs (Block et al., 2014). Policies such as *Getting it Right for Every Child* (GIRFEC) (Scottish Government, 2006) provide support for children through the SHANARRI wellbeing indicators (safe, healthy, achieving, nurtured, active, respected, responsible, included), where many aspects of a child's life are looked into so that holistic support can be provided. Inclusion is an aspect which is embedded within these approaches for all children in Scotland. Although it is important for children to be recognised as a refugee or asylum seeker in order for schools to provide the appropriate support, it is equally important that they are dealt with first as children. This view is supported by Save the Children (2005), who emphasises that refugee and asylum seeking children should be viewed as young people first and foremost. It is important not to view children as problems or as lacking something. Instead, there should be a focus on finding ways to facilitate a child's learning with respect to factors such as language which can be a barrier to learning.

By focusing on the label of 'refugee' or 'asylum seeker' there can be a tendency to homogenise these groups of learners. Research by Rutter (2006) found that schools in the UK often failed to consider the varied history of children from refugee and asylum seeking backgrounds, and instead treated them as 'victims' (Block et al., 2014).

Furthermore, the Scottish Government has stated that refugee and asylum seekers' "backgrounds, cultures, ambitions, experience and skills should be celebrated and viewed as assets, which can support their integration" (2018, p.11). It is interesting to note that children from Syrian backgrounds appear to be more welcomed into schools in comparison to those from elsewhere, particularly EU countries (Madziva and Thondhlana, 2017). This is thought to be due to the widespread information about the situation in Syria and knowledge about the mass movement of people due to war and conflict (ibid, 2017). Taylor and Sidhu (2012) argue that it is important for educators to understand the reasons for forced migration as this understanding can help them see more clearly the need for the social inclusion of refugees. However, it is important to consider how useful this perception is as it can lead to stereotypes. Kisiara (2015) argues that schools must move away from the narrative of refugee and asylum seekers being viewed as 'suffering' as focusing primarily on the label of refugee or asylum seeker can lead to connotations of "dependency, helplessness, and misery" (Harrell-Bond and Voutira, 1992, p. 7). Instead, schools should meet children's needs on an individual level, as well as focusing on the many benefits that refugee and asylum seeking children bring to their classrooms. These include, but are not limited to benefits including linguistic and cultural diversity (Education Scotland, 2015).

Scottish Context

Scotland has a long history of welcoming refugees and asylum seekers from around the world (Scottish Government, 2018). However, over the past six years, there has

been an extended effort to welcome Syrian refugees as part of the UK Government's Syrian Vulnerable Person Resettlement Scheme (VPRS) (Home Office, 2015).

Following the announcement by Scotland's First Minister, Nicola Sturgeon, who said that Scotland would welcome Syrian refugees across its territory as part of the VPRS there have been increased attempts to ensure the successful inclusion of all refugees.

The *New Scots Refugee Integration Strategy* (Scottish Government, 2018), hereafter referred to as *New Scots*, was the document produced by the Scottish Government to support all agencies working with recently arrived people. With the arrival of Syrian refugee families in Scotland over recent years came the need for inclusion of recently arrived people into their new communities. *New Scots* is a document which provides guidance on how to support the integration of all refugee and asylum seekers into communities across Scotland.

The *New Scots* document uses the term 'integration' to refer to the process by which refugee and asylum seekers become part of their new community. However, this language is problematic. As suggested by the title, this framework is about integration, which has connotations of "fitting in" rather than welcoming refugees and asylum seekers as they are, embracing the cultures, languages and diversity that they bring. Research by the Scottish Refugee Council (2020) found that the majority of people in Scotland do not view refugees as part of their community or society. This could be due to the limited contact that people have with someone who is a refugee or asylum seeker (Scottish Refugee Council, 2020). For example, in comparison to the rest of Scotland, residents of Glasgow are more likely to have interacted with someone who is a refugee than elsewhere, as Glasgow is a hub for this community

(ibid, 2020, p. 27). Glasgow hosts the largest population of refugees and asylum seekers compared to the rest of Scotland (ibid, 2020), as it has for the past 20 years, been a dispersal city for those seeking asylum in the UK. It is thought that the strong migrant solidarity in Scotland comes from the long-standing history of social struggles that are persistent within Glasgow (Mainwaring et al., 2020). As well as the influence that the socio-political context of Glasgow has had in accepting refugees and asylum seekers into the city, there are also a number of organisations and initiatives set up to support refugee and asylum seekers. These include, but are not limited to, organisations such as *Refugee* and *Govan Community Project* (Mainwaring et al., 2020). It is important that initiatives such as these provide an opportunity for people to support those who have recently arrived feel welcomed and included within their new communities.

A lack of interaction with people and children from refugee backgrounds, in turn, could also have an impact on the opinion and perception that Scottish-born children have of them. Subsequently, schools have a vital role to play in shifting the *attitudes*, stereotypes and discrimination towards refugee and seekers (Block et al., 2014, p. 1349). It is further argued that by embedding an inclusive and supportive community for refugee and asylum seeking children in Scottish education, there is an opportunity for the *attitudes* of school and the wider community to change, as children and adults take part in learning and activities together (Pugh et al., 2012, p. 133). Through increased visibility and interaction with refugees and asylum seekers, there is further potential for refugee and asylum seeking children to be accepted as a part of the community and wider society.

It is not enough for refugee and asylum seeking children to be integrated into schools, but rather they must be fully included within them. The concept of inclusion is still widely contested (European Agency for Special Needs and Inclusive Education, 2017). However, a definition by the United Nations Educational, Scientific and Cultural Organisation describes inclusion as the removal of any barrier that “limits the presence, participation, and achievement of learners” (UNESCO, 2017, p. 7). The move from integration towards inclusion is one that can give children who are refugees and asylum seekers a real opportunity to thrive and succeed in all aspects of their life. The goal of inclusive education does not stop with integration of children into schools. Instead, children from refugee and asylum seeking backgrounds must be fully embraced into the school and wider community. This includes acceptance of aspects such as language, culture, and religion. Accepting children as they are is a huge aspect of inclusion within their new communities and therefore it is important that schools are aware of how to do so whilst also respecting the traumatic journeys refugee and asylum seeking children may have experienced.

Current View of Refugee and Asylum Seeking Children

The Home Office (2019) have argued that skills are intrinsic to refugee integration and wellbeing. Bešić et al. (2020) agree, stating that language plays a key role in integration. Additionally, a study by Collyer et al. (2018) found that low levels of English in refugees could lead to exclusion. It is important to understand what is

meant by inclusion in this context. If inclusion involves the removal of identity, language and culture by refugee and asylum seekers to 'fit in' or become part of the 'norm', then it is not fundamentally inclusive. Instead, the inclusion of refugees and asylum seekers should be viewed as a two-way process (Strang and Ager, 2010), that is, a process that entails adjustments by both new arrivals and the receiving communities. The European Council on Refugees and Exiles (ECRE) argue that "integration is multi-dimensional, involving the conditions to participate in society, actual participation in society and a perception of acceptance within the host society" (1999, in Strang and Ager, 2010, p. 600). Therefore, it is important that this two-way process is considered in initiatives which aim to support the inclusion of refugees and asylum seekers.

Integration as a two-way process is also applicable to educational settings. As previously mentioned, it is not useful to make assumptions about children who are refugees or seeking asylum (Hopkins and Hill, 2010). Schools will often focus on aspects such as language when refugee or asylum seeking children first arrive (McBride, 2018). Instead, schools should be encouraged to take a whole-school approach where the values and school culture are transformed rather than focusing on refugee and asylum seeking children (ibid, 2018). In the case of language, this would include celebrating the linguistic diversity in a classroom, promoting bilingual learning and ensuring that children continue to learn in their mother tongue. Not only is this important for their own identity and culture (García and Wei, 2014), but it also supports literacy and language development and helps bilingual children to access learning in a way meaningful to them. Liu et al. (2017) argue that promoting the use

of home language through the use of bilingual resources and strategies such as this can benefit a child's academic and social development. Through pedagogical approaches which facilitate the use of multiple languages, children will be able to access and participate in learning with their peers while still maintaining their own identity (Anderson et al., 2017). This is also recognised within the United Nation's document on inclusive education who argue that linguistic and cultural diversity is an important aspect of inclusion within schools (UNESCO, 2020).

Current research in the field

There is growing literature surrounding unaccompanied and separated refugee and asylum seeking children and young people (Stanley, 2011; Derluyn and Broekaert, 2008; Hopkins and Hill, 2010; Pastoor, 2015; Peterson *et al.*, 2017). A literature review by Peterson (*et al.*, 2017) builds upon the work of Hek (2005) and McBrien (2005), exploring the educational needs of refugee and asylum seeking children with a focus on those children or young people who are unaccompanied or separated. The New Scots defines an unaccompanied refugee or asylum seeker as "a child who has applied for asylum in their own right and is separated from both parents or previous/legal customary primary caregivers" (Scottish Government, 2018, p. 81). It is important that the needs of those who arrive unaccompanied are understood as this influences their ability to "settle, regain a sense of stability and begin to develop new goals and aspirations within their new surroundings" (Hek, 2005, p. 5). Additionally, a child who arrives without any guardian faces further challenges, as identified through Maslow's hierarchy of needs (in Hopkins and Hill, 2010). It is important that a child's following

needs are met: physiological needs, safety needs, social needs, esteem, knowledge and understanding, and self-actualisation (Maslow, 1970 in Hopkins and Hill, 2010). Through recognising a child's status as an unaccompanied or separated refugee, schools are then able to support children in having these universal human needs met.

Although there are still high numbers of unaccompanied or separated refugee children and asylum seekers, the UK has been criticised for its restrictive policy around children and young people. Building on McGuinness (2017), Madziva and Thondhlana (2017) further argue that in the UK, resettlement is extremely restrictive and is limited to three categories: "(1) those aged 12 and under, who have been identified to be at high risk of sexual exploitation, (2) or those who are 15 and under and are of Sudanese or Syrian nationality and/or (3) under 18s who are the accompanying sibling of a child meeting any of the criteria outlined above" (p. 944). Due to these restrictive factors which limit those who are accepted onto the resettlement scheme, the children who end up in Scottish classrooms are likely to have experienced difficult journeys. It is important that these children are not viewed as only a refugee or asylum seeker, but so too is it important that this aspect of the child's life is not overlooked. The traumatic experiences that children from refugee and asylum seeking backgrounds must be recognised so that schools are able to provide appropriate support, where necessary, for these children and their families.

Following on from this, several studies (e.g. GLA, 2004; Marriot, 2001; Richman, 1999; Stanley, 2001; Stone, 2000) found that children who are refugees or asylum seekers are treated primarily according to their status ('refugee' or 'asylum seeker'), rather

than simply as children. This can be problematic as schools tend to take approaches that focus primarily on one aspect such as language, as seen by the use of the EAL (English as an Additional Language) model. The EAL model is one of the most common model that is used, as identified by the study by Arnot and Pinson (2005) of schools in England. However, 'access' is only one aspect of inclusion as identified by Ainscow and César (2006), and this physical presence in a school alone is not enough to justify inclusive practice. In addition to supporting refugee children in their development of English language learning, and in meeting their social, emotional and physical needs, it is also important that schools value what refugee and asylum seeking children bring. Hek (2005) acknowledges that "refugee children often face the same issues as other children, but that there are also specific and extra issues that need to be taken into account when thinking about appropriate service provision." (Hek, 2005, p. 1). An inclusive approach does not mean simply providing these learners with the same education as the other children in their class. The additional needs of these individuals must be considered in order to provide them with quality, equitable learning opportunities.

Due to the potential traumatic experiences that children from refugee and asylum seeking backgrounds may have faced, as well as the disruption to their learning (Scottish Government, 2018), it is vital that an inclusive and equitable education is provided to them upon their arrival in Scotland. The UNHCR (2019) have also recognised the importance of acknowledging the traumatic experiences of this group of learners. Therefore, social and emotional needs should be a high priority in an inclusive approach to recently arrived students. Additional to their social and

emotional needs, it is also important to consider the language barrier and the consequence this may have on their learning (Scottish Government, 2018).

While there is growing literature around the identification of barriers that young refugee and asylum seeking children face (Hirsu and Bryson, 2017; Hek, 2005; Charsley and Spencer, 2019; McBride, 2018; McIntyre and Hall, 2020), it is important to understand how schools can be proactive in ensuring inclusive educational settings for these children. With inclusion at the forefront of this dissertation, the findings should promote and enhance the inclusion through a whole school approach which celebrates cultural and linguistic diversity within the school. Models of social justice and equity should also be embedded within schools that hope to create inclusive environments for learners who are refugees and asylum seekers, as well as those who are currently excluded from mainstream schools for any other reason.

Although there has been growing research in the areas of the schooling experience of refugees (Candappa, 2002; Save the Children 2000, 2001; Closs et al., 2001; Stead et al., 2002), these tend to constitute 'good practice' in relation to the inclusion of refugee and asylum seeking children (Pinson and Arnot, 2007). My research will develop this field by critically analysing the guidance available to Scottish practitioners with relation to how it relates to guidance from around the world in supporting the inclusion of young refugee and asylum seeking children around the world.

The following research questions that will guide this research are:

1. What is the current consensus in research on the main criteria for the inclusion of refugee and asylum seeking children in education?
2. What are the similarities and differences between identified good practice in research, and the guidance for Scottish schools to promote the inclusion of refugee and asylum seeker children in primary schools?

Significance of the research

Despite the growing numbers of refugees within the Scottish education system, research by Closs et al. (2001) found that teachers had little experience and understanding of educating refugees in Scotland. Even within the New Scots strategy, there is little about what teachers and those in the school environment can do to prepare for the arrival of refugee children, as well as the effective ways in which they can support their successful inclusion within the school and wider community.

Although the UK government is in charge of asylum and refugee law and policy, education is a devolved power and is therefore controlled by the Scottish Government (Scottish Government, 2018). This means that Scotland is in control of creating inclusive policies to ensure that refugee and asylum seekers are provided with education. Education plays an important role as “children and young people may require additional support to access the services they need and opportunities to participate in society” (Scottish Government, 2018, p. 17). Therefore, it is important that schools play their part in ensuring the inclusion of refugee and asylum seeker children. As well as this, schools should also support their families so that they can

thrive in their new communities. For these reasons, this research will analyse the guidance available to teachers in Scotland in the context of primary schools, thus determining their value in the inclusive approach towards education for all.

This research will draw on recent literature from the past decade to examine effective ways to achieve inclusion of asylum seeking and refugee children. The findings from the literature will be formulated into a tool which will then be used to analyse the selected resources and documents available to Scottish teachers to support the inclusion of this group of learners.

Methodology

Research Methodology

Paradigm: choice and rationale

An interpretivist approach has been selected as the most appropriate for the nature of this dissertation. An interpretivist approach to the research enables the researcher to “throw light on a particular case or situation”, while also accounting for the researcher's own subjectivity (Atkins and Wallace, 2011, p. 23). Cohen et al. argue that the interpretative paradigm should take place “in socio-cultural, socio-temporal and socio-spatial contexts” (2017, p, 20). In the context of this dissertation, this will include the consideration of factors both within and outside the school environment which influence the level of inclusion of children from refugee and asylum seeking backgrounds. As schools are often the main point of contact for refugee and asylum-seeking children and their families (Rousseau and Guzder, 2008), it is also important to establish a strong, supportive relationship between the home and the school.

I selected a qualitative design for my project due to the type of data that I intended to collect. Rather than using a quantitative method such as counting the instances of a word within literature, a qualitative approach allowed for a more meaningful and contextual data collection (Cohen et al., 2017). Thanh and Thanh (2015) argue that qualitative methods of data collection are compatible with an interpretivist approach. Due to the qualitative nature of this study, an interpretivist research design allowed for rich, contextual and unstructured data to be understood in a holistic manner (Streeklasky, 2019).

In adopting an interpretivist approach for this dissertation, it is also important that my own personal beliefs and values are addressed, as these will influence the interpretation of the data collected. Complete transparency in the procedures of research methods, data collection and analysis will maintain research integrity (Cohen et al., 2017). Transparency is another key aspect in maintaining the validity of the research. Auerbach and Silverstein (2003) argue that this can be achieved by explicitly stating step by step on how data is collected and analysed. Therefore, I will detail each stage of my research and data collection in order for transparency to be achieved.

The Research Process

The research was conducted in two phases. The first phase involved the creation of a framework which addresses the first research question: *'What is the current consensus in research on the main criteria for the inclusion of refugee and asylum seeking children in education?'*. The ultimate aim of the framework was to identify the key themes in the available literature in relation to the level of inclusion for refugee and asylum seeking children within primary schools.

The initial stage in the process of creating the framework involved collecting relevant data to inform the criteria of the framework. This was completed through careful, searches of online databases (i.e. Educational Resources Information Centre, British Educational Research Association and European Educational Research) through a

combination of keywords to find relevant literature. I did not carry out a systematic literature review due to time constraints, but the data gathered still underwent a rigorous selection process. The data was refined by using multiple inclusion and exclusion criteria (for more detail on this process, please refer to Appendix A on page 68). The papers selected also had to meet the criteria of being published within the last decade, between 2011 and 2021. As well as using these dates to limit the initial volume of data gathered, it also ensured that the data was up to date. Additionally, I further limited the search by using certain keywords and phrases (see Appendix B on page 69). A combination of words such as 'inclusion', 'education', 'refugee' and 'asylum seeker', were used in the searches, as well as utilising Boolean operators ('and', 'or', 'not') to find the most relevant data. Following this process, I used thematic analysis to identify the key themes within the selected literature and create the criteria of inclusion for the framework.

The second phase of the research involved the analysis of guidelines that are available to teachers in Scotland, which aim to support the inclusion of young refugee and asylum seeking learners in primary schools. For this phase of the research, three key documents were selected. They had to meet a set of criteria, which included: (1) explicitly refer to the education of refugee and asylum seeker children; (2) be relevant to the Scottish context; (3) be available online; and (4) be from 2015 onwards, as this was when New Scots Refugee Integration Strategy was published. The inclusion and exclusion factors for this process are detailed in Appendix B. A rigorous process of filtering through documents with multiple inclusion and exclusion factors ensured that only relevant data was selected, adding to the quality and validity of the study.

This second phase of the study collected data to answer the second research question: What are the similarities and differences between identified good practice in research, and the guidance for Scottish schools to promote the inclusion of refugee and asylum seeker children in primary schools?

Phase 1: Creating the Framework

Through an analysis of available literature, I created a framework which identifies the key criteria regarding inclusive education for refugee and asylum seeking children in primary schools, to be used as a tool for the evaluation of training materials for primary teachers (see Phase 2). Although there are some existing frameworks which refer to the integration of asylum seekers and refugees, none were adequate to use in the research I intended to do as they have very little focus on children's experiences in education. Examples of existing frameworks include the Home Office (2019) *Indicators of Integration Framework* and Ager and Strang (2008), *A Conceptual Framework Defining Core Domains of Integration*. Although the Home Office document outlines various ways in which refugees can be integrated into society, its main focus is not on education or young people. Similarly, the conceptual framework created by Ager and Strang (2008) also had limited focus on children and their education. Taylor and Sidhu address the importance of frameworks as they "...provide useful indicators of the possibilities and limitations for the inclusion of refugees by host countries" (2012, p. 41). However, there is little within current frameworks (e.g. Ager and Strang, 2008) that focuses on children, particularly how schools can ensure they are inclusive and welcoming to refugee and asylum seeking children.

To fill this gap, I created a framework that is informed by international literature on inclusive educational practices regarding children from refugee and asylum seeking backgrounds. As the number of children from refugee and asylum seeking backgrounds has increased since the implementation of the Syrian Vulnerable Persons Resettlement Scheme (VPRS) (UNHCR, 2017), it is vital that education provides an inclusive environment in schools and wider communities for these children and their families. I believe that through my framework I have been able to provide a tool that can also assist schools in their goal to achieve this.

Research Methods

Search Strategy

To collect the literature for the framework, I carried out a series of careful searches of online databases from the University of Glasgow online library and Google Scholar. A list of the keywords and phrases is detailed in Appendix A (please see page 68). As well as using electronic databases, the reference lists of selected documents were also used, as suggested by Arksey and O'Malley (2005). As Cohen et al. (2017) argue, when searching for literature, it is important that the inclusion and exclusion criteria are made clear. To select the literature which would inform the framework I implemented various inclusion and exclusion factors which can be found in Appendix B (please see page 69).

Following the procedure of searching for relevant literature, twelve documents were finally selected for the next stage. These are listed in full in Appendix C (please see page 70). When searching through literature in this way, it is important to ensure that

there is “relevance to the topic in question” and that the studies included have an appropriate scope in relation to the research (Cohen et al., 2017, p. 430). Arksey and O’Malley (2005) also argue that it is important to identify the research questions before beginning a search, as this provides a parameter in the selection of data. These documents were initially scanned by abstract and title to ensure they were relevant for the scope of this research and for the research question.

The search of literature was initially carried out using the University of Glasgow online library database. Following this, I carried out supplementary searches on other online databases including American Education Research Association, Educational Resources Information Centre (ERIC), British Educational Research Association and European Educational Research (UK). Google Scholar was also used, as this platform provides the ability to focus the search through “interrogation by topic, year, range of years, relevance” (Cohen et al., 2017, p. 184). For more information of the literature search and the use of online database searches for data collection, please refer to Appendix C (please see page 70).

Table 1: Categories of Inclusion for Refugee and Asylum Seeking Children

Categories of Inclusion for Refugee and Asylum Seeking Children												
Category First Author & Date	Emotional Support	Social Support	Language Support	Academic Support	Attitudes	Parental Engagement	Multi Agency Approach	Strong Leadership	Professional Development	Celebrating Diversity	Welcoming Environment	Pedagogy
Bačáková (2013)	X	X	X	X	X	X	X		X			
Block (2014)	X	X	X	X	X	X	X	X	X	X	X	
Fruja Amthor (2016)	X	X	X	X	X			X		X		X
Keddie (2012)	X	X	X	X	X		X			X		X
Madziva (2017)			X	X	X	X				X	X	X
McBride (2018)	X		X	X		X				X	X	
McIntyre (2020)	X	X				X				X	X	
Millar (2018)	X		X					X	X		X	
Peterson (2017)		X	X	X	X	X		X		X	X	X
Pugh (2012)		X	X		X	X	X	X	X		X	X
Taylor (2012)	X	X	X	X	X	X	X	X		X	X	
Thomas (2016)	X	X	X			X	X		X			

X = Theme identified within the literature.

Through a process of thematic analysis, I created a list of themes that emerged from the twelve documents. I identified key aspects of inclusion from various studies and literature from around the world. However, in keeping with the focus of this study, all data collected from the literature had to be explicitly relevant to the inclusion of

refugee and asylum seeking children within schools. The themes extracted from the literature were then used to compile a list of suggestions for inclusive educational settings which account for the needs of refugee children in the form of a framework. The framework outlines the key criteria which influence the inclusion of this particular group of children. However, as Bačáková and Closs (2013) argue, it is also important to acknowledge and identify barriers within the educational system and teacher development in order to achieve inclusive education for this group of learners. Key themes identified then became the headings within the framework. This carefully constructed framework was then used as a comparative tool for the second phase of the research.

The thematic analysis of the selected literature followed Braun and Clarke's (2006) six phases of thematic analysis:

“(1) Familiarising yourself with the data, (2) generating initial codes, (3) searching for themes, (4) reviewing themes, (5) defining and naming themes, (6) producing the report” (Braun and Clarke, 2006, p. 87).

Through this process, patterns and similarities from the data from the selected research papers and literature reviews on this area will emerge. Braun and Clarke (2006) argue that using thematic analysis in this way ensures that data is organised in a way suitable to make comparisons. This information was then formulated into a framework that will be used as a comparative tool with the identified Scottish guidelines available to teachers on the inclusion of refugee and asylum seeking children in the second phase.

Phase 2: Collecting Textual Data

In the second phase of the methodology of this research I collected data from the guidelines in Scotland for supporting schools to achieve inclusion for young refugee and asylum seeking learners and evaluated this in the light of the framework created during Phase 1.

Research Methods

Search Strategy

Initially, an online search was conducted to discover the guidelines that are available to teachers with a focus on supporting and welcoming children from refugee and asylum seeking backgrounds into their schools and classrooms. This involved a process of exploring the websites of various charities, the Scottish Government, local authorities, refugee and asylum seeking specific charities, and education unions. Through this process, I was able to collect guidelines by searching each website for guidance related to the education of refugee and asylum seeking children. There were criteria that these guidelines had to meet. These included: (1) be available online, (2) refer to the Scottish context, (3) concern refugee and asylum seeking children, (4) be specific to education, (5) created for teachers and school staff. Furthermore, I only selected guidelines posted after 2015, as this was when the first iteration of the New Scots document was introduced, marking the time when the whole of Scotland officially welcomed children from these backgrounds into their classrooms.

From the initial fifteen guides and toolkits found, the following three documents were selected, as they were meeting all of the criteria mentioned above;

1. Education Scotland (2015) *Supporting Learning: The Education of Learners Newly Arrived in Scotland*
2. National Education Union (2018) *Welcoming Refugee Children to Your School Guide*
3. Education Institute of Scotland (2018) *Teaching Children from Refugee and Asylum Seeking Families*

Following a comparison between these three guidelines with the framework created in the first phase of this study, these documents also underwent a process of discourse analysis. This process was necessary to understand the narratives that are present within the guidelines.

Data Collection

I compared the research informed framework with the selected Scottish guidance to support the inclusion of refugee and asylum seeking learners in Scotland. Additionally, this process also illuminated any gaps between the themes identified by global literature on inclusive education for refugee and asylum seeking children in Scotland. As a result of identifying areas of difference, I will then make suggestions on how the Scottish guidance available can be improved to support the inclusion of all young refugee and asylum seeking learners.

By comparing the three selected documents with the framework created in phase one, areas of similarity and difference were highlighted. Furthermore, the guidelines were also analysed through discourse analysis as this both identifies the interconnection of themes in the guidelines, as well as the narratives present within them (Ball et al., 2012; Jóhannesson, 2006). Through this process, we are able to understand how language is used and the way in which it shaped the “social realities and experiences” (Harðardóttir et al., 2021, p. 245). In this case, this relates to the language used around young learners from refugee or asylum seeking backgrounds.

Limitations

Due to time constraints, I was not able to carry out a complete systematic literature review of all of the available literature on the topic of inclusive education for refugee and asylum seeking children. Due to the timeline of this dissertation I had to be selective in the data I collected to inform the creation of the framework.

Furthermore, creating boundaries within the search for data also ensured that the research remained focused and did not attempt to cover too large of an area. Cohen et al. (2017) state that such considerations within data collection are important to do justice to the study within the scope and time constraints. Therefore, I only reviewed the most relevant literature, published within the last decade, to inform the creation of the framework.

Findings and Discussion

This next section will explore the findings from the research. This will begin with exploring the findings that came from creating the framework from the emerging themes in literature about the inclusion of refugee and asylum seeking children in schools. Secondly, this section will outline the findings that came from comparing the three selected guidelines used by Scottish schools with the framework. This process will identify areas of similarity and difference, and therefore provide areas that could be improved on in Scotland to achieve a higher level of inclusion for refugee and asylum seeking children in Scottish primary schools.

Part One: The Framework

Using a deductive approach, I identified themes from the literature which then constituted the criteria for inclusion in the framework. The identified criteria for inclusion were deemed as important in inclusion of refugee and asylum seeking children in primary schools, as evidenced by the literature. The twelve criteria for inclusion identified were: *emotional support, social support, language support, academic support, attitudes, parental engagement, multi agency approach, strong leadership, professional development, celebrating diversity, welcoming environment, and pedagogy*. The justification for the selection of each category is explained in the table below, together with references to the main works which back up the choice.

Table 2: Criteria for Inclusion

Category	Descriptor	References
Emotional support	Support from school, or contact with additional services, to ensure emotional wellbeing of children, including trauma or bereavement children from these backgrounds may have encountered.	Bačáková and Closs (2013); Block et al. (2014); Fruja Amthor and Roxas (2016); Keddie (2012); McBride (2018); McIntyre and Hall (2020); Millar et al. (2018); Taylor and Sidhu (2012); Thomas (2016).
Social support	Social support: support from school, or contact with additional services, to provide opportunities for children from refugee or asylum seeking backgrounds to make friends and build social connections. This can be with both children in their new community, as well as connections with children from similar backgrounds.	Bačáková and Closs (2013); Block et al. (2014); Fruja Amthor and Roxas (2016); Keddie (2012); McIntyre and Hall (2020); Peterson et al. (2017); Pugh et al. (2012); Taylor and Sidhu (2012); Thomas (2016).
Language support	Language support: learning and developing English, as well as maintaining their home language.	Bačáková and Closs (2013); Block et al. (2014); Fruja Amthor and Roxas (2016); Keddie (2012); Madziva and Thondhlana (2017); McBride (2018); Millar et al. (2018); Peterson et al. (2017); Pugh et al. (2012); Taylor and Sidhu (2012); Thomas (2016)
Academic support	Academic support: official curriculum learning, helping to ensure children are reaching their potential.	Bačáková and Closs (2013); Block et al. (2014); Fruja Amthor and Roxas (2016); Keddie (2012); Madziva and Thondhlana (2017); McBride (2018); Peterson et al. (2017); Taylor and Sidhu (2012)
Attitudes		Bačáková and Closs

	Attitudes: reducing negative attitudes and stereotypes that will prevent the inclusion of refugee and asylum seeking children and their families, both in schools and in the wider community.	(2013); Block et al. (2014); Fruja Amthor and Roxas (2016); Keddie (2012); Madziva and Thondhlana (2017); Peterson (2017); Pugh et al. (2012); Taylor and Sidhu (2012)
Parental engagement	Parental engagement: involvement of parents in welcoming refugee and asylum seeking children; involvement of parents of refugee and asylum seeking children in school activities or parents evening; good home-school links and communication.	Bačáková and Closs (2013); Block et al. (2014); McBride (2018); McIntyre and Hall (2020); Peterson et al. (2017); Pugh et al. (2012); Taylor and Sidhu (2012); Thomas (2016)
Multi agency approach	Multi agency approach: appropriate links with agencies to support the wider integration and inclusion of refugee and asylum seeking families in the wider community and other aspects of life. Schools should provide a base support system for these families to ensure that they receive the appropriate help and support.	Bačáková and Closs (2013); Block et al. (2014); Keddie (2012); Pugh et al. (2012); Taylor and Sidhu (2012); Thomas (2016)
Strong leadership	Strong leadership: head teachers and senior management team who ensure holistic support and empowerment to children from refugee and asylum seeking backgrounds.	Block et al. (2014); Fruja Amthor and Roxas (2016); Millar (2018); Peterson (2017); Pugh (2012); Taylor (2012)
Professional development	Professional development: training for teachers and school staff to ensure that they understand the needs of children from these backgrounds, as well as the strengths of these children. There should be appropriate support to ensure that these children are not seen as 'weak' or 'helpless' but may require a slightly different approach. Providing holistic support to children in all areas, providing them with opportunities to thrive and succeed.	Bačáková (2013); Block (2014); Millar et al. (2018); Pugh et al. (2012); Thomas (2016)
Celebrating	Celebrating diversity: festivals, language,	Block et al. (2014); Fruja

diversity	culture, etc. should all be celebrated to provide an inclusive environment for not only those from refugee and asylum seeking backgrounds, but for all. This will build up understanding, respect and help children become more aware of the benefits that diversity brings to classrooms. Teachers should utilise this and celebrate each child's story and unique attributes to the classroom.	Amthor and Roxas (2016); Keddie (2012); Madziva and Thondhlana (2017); McBride (2018); McIntyre and Hall (2020); Peterson et al. (2017); Taylor and Sidhu (2012)
Welcoming environment	Welcoming environment: schools should be inclusive spaces where every child feels valued, listened to and safe. This can be done through areas such as small gestures to welcome (children learning basic greetings), taking time for these children to explain about their home/ religion/ culture/ language if they are comfortable to.	Block et al. (2014); Madziva and Thondhlana (2017); McBride (2018); McIntyre and Hall (2020); Millar et al. (2018); Peterson et al. (2017); Pugh et al. (2012); Taylor and Sidhu (2012)
Pedagogy	Pedagogy: inclusive teaching practices so that all learners are able to succeed.	Fruja Amthor and Roxas (2016); Keddie (2012); Madziva and Thondhlana (2017); Peterson et al. (2017); Pugh et al. (2012)

As well as the provision and support of education, it is also important that schools acknowledge other aspects of children's development, to attend to all needs of each child. This holistic approach to support children is visible in Scottish education through policies such as *Getting it Right for Every Child (GIRFEC)* (Scottish Government, 2006). *GIRFEC* is a child-based approach that “takes into consideration the wider influences on a child or young person and their developmental needs when thinking about their wellbeing, so that the right support can be offered” (Scottish Government, 2006, paragraph 3). This quote is even more crucial when thinking about the needs of refugee children. The need to adopt a holistic approach has also

been recognised within literature (e.g. Bačáková and Closs, 2013; Block et al., 2014; Keddie 2012), where addressing areas of *social support* and *emotional support* is identified as crucial. These areas have been included within the framework as it is clear that inclusive education goes much further than providing support in academic learning.

However, although it is important that schools are aware of the potential trauma faced by refugee children, Block et al. (2014) stress that schools should be cautious of the ways they address the needs of refugees to ensure that they do not adopt a deficit model towards children from refugee and asylum seeking backgrounds. A deficit model “[...]treats people from refugee backgrounds as victims rather than recognis[ing] their potential and build[ing] on their strengths and resilience [...]” (Block et al., 2014, p. 1340). Therefore, it was important to create my own framework, one which incorporates all of the areas which lead to inclusion of refugee and asylum seeking children identified by relevant literature. These areas address not just academic needs, but also social and emotional needs, and a range of other areas which need to be considered to achieve inclusion for these learners. This framework will then be used as a comparative tool for the second phase of the study.

Approaches such as Bronfenbrenner’s ecological approach, are appropriate models for “developing good practice and effective interventions that assist refugee children rebuild their social support system” (Pinson and Arnot, 2007, p. 403). Furthermore, Pinson and Arnot (2007) stress the importance of using a model that counteracts the homogenisation of refugee and asylum seeking children, and instead see every child

as an individual with their own unique needs. Although initiatives such as GIRFEC offer a holistic multi-agency approach to supporting the development of children, Pinson and Arnot (2007) argue that such models are not effective in providing real change for this group of learners, as they are “unlikely to offer a strong theoretical platform from which to engage critically with the impact of forced migration on national education systems” (2007, p. 403). Therefore, models used to support the inclusion of refugee and asylum seeking children must be comprehensive in order to provide this holistic support which will allow them to thrive.

Trying to measure inclusion faces many limitations, as it is such a complicated concept. The evaluation of progress in terms of integration or inclusion cannot be reduced to one simple measure, as there is no such thing as “one meter of integration” (Council of Europe, 1997, p. 10). This framework does not create a means to the end of measuring the inclusion of children from refugee and asylum seeking backgrounds within schools. Instead, the framework can be used to inform and understand what is present or missing from guidelines and support for teachers in Scotland, in order to provide the most inclusive, *welcoming environment* for recently arrived children.

The twelve identified categories are important, not only as they are highlighted within literature from around the world to support refugee and asylum seeking children, but also as they cover a wide range of aspects which allow for the holistic support of these children and their families. The identified categories support the inclusion through a range of means, including; social-emotional support, academic support,

support for families as well as many other areas. One of the main findings from this research is that in order for schools to be inclusive to refugee and asylum seeking children, they must support all the various needs that these children may have. While these categories are crucial to ensure inclusion of refugee children, they are not in themselves sufficient and a holistic approach needs to be considered.

Discussion

In relation to the first research question, '*What is the current consensus in research on the main criteria for the inclusion of refugee and asylum seeking children in education?*', I have been able to identify twelve key criteria within the literature surrounding this area. As illustrated above, these criteria for inclusion are: *emotional support, social support, language support, academic support, attitudes, parental engagement, multi agency approach, strong leadership, professional development, celebrating diversity, welcoming environment, and pedagogy*. If schools were able to meet the needs of refugee and asylum seeking children in these twelve identified areas, there would be greater levels of inclusion for this group of learners. It is important that schools take a holistic approach towards supporting children so that all of their needs are met.

Part Two: Guidelines

After creating the framework, I then used an inductive approach to analyse the three selected guidelines on inclusive education for refugee and asylum seeking children produced by NEU, EIS and Education Scotland against the framework that I created. Through this process I was able to identify the areas of similarity and difference between the Scottish guidelines and the criteria for inclusive education that emerged from the analysis of relevant literature from around the world.

National Education Union

I will start by assessing the National Education National Education Union's (NEU) 2018 guide *Welcoming refugee children to your school* against the criteria for inclusion identified (see Table 1). Within the NEU guide, the importance of ensuring that *emotional support* is available to refugee and asylum seeking children is emphasised. For example, the guidelines state that schools should "understand the impact of trauma, separation, bereavement or post-traumatic stress" (NEU, 2018, p. 8). However, there is no mention within the NEU guidelines of the ways in which schools can effectively support children who require this extra *emotional support*, missing the opportunity to signpost educators to services and strategies that could help them identify appropriate support. In terms of *social support*, there is a lot of emphasis in the NEU guide on the importance of social connections and friendships in the process of inclusion for refugee and asylum seeking children. As well as suggesting buddy systems to help newly arrived children to settle in, the NEU guidelines also suggest "...older, or more familiar, refugee children to provide support and comfort to

newcomers” (NEU, 2018, p. 5). Allowing children to connect with other children from similar backgrounds could provide them with an additional support bubble, and therefore help with the process of inclusion.

In relation to the *language support* of refugee and asylum seeking children, the NEU guidelines put a lot of emphasis on the importance of maintaining a child’s home language. Within the guidelines, for example, they state that schools should “emphasise to parents or carers the importance of maintaining the children’s first language” (NEU, 2018, p. 5). The NEU also makes suggestions of how schools can do this, such as by displaying key words in both English and the child’s home language. In addition to supporting linguistic diversity within the classroom, the NEU guideline note, this would create a *welcoming environment* for not only this group of learners, but also all other children who speak multiple languages. As well as the suggestion to create a welcoming ethos for linguistic diversity in the classroom, the NEU guidelines stress the importance of providing opportunities for children to learn in their home language as a way to ensure that the curriculum is accessible to all. The NEU guidelines discuss the importance of providing a pedagogical approach that is accessible to all, particular to refugees (NEU, 2018). They suggest a “child-centred approach” (NEU, 2018, p. 7), and ensuring that staff have a “‘can do’ approach focused on children’s strengths (NEU, 2018, p. 6). This is also in alignment with policies in Scotland such as *Getting it Right for Every Child* (GIRFEC). Although the guidelines do suggest using assessments, these are only done to ensure that schools are able to meet their language needs. For refugee and asylum seeking children it is important that schools acknowledge all of the potential areas where they may require

extra support. By focusing on language assessment limits the extent that they are supported and therefore included within learning experiences in school.

Celebrating diversity is an area which the NEU guidelines very much encourage. The guidelines suggest that schools should celebrate the diversity that refugees and asylum seekers will bring to the classroom. Furthermore, the NEU guidelines state that not only should schools celebrate this diversity, but fully embrace it. The NEU states that schools should utilise the “strengths, abilities and cultural knowledge” (2018, p. 9) that refugee children and their families bring. This, in turn, will also provide an opportunity to build relationships with parents or carers of these families. In order for inclusion, it must not only be the children who are made to feel welcomed and included. Furthermore, the guidelines note how the enrichment that comes with linguistic and cultural diversity will be beneficial to all learners.

Within the NEU guidelines, attention is paid to addressing education staff’s attitudes around refugee and asylum seeking children. Schools will become more inclusive environments, they argue, if attitudes and stereotypes are addressed. The guidelines state that schools should take “...active steps to counter prejudice about refugees” (NEU, 2018, p. 7), and one way to counteract this issue that they indicate is through continual *professional development* (CPD). The NEU guidelines provides links to resources that can be used for staff training. Training such as the one the NEU guidelines link to provide an opportunity to change teachers' opinions and challenge the stereotypes held by staff. This is important as it can allow schools to become

more welcoming and inclusive for all. This is not only for children from refugee and asylum seeking backgrounds, but leads to inclusion of all children.

However, the NEU guidelines make no mention of the importance of having a *strong leadership* team, which is highlighted by the relevant literature as crucial to inclusion, and one of the criteria of the framework I used to assess this tool. A *strong leadership* team is indicated by research on inclusion of refugee children in education as an important aspect of integration, as it can guide other staff members and help to create a shared vision within the school in relation to achieving an inclusive and *welcoming environment* to refugee and asylum seeking children. I believe that this is, therefore, an important oversight by the NEU's guidelines.

Education Scotland

In 2015, Education Scotland published the document *Supporting learners: the education of learners newly arrived in Scotland* which aims to “offer inclusive approaches to support achievement and improve language competence of those newly arrived in Scotland” (2015, p. 1). The document offers advice and guidance for teachers in Scotland to help them provide a smooth transition into their classrooms. Additionally, it provides examples of good practice taken from schools across Scotland.

Education Scotland's guidelines highlight the inclusive approaches used to improve language of refugee and asylum seeking children who arrive in Scottish schools. These include “Enabling newly-arrived children and young people to use their first language

as a tool for learning” (Education Scotland, 2015, p. 4). However, the guidelines put a lot of emphasis on learning English. The use of terminology, such as “language may also be *an issue*” (Education Scotland, 2015, p. 11), suggests something that needs to be ‘fixed’ rather than celebrated. There is no specific mention of the influence of effective pedagogical approaches which can improve the inclusion of refugee and asylum seeking children. However, if a teacher has an understanding of how to facilitate opportunities for children to learn and access the curriculum in a way that maintains and promotes the home language of refugee and asylum seeking children, the goal of inclusion will be easier to achieve.

Another aspect that Education Scotland mentions in their guide to welcoming refugee children into schools, is providing support to children to make social connections. It does so by discussing programmes that “support further progression and integration of ESOL (English for Speakers of Other Languages) learners” (Education Scotland, 2015, p. 9), with a particular emphasis on the social connections that such opportunities present. This links to the aspect of *social support*, which is identified as one of the key criteria for inclusion within the framework. However, there are no further suggestions on how schools can directly support the social inclusion of refugees and asylum seekers other than language support groups. Additionally to language, the Education Scotland guidelines suggest that it is important to focus not only on language development, but also to ensure that children are given the opportunity to succeed and be challenged in their learning. They state that schools should provide “suitably challenging learning experiences to enable all children and young people to maximise their progress” (Education Scotland, 2015, p. 4). There is

emphasis, therefore, in not only supporting the linguistic development in recently arrived children, but also ensuring that these children are given the opportunity to succeed and be challenged in their learning.

The Education Scotland guidelines support the idea of establishing strong partnerships between home and school. They state that part of supporting the learning experience of refugee and asylum seeking children is creating “highly effective partnership with parents” (Education Scotland, 2015, p. 5). Furthermore, the guideline produced by Education Scotland provides examples of projects such as ‘The Core’, a project in South Lanarkshire which aims to support the integration through shared language learning experiences. This is an example of community links and how these are ways to engage parents and support integration into the wider community. However, there is a lack of mention regarding the importance of *multi agency approaches* to support the inclusion of refugee and asylum seeking families. As schools are often the point of contact between these families and the wider community, it is important that schools are informed of how they can support the wider inclusion of these children and their families, beyond the school walls.

It is acknowledged within the Education Scotland document that *professional development* for staff would be beneficial towards the inclusion of refugee and asylum seeking children in schools. They state that “providing well-targeted staff training to support staff meet the needs of newly-arrived children and young people more effectively” (Education Scotland, 2015, p. 4). Although there is no mention of addressing attitudes and stereotypes held by staff, children or parents towards

refugee and asylum seeking children, within the guidelines, they discuss the importance of *celebrating the diversity* that this group of learners will bring to a school. As well as *celebrating diversity*, providing a nurturing and *welcoming environment* for both children and their family is crucial for inclusion and Education Scotland stress the importance of “stimulating, nurturing and welcoming learning environment for children and their families” (2015, p. 5). For schools to be inclusive places, they must also seek to welcome and build good relations with the families of newly arrived children.

Education Institute of Scotland

The third and final guideline is *Teaching Children from Refugee and Asylum Seeking Families*, a document produced in 2018 by the Education Institute of Scotland (EIS). Firstly, the guidelines discuss the usefulness of having a designated safe space for children. A private space within the school would be beneficial to children to go to if they are feeling overwhelmed, to provide a safe space for them to “talk about their experiences or reflect” (EIS, 2018, p. 11). Another suggestion by the EIS is to regularly check-in on refugee and asylum seeking children’s wellbeing through emotional check-ins. In addition to the *emotional support* that schools offer, the EIS also suggests that schools can support children's social inclusion. Similar to the NEU guidelines, the EIS also advises the use of a buddy system, as they recognise that making new friends can be a difficult experience for any child starting at a new school, let alone for a child who has recently arrived in a new country with all the adjustments this entails.

The guidelines provided by the EIS also mention the *language support* that should be available to refugee and asylum seeking children. Support from the local authority should include “bilingual and English as an Additional Language support” (EIS, 2018, p. 6). As well as supporting the learning and development of English, the EIS also promotes bilingualism and maintaining children’s home language. Although the document promotes first language maintenance, there is nothing explicitly stated about celebrating the linguistic, or other diversity that refugee and asylum seeking children bring to Scottish schools. There is reference to the Children Scotland Act 1995 which states that the “racial, linguistic, cultural and religious identity” of children should be taken into account (EIS, 2018, p. 8). However, this only mentions that schools should acknowledge diversity, and does not state anything about *celebrating diversity* or suggest ways in which schools can do this in practice.

Within the guidelines provided by EIS, it is clear that strong home-school relations are important. They suggest that regular meetings with the parents are arranged to establish strong home school links. Additionally, the guidelines state that schools should:

“Provide an induction period for children and parents. Ensure the first contact with the school is welcome and friendly for parents and teachers. Provide introductions to key staff they will meet regularly. Develop good home school links” (EIS, 2018, p. 11).

From these suggestions by EIS, it is clear that by creating a meaningful relationship with the newly arrived students and their families there will be further opportunities to make these families feel welcome and included within the school community.

Another way in which the EIS suggests the inclusion of refugee and asylum seeking children both in schools and the wider community is by “find[ing] out what other agencies can help” (EIS, 2018, p. 10). Schools are often a hub for newly arrived families, and therefore it is important that schools are able to connect them with relevant support, where necessary, to help with a smooth integration into their new community. The external support will help the inclusion of refugee and asylum seeking children as it provides a whole school approach to create a welcoming ethos.

The EIS guidelines also state that it is important that “suitable educational material is acquired” (2018, p. 6) to ensure that the learning experiences of refugee and asylum seeking children is appropriate. Pedagogical approaches taken by teachers should account for the wide range of experiences that children have, particularly children from refugee and asylum seeking backgrounds. “All classes contain pupils with a wide range of abilities, interests, attitudes, cultural backgrounds and learning needs. Refugee children extend that range but good teaching and learning practice remains the fundamental basis of help and support” (p. 9)

For further notes of the finding from the NEU, Education Scotland, or EIS guidelines, please see Appendix E, F, and G, (pages 72, 75 and 78 respectively).

Discussion

The findings from the analysis of the three guidelines used in Scotland to support schools in the inclusion of young refugee and asylum seeking learners in their classroom answer the second research question: *‘What are the similarities and differences between identified good practice in academic literature, and the guidance for Scottish schools to promote the inclusion of refugee and asylum seeking children in primary schools?’*. Across the three guidelines there were many areas of similarity. This included aspects such as ensuring social and emotional support is available to children from refugee and asylum seeking backgrounds. It is important that there are commonalities between the different guidelines used to support the inclusion of refugee and asylum seeking children, as this will allow for schools have a clear message of how to provide inclusive educational environments for them.

However, there were also areas that were inconsistent between the three guidelines. For example, the NEU guidelines (2018) focus on promoting first language maintenance, whereas the Education Scotland guidance puts more attention onto learning English. The Education Scotland (2015) guidance very much sees language as an issue and something that needs to be immediately ‘fixed’. Instead, the linguistic diversity that refugee and asylum seeking children bring should be utilised and celebrated. Although learning English is important for children as it allows them to access the curriculum, using appropriate pedagogical approaches can support children learning in English and their first language, as this will encourage them to also maintain their home language. Scotland is a country which states to be “rich in

diversity and schools should celebrate the cultural and linguistic backgrounds of all learners” (Education Scotland, 2015, p. 11). Therefore, acceptance and celebration of the cultural and linguistic diversity will not only benefit refugee and asylum seeking children, but a whole range of children.

There is nothing mentioned in any of the guidelines about what to do prior to the arrival of refugee or asylum seeking children in schools. The only aspect mentioned is for teachers and the training they receive. However, it is not specified that this should be provided for staff who are working with these children prior to their arrival. For classmates and other children in the school, it may be useful for them to have some awareness of the new arrivals in their school. However, it is important that this is done in such a way that avoids stereotyping and negative *attitudes* towards refugee and asylum seeking children. At the end of the day they are children and although there may be some additional areas where they require additional or extra support, overall they have the same rights as any other child in that school to be provided with an education.

One issue around learners who have English as a second or additional language is that their ability is often missed. It is not uncommon for children who have recently arrived, feel overwhelmed, or experienced trauma (UNHCR, 2019). This may result in a silent period. However, it is important that teachers do not assume that just because a child is unable to verbally communicate that it means they are unable to participate in learning. The EIS guidance states that schools should “...not assume that refugee children have no knowledge. Experience tells us that many are very

intelligent and knowledgeable whether through formal education or through their experiences” (EIS, 2018, p. 7). It is important to support these children and allow them time to initially settle into their new school and area. However, as with every child, the school must ensure that the correct support is available to the child to help them reach their potential.

Conclusion

The purpose of this dissertation was to gain an understanding of the main factors which influence the level of inclusion that refugee and asylum seeking children face in primary schools. The first stage of the research involved identifying the key themes within academic literature on the topic of achieving inclusion for refugee and asylum seeking children. The twelve themes that emerged were: *emotional support, social support, language support, academic support, attitudes, parental engagement, multi agency approach, strong leadership, professional development, celebrating diversity, welcoming environment, and pedagogy*. These then formed the criteria of the framework that I created (please see Appendix D on page 71), which provided a tool for assessment of Scottish guidelines. After identifying the key criteria, the second stage of this dissertation was a comparison of the guidelines for the inclusion of refugee and asylum seeking children in Scotland, using the framework that I created. The guidelines that were selected to be compared and contrasted with the framework were produced by (1) the National Education Union (2018), (2) the Education Institute for Scotland (2018), and (3) Education Scotland (2015).

Summary of Main Research Findings

This research set out to investigate the limitations refugee and asylum seeking children face in Scottish schools, and how schools can be more inclusive to this group of learners. I found that there is a need for more training for teaching staff to understand some of the needs that refugee and asylum seeking children may have.

This can be achieved through continual professional development programmes. Many of the aspects of inclusion found in this research would benefit not only refugee and asylum seeking children, but would enhance inclusive practice for all children.

Taking a whole school approach to the inclusion of refugee and asylum seeking children and their families is a key recommendation of much of the relevant literature I reviewed. Furthermore, it is also distinguished in the literature for the framework that the criteria for inclusion, such as *emotional, social and language support*, cannot happen in isolation but must involve a collaborative effort. The criteria of *celebrating diversity* and creating a *welcoming environment* also suggest the importance of ensuring inclusion not only for children who are refugees and asylum seekers, but also for their families. As schools are the main point of contact for refugee and asylum seeking families with the wider community (Rousseau and Guzder, 2008), it is important that all those involved in education acknowledge the importance of establishing a welcoming and inclusive relationship between home and school.

As discussed in the NEU guidelines “Stereotypical representations or media-fuelled simplifications about refugees do not help to generate understanding and empathy amongst the adults and children of the host community” (NEU, 2018, p. 7), and negative attitudes and stereotypes can play a significant role in the level of inclusion that refugee and asylum seeking children face within schools. It is important for all staff in the school who are involved in these children’s school lives to be aware of the harmful stereotypes, bias and attitudes towards children from refugee and asylum seeking backgrounds. To counteract this issue, training for staff members prior to the

arrival of refugee children in the school would be beneficial to ensure that there are positive attitudes towards these children and that they are effectively supported by all staff members so that they are able to reach their potential and also that they feel welcome and included.

The research has also shown that *language support* must go beyond focusing on children from refugee and asylum seeking backgrounds who do not speak English fluently, but must also put focus on first language maintenance (NEU, 2018).

Translanguaging is the term used to describe when an individual switches between two or more languages to support meaning-making (Goodman and Tastanbek, 2020).

Research by García and Wei (2014) found that using translanguaging provides an opportunity for linguistic and cultural development. This is both for the child and the other children in their class. The intrinsic link between sociocultural and linguistic allows children to maintain their identity (Wei, 2018). This is also argued by UNESCO (2020, p. 32), who state:

“The recognition of linguistic and cultural diversity is also important to further promote inclusion in schools. Developing an intercultural and multilingual curriculum enhances cultural diversity, strengthens learning for all, and contributes to openness and respect for other cultures.”

Therefore, it is important that teachers are aware of the benefits of allowing children to continue to speak and learn in their home language for not only the academic benefits (Liu et al., 2017), but also for linguistic and cultural maintenance.

Significance of the Findings

One of the main points to take away from the research is that there must be a holistic approach towards the inclusion of refugee and asylum seeking children in primary schools (EIS, 2018; Pugh et al, 2012). The twelve criteria provided in the framework that I created can be used to identify areas schools can improve on to promote the inclusion of refugee and asylum seeking children, as these have been informed by literature on the inclusion of this particular group of learners. It is also important that inclusion is strived for not only for the children, but also their families so that they feel included and welcomed into the school and wider community (NEU, 2018).

The investigation into the guidelines available highlighted that the General Teaching Council for Scotland (GTCS), the governing body for all teaching staff across Scottish schools, provided no information or guidance on how to promote inclusion of refugee and asylum seeking children. This is an area which should be addressed as it does not show support in the effort to achieve inclusive school environments for children who are recently arrived. Instead, the GTCS provides the Standards for Registration which are guidelines for teachers, which provide “a clear and concise description of the professional qualities and capabilities” that teachers should be attaining (GTCS, 2012, p. 3). The document provided by GTCS just provides statements to guide teachers practice. However the statements are very general, such as this one which states that social justice can be achieved by:

“Committing to the principles of democracy and social justice through fair, transparent, inclusive and sustainable policies and practices in relation to: age, disability, gender and gender identity, race, ethnicity religion and belief and sexual orientation” (GTCS, 2012, p. 5).

The vagueness of these statements does little more than give an end point to where teachers should be. Instead, there should be more support to help teachers to reach these targets. Provision of training or production of guidelines which can explain how teachers can attain the fundamental aspects of the GTCS standards, such as social justice, within their classroom and pedagogical approaches.

Furthermore, I believe that there is room for improvement for professional training for teachers and all staff working with refugee and asylum seeking children, especially prior to the arrival of these children into their schools. In the three guidelines, NEU, EIS and Education Scotland, there was not enough emphasis on this. The initial welcome these children receive plays an important part in establishing strong, positive relationships with both the children and their families (Rousseau and Guzder, 2008). The findings from the framework found that all professionals working in education should be provided with support and training to ensure that they are able to meet the needs of refugee asylum seeking children and their families.

Limitations of the Study

It would have also been useful to speak to teachers who work with refugee and asylum seeking learners, as well as head teachers of schools attended by refugee and asylum seeking children. It is important that the people experiencing the the day-to-day occurrences of the topic of this dissertation, the inclusion of refugee and asylum seeking children within primary schools, are given an opportunity to share their experiences. Therefore, the main weakness of this study is that it did not include a range of views, but was informed only by literature and online guidelines. The voice of educators was not included within the research due to constraints of the pandemic as well as the stress of distance learning that teachers in Scotland were dealing with during this year.

This dissertation is also limited by the lack of resources that are publicly available online. The three guidelines selected (i.e. NEU, 2018; EIS and Education Scotland) were selected as they were widely available and accessible. Other guidelines were available. However, access was limited by the requirement of a payment, or due to the specialised delivery sessions that were provided as continual professional development (CPD).

A further limitation of this dissertation is that it was only able to include three publicly available guidelines that are used in Scotland. It would be interesting to conduct an in-depth study incorporating all of the available resources to widen the scope of the research and develop a deeper understanding of where there are gaps in the training

and support available in schools to enable the inclusion of refugee and asylum seeking children.

Finally, it is unfortunate that this dissertation has taken place during the COVID-19 pandemic as it limited the opportunity to speak to children and families from refugee and asylum-seeking backgrounds about their experiences of beginning school in Scotland.

Although there are resources available to support school staff to ensure that refugee and asylum seeking children are fully included, there still remains room for improvement for schools to be more welcoming and supportive of children from refugee and asylum seeking backgrounds. Focusing on the holistic support of addressing social and emotional needs, as well ensuring a welcoming environment that celebrates the diversity that comes from having refugee and asylum seeking children in your classroom will create a more inclusive setting (Block et al., 2014). Inclusive education is a difficult concept to define, but, broadly speaking, it requires “[...] a reform that supports and welcomes diversity amongst all learners” (Ainscow and César, 2006, p. 231). For this to be achieved, schools must be given the tools to address the needs of every child, while also providing an inclusive environment where each is able to learn in a safe and welcoming environment, regardless of their journey so far.

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Appendices

Appendix A: Search Terms for Framework

Search Terms for Framework

Population Terminology

refugee OR asylum seeker OR unaccompanied child OR separated child

Age Terminology

child OR children OR student OR young person OR pupil

Setting Terminology

school OR education OR classroom

Exposure Terminology

intervention OR practice OR strategies OR methods

Outcome Terminology

inclusion OR inclusive OR integration

Appendix B: Inclusion and Exclusion Criteria for Framework

Inclusion and Exclusion Criteria for Framework		
	Inclusion criteria	Exclusion criteria
Population	Refugees, asylum seekers Primary school age (5-12 years).	Focused only on secondary, higher education, or young adults
Goal	Inclusive education for refugee or asylum seeking children	Discussion of the barriers to inclusion, without examples or recommendations of good practice or ways to overcome the identified barriers
Setting	Regular primary schools or classrooms	Community based interventions Separate language classes Refugee camps or centres
Publication date	January 2011 – April 2021	Any dates prior to Jan 2011
Type of Literature	Journal articles (peer reviewed)	Books Book chapters Theses or dissertations Government policy documents
Research Design/ Type	Empirical studies Literature reviews	
Language	English	Any other language, or translation
Availability	Available on selected online databases Free to access	Payment requirement for full access

Appendix C: Included Articles for Framework

Included Articles for Framework		
1 st Author	Date	Title
Bačáková	2013	Continuing professional development (CPD) as a means to reducing barriers to inclusive education: research study of the education of refugee children in the Czech Republic
Block	2014	Supporting schools to create an inclusive environment for refugee students
Fruja Ramona	2016	Multicultural Education and Newcomer Youth: Re- Imagining a More Inclusive Vision for Immigrant and Refugee Students
Keddie	2012	Refugee education and justice issues of representation, redistribution and recognition
Madziva	2017	Provision of quality education in the context of Syrian refugee children in the UK: opportunities and challenges
McBride	2018	Educational needs and experiences of refugee children in Scotland
McIntyre	2020	Barriers to the inclusion of refugee and asylum seeking children in schools in England
Miller	2018	Australian school practices and the education experiences of students with a refugee background: a review of the literature
Peterson	2017	What are the educational needs and experiences of asylum seeking and refugee children, including those who are unaccompanied, with a particular focus on inclusion?
Pugh	2012	Inclusive education for students with refugee experience: whole school reform in a South Australian primary school
Taylor	2012	Supporting refugee students in schools: what constitutes inclusive education?
Thomas	2016	The Right to Quality Education for Refugee Children Through Social Inclusion

Appendix D: Key Criteria for Inclusive Education for Refugee and Asylum Seeking Children

Key Criteria for Inclusive Education for Refugee and Asylum Seeking Children												
First Author & Date of Publication	Emotional Support	Social Support	Language Support	Academic Support	Attitudes	Parental Engagement	Multi-Agency Approach	Strong Leadership	Professional Development	Celebrating Diversity	Welcoming Environment	Pedagogy
Bačáková (2013)	X	X	X	X	X	X	X		X			
Block (2014)	X	X	X	X	X	X	X	X	X	X	X	
Fruja Amthor (2016)	X	X	X	X	X			X		X		X
Keddie (2012)	X	X	X	X	X		X			X		X
Madziva (2017)			X	X	X	X				X	X	X
McBride (2018)	X		X	X		X				X	X	
McIntyre (2020)	X	X				X				X	X	
Millar (2018)	X		X					X	X		X	
Peterson (2017)		X	X	X	X	X		X		X	X	X
Pugh (2012)		X	X		X	X	X	X	X		X	X
Taylor (2012)	X	X	X	X	X	X	X	X		X	X	
Thomas (2016)	X	X	X			X	X		X			

X = Theme identified within the literature.

Appendix E: Overview of National Education Union Guideline

Overview of National Education Union (NEU) (2018) <i>Welcoming refugee children to your school</i> A National Education Union teaching resource		
Emotional Support	"Understand the impact of trauma, separation, bereavement or post-traumatic stress" (p. 8)	However, there is little suggested on the ways for schools to support children who are struggling or need extra emotional support.
Social Support	"...encourage friendships" (p. 4) "Establish a 'buddy' system which has status, is supervised and monitored, involves a range of children, not just the usual helpful pupils, and is the focus of classroom work and discussion" (p. 5) "Encourage older, or more familiar, refugee children to provide support and comfort to newcomers" (p. 5) "After-school and holiday projects or local support groups for young people who are refugees or asylum seekers" (p. 5)	Definite recognition of the importance of social connections and creating friends. Also emphasis on connecting with other children who are from similar backgrounds.
Language Support	"...make sensitive assessments about language needs" (p. 4) "Display key vocabulary for particular subjects in both English and, where possible, the child's first language" (p. 5) "Emphasise to parents or carers the importance of maintaining the children's first language" (p. 5)	Importance of language maintenance rather than just focusing on children learning English quickly.
Academic Support	"...make sensitive assessments about... learning needs" (p.4)	Very little is mentioned about academic support. Only mentions initial assessment.
Attitudes	"Active steps to counter prejudice about refugees.	Changing teachers' opinions and challenging stereotypes held by

	<p>Stereotypical representations or media-fuelled simplifications about refugees do not help to generate understanding and empathy amongst the adults and children of the host community” (p. 7)</p> <p>“Teaching can challenge and deconstruct racism and stereotyping and can help to develop positive attitudes” (p. 7)</p>	<p>staff. As a result of this, schools will become more welcoming and inclusive to all- not only those from refugee and asylum seeking backgrounds.</p>
Parental Engagement	<p>“Send clear communications to all parents that your school welcomes all children and is refugee-friendly” (p. 7)</p>	<p>However, nothing in particular mentioned developing a strong relationship between home and school.</p> <p>Maybe this quote is better suited in ‘welcoming environment’.</p>
Multi Agency Approach	<p>“Enquire about specialist resources and support which may be available either through the local authority, academy chain or other organisations” (p. 4)</p> <p>“Contact other relevant agencies and seek counselling support for themselves where young people have made a distressing disclosure” (p. 4)</p> <p>“Find out about local organisations and facilities which could be helpful to new children and their families” (p. 5)</p>	<p>Here it is mentioned about connecting with counselling services for those who have experienced traumatic experiences.</p> <p>Links to emotional and social support.</p> <p>Can be difficult to separate clearly between all areas as they are so interconnected</p>
Strong Leadership		Nothing mentioned.
Professional Development	<p>“The NEU has produced a series of film clips of refugee children and young people talking about their feelings and experiences when joining a school in the UK. Teacher notes for use in training and discussion at staff meetings</p>	<p>Suggestion to resources to use for staff training. However nothing mentioned about how the use of professional development can create a more inclusive environment for refugee and asylum seeking children.</p>

	and INSET days accompany the film clips” (p. 4)	
Celebrating Diversity	<p>“Celebrate the contribution made to your school community by new arrivals” (p. 7)</p> <p>“Refugee children and their families are additions to the community and bring their strengths, abilities and cultural knowledge into the classroom. Think about how you can celebrate this addition as part of your work to value every child’s cultural background and individual strengths” (p. 9)</p>	Definite emphasis on celebrating the diversity, skills and culture that newly arrived students will bring to the classroom.
Welcoming Environment	<p>“The goal is to make them feel welcome” (p. 4)</p> <p>“Create a climate in which refugee children feel welcome and valued” (p. 4)</p> <p>“Send clear communications to all parents that your school welcomes all children and is refugee-friendly” (p. 7)</p>	<p>Not just accepting these children as they are, but actively welcoming them into the classrooms and ensuring children and their families feel welcome and accepted.</p> <p>*Does a welcoming environment refer to children (in school) or does it extend to their families also?</p>
Pedagogy	<p>“Make the curriculum accessible” (p. 4)</p> <p>“Only teachers can decide which are appropriate in their teaching situation and relevant to their subject/ Teachers must judge how to make them appropriate” (p. 4) talking about the suggestions to create refugee-friendly schools.</p> <p>“A ‘can do’ approach focused on children’s strengths” (p. 6)</p> <p>“Take a child-centred approach” (p. 7)</p>	<p>Lots on teacher autonomy, but to ensure that teachers are providing an appropriate education and pedagogy that suits the needs of refugee and asylum seeking learners then they must also be aware of attitudes/stereotypes and this links to training.</p> <p>Child-centered, links to GIRFEC</p>

Appendix F: Overview of Education Scotland Guideline

<p style="text-align: center;">Overview of Education Scotland (2015) <i>Supporting learners: the education of learners newly arrived in Scotland</i> <i>Review of resources, advice and guidance from Education Scotland</i></p>		
Emotional Support	<p>“Many 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” (p. 11)</p>	<p>Discusses the potential trauma that children may have experienced prior to their arrival. Teachers need to be aware of this, but also know how to support them/ links to agencies who can support such concerns.</p>
Social Support	<p>South Lanarkshire ‘The Core’, “a project 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” (p. 9)</p>	<p>Example of how successful social links have been created through language groups. However, not focused on schools but on older groups.</p>
Language Support	<p>Scotland now offers “inclusive approaches to... improve language competence of those newly arrived in Scotland” (p. 1)</p> <p>“Enabling newly-arrived children and young people to use their first language as a tool for learning” (p. 4)</p> <p>St Stephan’s: EAL children “make strong progress in their learning as a result of their needs being met” (p. 6)</p> <p>“Many 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” (p. 11)</p>	<p>A lot of emphasis on learning English. It very much sees language as an ‘issue’ and something that needs to be immediately ‘fixed’, rather than celebrating the range of languages.</p> <p>Problematic language of ‘issue’</p> <p>Although learning English will help with access to the curriculum, the pedagogical approaches can support children learning in home language- promotion of bi/multilingualism.</p>
Academic	<p>Scotland now offers “inclusive</p>	<p>Second quote particularly</p>

Support	<p>approaches to support achievement...of those newly arrived in Scotland” (p. 1)</p> <p>“Providing suitably challenging learning experiences to enable all children and young people to maximise their progress” (p. 4)</p> <p>St Stephen’s “Support plans with appropriate learning targets are in place to help children who the school identifies as requiring additional support with their learning” (p. 5)</p>	<p>sums up the view of academic support for this group of learners.</p> <p>Important to not only focus on language but also in ensuring that these children are given the opportunity to succeed and be challenged in their learning.</p>
Attitudes		Nothing mentioned.
Parental Engagement	<p>“Supporting learning, including establishing effective partnerships with parents” (p. 4)</p> <p>“Highly effective partnership with parents” (p. 5)</p> <p>South Lanarkshire ‘The Core’, “a project evolved from the Community Learning Home School Partnership looking at ways to support further progression and integration of ESOL learners within their provision” (p. 9) - again, not focused on primary, but instead on “ESOL learners, young parents, the elderly and the unemployed” (p. 9)</p> <p>“It is important that parents and the child or young person are involved in the learning journey at all stages of their education” (p. 11) - taken from ESL website</p>	<p>Supports the idea of strong partnerships between home and school.</p> <p>Example of community home-school links and how these are ways to engage parents and support integration into the wider community.</p>
Multi Agency Approach		No mention of how a strong multi agency approach, and how this could enhance the inclusion of learners of this background.
Strong Leadership	Shawlands Academy discuss “the headteacher’s vision and direction for the school” being a key strength (p. 6)	Importance of the headteacher taking lead in inclusion, and the vision and values of the school. However,

		this is in a secondary context, but it could be similar in primary contexts.
Professional Development	“Providing well-targeted staff training to support staff meet the needs of newly-arrived children and young people more effectively” (p. 4)	In agreement with this area of the framework.
Celebrating Diversity	St Stephen’s “celebrates its rich internationally and culturally diverse community very well” (p. 5) “Scotland is a country which is rich in diversity and schools should celebrate the cultural and linguistic backgrounds of all learners” (p. 11) - taken from a website on ESL.	Celebration of diversity can support the inclusion of refugee and asylum seeking children as they will, as a result, feel more welcome...leading to the next section of the framework.
Welcoming Environment	“Stimulating, nurturing and welcoming learning environment for children and their families” (p. 5)	As well as celebrating diversity, providing a nurturing and welcoming environment for both children and their family is important for inclusion.
Pedagogy		Nothing mentioned.

Appendix G: Overview of Education Institute of Scotland Guideline

Overview of Education Institute of Scotland (EIS) (2018) <i>Teaching Children from Refugee and Asylum Seeking Families</i>		
Emotional Support	“Provide ‘private’ space for them to talk about their experiences or reflect” (p. 11) “Always check on their well-being” (p. 11)	Mention of having a safe space for children to go. Also important to continuously check on children’s wellbeing
Social Support	“All children who start a new school will experience some difficulty as they try to make new friends and ‘fit in’” (p. 5) “buddy systems are devised” (p. 6)	Use of a buddy system for children. Recognition that social connections may be difficult for children who have just arrived.
Language Support	Support from the local authority should include “bilingual and English as an Additional Language support” (p. 6)	Support in learning English, but also promotes bilingualism. Very important!
Academic Support	“Do not assume that refugee children have no knowledge. Experience tells us that many are very intelligent and knowledgeable whether through formal education or through their experiences” (p. 7) “Refugee children have the same rights to education as other children in respect of the following legislation: - The Education (Scotland) Act, 1980 (as amended), The Standards in Scotland’s Schools etc (Scotland) Act, 2000” (p. 8)	In terms of academic support, it is important to realise that these children are not empty vessels, but could be very capable learners. They are entitled to the same quality education as every other child in Scotland.
Attitudes	“children themselves are largely responsible for the overwhelmingly positive reaction towards them” (p. 4) “in -service and anti-racist training for all staff” (p. 6)	Teachers must have positive and accepting attitudes towards every child, regardless of their background. After teachers display such behaviours, a welcoming classroom culture will be created which will impact the inclusion of all.

Parental Engagement	<p>“Meetings are arranged with parents and others in the community” (p. 6)</p> <p>“home school links” (p. 6)</p> <p>“Provide an induction period for children and parents. Ensure the first contact with the school is welcome and friendly for parents and teachers. Provide introductions to key staff they will meet regularly. Develop good home school links.” (p. 11)</p> <p>“Positive links with parents and families or carers” (p. 11)</p>	Important emphasis on establishing strong home school links.
Multi Agency Approach	<p>“Find out what other agencies can help” (p. 10)</p>	Look for external support where appropriate to support inclusion of children from refugee and asylum seeking backgrounds.
Strong Leadership		No mention.
Professional Development	<p>“in -service and anti-racist training for all staff” (p. 6)</p>	Nothing on training to support the inclusion of specifically refugee and asylum seeking children. The training suggested will help with changing attitudes, so this is a positive.
Celebrating Diversity	<p>“The Children Scotland Act 1995 requires local authorities to take into account children’s racial, linguistic, cultural and religious identity” (p. 8)</p>	Only mention of ‘taking into account’ diversity, nothing about celebrating this diversity.
Welcoming Environment	<p>“The school as a whole should be making ready to welcome refugee children” (p. 6)</p> <p>“Create an ethos in which refugee children feel safe and valued” (p. 10)</p>	Whole school approach to create a welcoming ethos for these learners.
Pedagogy	<p>“Suitable educational material is acquired” (p. 6)</p> <p>“All classes contain pupils with a</p>	Ensure that learning is appropriate for these learners and accounts for the wide

	<p>wide range of abilities, interests, attitudes, cultural backgrounds and learning needs. Refugee children extend that range but good teaching and learning practice remains the fundamental basis of help and support” (p. 9)</p> <p>“Create an ethos in which refugee children feel safe and valued” (p. 10)</p>	<p>range of experiences that children have- particularly children from refugee backgrounds.</p>
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