

RAS 13

Ymchwiliad i ffoaduriaid a cheiswyr lloches yng Nghymru

Inquiry into refugees and asylum seekers in Wales

Ymateb gan: Estyn

Response from: Estyn

1. The pace and effectiveness of the Welsh Government approach to resettling refugees through the UK Government's Syrian Vulnerable Persons Relocation Scheme (SVPRS)

Estyn has no evidence relating to this question

2. The effectiveness of the [Refugee and Asylum Seeker Delivery Plan](#)

The Refugee and Asylum Seeker Delivery Plan is dated March 2016 and Action Area 5 relates to education. It is to

“Ensure refugees and asylum seekers have equality of opportunity to fulfil their potential and develop the skills to contribute effectively to Welsh society”

Estyn inspection reports make reference to refugees in reports when appropriate. Generally, these references are positive, as the examples below show:

“The school is an inclusive community where diversity is respected and celebrated. The school supports well pupils from a range of minority ethnic groups and those who are asylum seekers. The school is the first in Wales to achieve ‘School of Sanctuary’ status. This acknowledges their work in raising awareness amongst other pupils about problems and challenges that asylum seekers and refugees who live in Swansea face.” **Pentrehafod School, September 2012**

“Many providers use specialist services well to support learners who have mental health conditions and disabilities. Across the partnership, providers offer a range of support to ESOL learners, particularly regarding issues relating to Asylum Seekers and Refugees.” **Cardiff Adult Community Learning Partnership, January 2013**

Other inspection reports refer to schools raising awareness of refugees and asylum seekers, for example recently:

Awel y Mor school, July 2016 - The school teaches pupils to respect diversity and to feel proud of their identity. For example, to welcome new families into the school community, a refugee week was organised to enhance pupils' knowledge and understanding of a range of different cultures. All pupils show tolerance, fairness and respect for each other.

Llanmartin primary school, June 2016 - Teachers plan effectively for pupils to learn about life in the wider world. For example, younger pupils learn about foods that we import, such as coffee and cocoa beans. Older pupils write with interest about topical issues that affect children living in other countries, such as the refugee crisis in Syria and the Zika virus.

St Giles VC Church in Wales Primary School, May 2016 - In key stage 2, many pupils read with expression and empathise with how the different characters in

stories may feel, for example when discussing Christophe's Story about a little boy who is a refugee.

Mold Alun School, April 2016 - There are also valuable trips, assemblies and a wide range of events that successfully develop pupils' understanding of global citizenship. For example, pupils contribute to work locally to support refugees, and each house has beneficial and longstanding links with other countries, including Brazil, Sri Lanka, China and Patagonia.

St Andrews Major C.I.W. Primary School, February 2016 - Pupils develop a growing awareness of the wider world and those less fortunate than themselves. For example, they know about fair trade products, raise money for charities and collect clothes for Syrian refugees.

Estyn thematic reports also refer to refugees and asylum seekers, when relevant. For example, see case studies of Cathays High School, Cardiff and St Woolos Primary School, Newport in 'Effective practice in tackling poverty and disadvantage in schools' (Estyn, November 2012).

<https://www.estyn.gov.wales/sites/default/files/documents/Effective%20practice%20in%20tackling%20poverty%20and%20disadvantage%20in%20schools%20-%20November%202012.pdf>

Relevant national statistical data on refugees and asylum seekers is limited and national data on education attainment is not readily available. Estyn advises that schools should themselves analyse performance and attendance for all relevant groups of pupils.

Aspects regarding minority ethnic pupils are covered in Estyn's common inspection framework. Estyn's handbook for secondary school inspections is available here:

<http://www.estyn.gov.wales/document/guidance-inspection-secondary-schools>

Inspectors consider the performance of different groups of learners including minority ethnic groups, refugees, asylum seekers, migrant workers, and gypsies and travellers, and judge how well the provider establishes an ethos that is inclusive as well as other equality and diversity issues. Inspectors judge how well the provider promotes the prevention and elimination of oppressive behaviour including racism. Estyn has supplementary guidance for inspecting Equality, human rights and English as an additional language.

https://www.estyn.gov.wales/sites/default/files/documents/Supplementary%20guidance%20%E2%80%93%20equality_0.pdf

3. The support and advocacy available to unaccompanied asylum seeking children in Wales

Estyn has no evidence relating to this question

4. The role and effectiveness of the Welsh Government's Community Cohesion Delivery Plan in ensuring the integration of refugees and asylum seekers in Welsh communities.

Estyn has no evidence relating to this question