Jacari Research Report 2023

**Supporting Migrant and Refugee Children and Young People in Learning English as an Additional Language: A Review of Challenges, Approaches and Impact.**

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**Summary and approach**

This research report is a literature review which addresses the following questions:

1. What challenges are faced by children and young people learning EAL in the UK, and in particular by those who are newly arrived to the UK? This section describes challenges learning English as an additional language, broader challenges within educational settings, and challenges which extend beyond educational settings. (pp.2-5)

2. How many children and young people face these challenges today in the UK as a whole? This section summarises available key data from the DfE and the Migration Observatory (University of Oxford). (p.6)

3. What is currently being done, and by whom, to address the challenges EAL pupils / newly-arrived pupils face, and to support these young people while facing these challenges? This section provides a brief illustrative snapshot of current local (i.e., Oxford and Bristol) and national initiatives and campaigning activities and of the organisations behind them. (pp.7-11)

4. What works best, why, and how, in directly addressing these challenges and in supporting these young people while they experience these challenges? In particular, what is the evidence for the likely impact of Jacari’s methods of 1:1 tuition; extra English language support; peer tutoring and broader peer-to-peer schemes; and befriending and mentoring, with respect to English language proficiency, attainment, aspirations, confidence, and other factors? This section captures current evidence-based scholarship and other leading research on effective practices and their impacts. (pp.12-14)

The research draws on academic literature (books, book chapters in edited collections, and journal articles) and grey literature (e.g., reports released by the DfE and research institutes), predominantly published within the last 20 years, with a focus on last 6 years as an evidence base. The literature review is selective rather than exhaustive, drawing out key arising themes, due to time constraints and the wealth of academic research in this area within this time period (e.g., over 6000 academic journal articles). Literature on UK contexts was prioritised over literature on other countries. The report includes both literature which draws on systematically accrued primary evidence and literature which draws on experiential or secondary evidence. References are listed at the end of the report.

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# 1. What challenges are faced by children and young people learning EAL in the UK, and in particular by those who are newly-arrived to the UK?

## Challenges learning English as an additional language

A growing body of research identifies various specific **linguistic difficulties** that learners are likely to encounter when learning English as an additional language (EAL). Many of the difficulties outlined below are described in Kottler *et al*. (2008), with additional references included where relevant.

Every child’s process of learning EAL will be influenced by their **level of proficiency in speaking and writing in their first/other language(s)**, and, through this, their relative awareness of how a language can work. Learning EAL will also be impacted by the **similarities and differences between the pupil’s first/other language(s) and English**, with respect to phonology, graphology, and grammar (Herschensohn and Young-Scholten, 2013; Kottler *et al*., 2008; The Bell Foundation, 2023a).

Though young children are often familiar with the concept of metaphorical language, in order to understand and be able to use **metaphors** in English, an EAL learner will need a rich understanding of the various possible meanings of a word (Hessel and Murphy, 2019). English **idiomatic phrases and other multiword expressions**, which occur infrequently in everyday discourse, tend to be non-literal in meaning, and are culturally-based (e.g., ‘all hands on deck’), also prove difficult for EAL learners (Kan and Murphy 2020). Similarly, **conventionalised collocations** (two or more words which are often used together, e.g., ‘strong wind’ vs. ‘big wind’; ‘committed a crime’ vs. ‘did a crime’) can be challenging, as can **compound nouns** (e.g., swimming pool, bus stop, taxi driver, football), particularly if the child’s first language uses a different grammatical word order to that used in English (Riches *et al*., 2022; The Bell Foundation, 2023a).

**Acronyms** (e.g., A.S.A.P.) may be misunderstood as words. **Abbreviations** (e.g., ‘Ta’), and **accents** and **dialects** may confuse learners. **Slang**, which is common in children’s and young people’s text message communication and social media messaging, and which can evolve quickly, can be hard to understand due to the creativity, inventiveness, and playfully coded meanings involved.

Learners of EAL are also likely to find it challenging to learn **synonyms** (two different words which have the same meaning, e.g., the nouns ‘hug’ and ‘cuddle’); **homonyms** (two different words with different meanings which have the same pronunciation, e.g., ‘sea’ and ‘see’); and **homographs** (words which are spelled the same but which have different origins, different meanings and may or may not have different pronunciations, e.g., the ‘wind’ blows vs. to ‘wind’ a clock, to ‘tear’ a page vs. to shed a ‘tear’, to read a ‘book’ vs. to ‘book’ a taxi.).

Learners of EAL may be expected to work with higher levels of **‘academic’ English** than they can manage at their current stage of learning, including understanding language common within educational interactions (e.g., words and phrases used in instructions), and producing formal written expression in coherent sentences and paragraphs (Flynn, 2013).

Additionally, subtleties of **pragmatics** - cultural norms regarding communicative interaction (e.g., conventions of terms of address, of patterns of greetings, of the relative formality or informality of language use appropriate to different contexts, etc.) - can take time to learn, partly because such norms are often learned via observation and experience rather than via explicit guidance (Herschensohn and Young-Scholten, 2013).

## Broader challenges within educational settings

Day-to-day school life involves many **socio-culturally informed behaviours and routines**. These include ways of addressing staff, ways of moving around spaces, e.g., lining up, being permitted to talk while moving or not), use of technology, ways of asking and being asked questions in class, styles of setting tasks and giving feedback, acceptable break time behaviours, etc. (Flynn 2013; Morrice *et al*., 2020; The Bell Foundation, 2023a). Newly arrived children may have learned different behaviours, may be confused and initially overwhelmed by differences and by fear of making mistakes with respect to these behaviours, and may struggle to make sense of and learn new behaviours as part of their broader cultural assimilation. This is more likely to be the case if these behaviours are not explained, and if newly arrived children are not given safe opportunities to practice these behaviours.

Some newly-arrived refugee and migrant children learning English as an additional language can experience **isolation within the school community** due to language barriers, cultural differences, and the impact of recent changes on confidence and wellbeing. This isolation also may be experienced by them and their families/carers within the wider community (The Bell Foundation, 2023a). Newly-arrived refugees or migrant learners of EAL may also experience **bullying** (Hek, 2005).

**Different countries begin formal education at different ages**. Some newly arrived children may have come from countries where they have received a higher level of formal education than their peers within the UK education system. Alternatively, they may have begun formal education more recently than their peers, or may come from a country in which they were considered too young to begin formal education. Additionally, some children will have experienced **interruptions** to their formal education. This can complicate education providers’ assessments of stage of learning, can lead to under-recognition of children’s otherwise age-appropriate levels of cognitive and social, and can affect children’s **confidence** among their peers.

Use of EAL learners’ first languages within school settings has been advocated on the grounds that it brings both social benefits (e.g., fostering EAL learner confidence, building community, enhancing peer respect for and understanding of each other and of each other’s languages and cultures) (Barton, Bragg and Serratrice, 2009) and academic benefits (e.g., increasing all pupils’ linguistic and literacy skills and awareness of the ‘workings’ of languages more generally) (Carter, 2003). However, **some teachers lack linguistic understanding of non-English first languages and lack confidence incorporating their use into school cultures and learning activities** (Bailey and Marsden, 2017; Bailey and Sowden, 2021), and **some resist use of non-English first languages** due to perceived threats to British identity, to the English language learning curriculum, and to teachers’ identities as the source of knowledge and expertise (Mehmedbegovic, 2011, 2008). Where teacher/school attitudes to first languages are mixed or contradictory, this can result in **confusing messages for children learning EAL regarding the value and status of their first languages** (Cunningham, 2019).

**Ability to learn, and assessment of learning in, other subjects** can be clouded by the prevalence and complexity of English word-based questions. For example, Trakulphadetkrai *et al*. (2020) found that EAL learners scored less well when solving mathematical word-based problems than when solving wordless mathematical problems, illustrating that such assessments test children's language ability, reading comprehension and working memory as well as mathematical ability.

**Assessment of additional learning needs among children learning EAL** can be complex (Martin, 2009; Tsagari and Spanoudis, 2013). Newly arrived learners of EAL may go through a ‘silent period’, during which they are reluctant to interact with others or speak in class. Though this is a normal stage of acquisition of an additional language, it should not be misconstrued as a sign of learning difficulties. Learners’ linguistic difficulties with learning EAL can potentially mask additional educational needs, but can also contribute to misdiagnosis of a learning difficulty (Tan *et al*., 2017): EAL learners may be under-identified with respect to dyslexia and over-identified with respect to speech and language difficulties (Cline and Shamsi 2000; The Bell Foundation 2023b).

The **experiences and attitudes towards education of the families or carers of children learning EAL** will be varied (The Bell Foundation 2023a), and will impact upon children’s approaches to learning (Kottler *et al*., 2008).

Educational policy and LEA and school-level approaches to education and inclusion often **inappropriately group unaccompanied asylum-seeking children, accompanied asylum-seeking children, and migrants together**, along with children from traveler communities, and sometimes also children from black and minority ethnic groups. This can reduce attention to, and capacity to cater for, the specific issues faced by different groups (Stevenson and Willott, 2007; Gately, 2015).

**Unaccompanied refugee children in care** **typically achieve significantly fewer GSCE points** in comparison to the general population (e.g., in 2013, the average number of GSCE points for unaccompanied refugee children in care as recorded by the DfE was 232, in comparison to an average of 340 for the general population) (O’Higgins, 2019).

Some refugee and migrant children and young people want to pursue post-compulsory education (Stevenson and Willott, 2007; Morris *et al*., 2020), and yet they continue to face more extensive **barriers to accessing formal compulsory and post-compulsory education** in comparison to their UK-born peers. A study undertaken by Morrice *et al*. (2020) found that, among their research participants who were migrants and refugees, only 13.4% reported attending university in the UK, in comparison to an estimated 48% of young people (17-30 year olds) who went to university in 2014-15. Barriers begin early, such as being excluded from taking certain GCSEs, or from accessing classes which would make higher grade bands possible, based on tests taken aged 14. Young people arriving in the UK aged 15 to 19 may be directed straight to college solely for EAL learning, without access to GCSE courses, resulting in reduced employment options and higher likelihood of welfare dependency (Taylor and Sidhu, 2012). Receipt of welfare support can come with job-seeking, volunteering and course requirements which preclude more formal education. Additionally, some teenagers arrive with children of their own: early parenthood can make engaging in formal education less feasible. Meanwhile, many further and post-compulsory education institutions maintain strict requirements for GCSE qualifications, and offer little guidance or support. This situation can result in repeated abortive engagement with part-time study alongside full-time low paid, precarious employment, interspersed with periods of unemployment (Morrice *et al*., 2020).

**DfE data excludes many migrant and refugee young people in their late teens,** because, unlike school students, those who enroll directly in a post-16 college rather than a schoolare not assigned a Unique Pupil Identifier. The educational needs, progress and progression routes of these young people are therefore less likely to be recognised, monitored and addressed.

Refugee and migrant children learning EAL may be facing **uncertainty** with regards to how long they will stay in their current school and area, or even country (Dryden-Peterson, 2017). This can discourage pupil attachment to a school and its community, but it can also position formal education as a provider of structure, agency, empowerment and hope (Morrice *et al*., 2020).

## Challenges which extend beyond educational settings

Children with English as an additional language may have **difficulty communicating their needs**. For example, little guidance is provided to medical professionals in assessing pain in children who are in earlier stages of learning EAL. In such cases, parents, who would ordinarily be involved in the pain assessment, often also have limited English language proficiency. Additionally, medical professionals’ reliance on observations of the child’s behaviour as an approach to assessment may be complicated by the influence of other factors upon the child’s behaviour, such as fear, trauma, uncertainty regarding implications of treatment (e.g., cost), and cultural codes of behaviour (e.g., relating to eye contact and deference). Hospitals and other medical environments also tend to involve complex specialist language with few visual aids and so are likely to be experienced as alienating to learners of EAL. Interpreters are more likely to be drawn upon when children have no or limited English language proficiency, but resourcing may be limited (Azize *et al*., 2018).

Newly arrived refugee and migrant children may experience not only feelings of loss of familiar surroundings, family and friends, but also a significantly altered way of life, including changes to relative socio-economic status. The circumstances, length and pace of migrants and refugees’ journeys to the UK, and their prior contexts, will vary widely, but may entail trauma. Migrant and refugee families may be under strain due to the pressures of change combined with a high likelihood of reduced social networks (including friendship and childcare support). Additionally, insecurity and unpredictability regarding legal status can add further pressure. These and other factors contribute to **risk to mental wellbeing** of child migrants and refugees and their families. Various studies summarised in Rafieifar and Macgowan (2022) provide evidence of more significant mental health challenges among migrant and refugee children in comparison with non-migrant and non-refugee children, and also demonstrate evidence of higher rates of mental health disorders among unaccompanied refugee children in comparison to other groups. A study by Durà-Vilà *et al*. (2013) found that recently arrived refugees were more likely to exhibit internalising pathology, whereas refuges who had been settled for longer were more likely to be referred to mental health services because of arising conduct problems. **Access to mental health services** can be especially difficult for newly arrived refugee and migrant learners of EAL (Fazel *et al*., 2016), partly due to factors including some mental health professionals’ cultural stereotyping and biases; need for interpreters; some refugees’ and migrants’ unfamiliarity with Global North conceptualisations of mental health; and some refugees’ and migrants’ fear of being misunderstood and misdiagnosed partly due to differences in cultural backgrounds (Hasan and Blackwood, 2021).

Language use is closely connected to identity. Migrant and refugee children learning EAL in a new country are likely to experience **shifting identities**, and/or the development of new, additional identities, with different, evolving associations (Miller, 2003; Miller and Kuboto, 2013).

# 2. How many children and young people face these challenges today in the UK as a whole?

The following figures present aspects of the current national picture of refugee and migrant children with English as an additional language, drawing on the most up to date published data. (It has not been possible to ascertain figures for Bristol and Oxford specifically.)

The percentage of **pupils in England whose first language is known or believed to be other than English** rose from 18% in 2015/2016 to 19.5% in 2021/22 (Statista, 2022), and further to 20.2% in 2022/23 (Gov.uk, 2023). The breakdown of the government’s statistical data for the year 2022/23 is as follows:

**Number and percentage of pupils in England whose first language is known or believed to be other than English by school type, 2022/23 (Gov.uk, 2023)\***

|  |  |  |
| --- | --- | --- |
| **Educational setting** | **Number of pupils** | **Percentage** |
| State-funded nursery | 11,411 | 30.4 |
| State-funded primary school | 1,022,969 | 22.0 |
| State-funded secondary school | 658,504 | 18.1 |
| State-funded special school | 21,531 | 14.5 |
| Non-maintained special school | 447 | 11 |
| State-funded alternative provision school | 1050 | 8.0 |
| Total across all tracked educational settings | 1,717,912 | 20.2 |

\*Totals include state-funded nursery, primary, secondary, alternative provision schools and special schools, and non-maintained special schools, but do not include independent schools. Totals include pupils in General Hospital Schools, however ethnicity and language data is not available for these pupils. As a result, breakdowns may not sum to totals.

Percentages of pupils in England whose first language is known or believed to be other than English have **increased since 2021/22 in all settings except for state-funded special schools**, in which the percentage has decreased by 0.1%. The total number of pupils in England whose first language is known or believed to be other than English has **increased from 1,644,019 in 2021/22 to 1,717,912 in 2022/23**.

DfE analysis of 2018 school census data on pupils in England whose first language is known or believed to be other than English found that 36% were assessed as being fluent in English, and 25% were assessed as being competent, with **39% assessed at levels below competency**. Secondary school pupils with English as an additional language were more likely to be assessed as fluent or competent than primary school pupils (77% vs. 51%) and pupils who had been in formal education in England for 5 or more years were twice as likely to be assessed as fluent or competent than those who had been in formal education in England for 4 or fewer years (80% vs. 40%) (DfE, 2020).

The **number of** **grants of asylum or other permission to stay given to** **unaccompanied asylum-seeking children** in the UK in 2021 was 2,278, which is similar to the figures for 2019 and for 2006-2009 (with 2010-2018 seeing a lower number of such awards) (The Migration Observatory, 2022). In April 2020-March 2021, the **number of** **unaccompanied asylum-seeking children in care** was recorded as 5,570, which constitutes a **10% increase** in comparison to 2020 (Gov.uk, 2022).

# 3. What is currently being done, and by whom, to address the challenges EAL pupils / newly-arrived pupils face, and to support these young people while facing these challenges?

Hundreds of charities exist across the UK to support migrant and refugee children, and particularly unaccompanied asylum-seeking children (UASCs); a wide range of educational organisations are dedicated to EAL provision; and local and national groups of varying kinds contribute to awareness-raising and campaigning to ensure the UK better protects the rights and meets the needs of migrants and refugees learning English as an additional language. The following is **a brief illustrative snapshot of current local (i.e., Oxford and Bristol) and national initiatives and campaigning activities and of the organisations behind them**.

## Local initiatives – Oxford

Beside **Jacari**, the following organisations provide resources, support, advocacy and advice for migrants, refugees and asylum seekers in Oxford:

**Refugee Resource** – provides practice, social and psychological support for refugees and asylum seekers in Oxfordshire. <https://www.refugeeresource.org.uk/>

**Asylum Welcome** – offers information, advice and practical support to asylum seekers, refugees and vulnerable migrants living in Oxfordshire.<https://www.asylum-welcome.org/>

**EMBS Community College** – welcomes learners of all backgrounds, offering English and Maths GSCE courses, functional skills courses and other courses, as well as employability support. <http://www.embs.ac.uk/>

Asylum Welcome and EMBS Community College also providevolunteer mentors and befrienders to young unaccompanied asylum seekers and refugees, aiming to increase their English speaking skills and overall confidence.

**Oxford City Council has a series of projects underway to support refugee and migrating families and adults** entering Oxfordshire, drawing on funding received from the Controlling Migration Fund. These projects include:

* funding additional pre-entry English for Speakers of Other Languages (ESOL) courses for refugees, asylum seekers and vulnerable migrants;
* funding mentoring and volunteering opportunities for refugees, asylum seekers and vulnerable migrants;
* developing updated and new information packs to inform vulnerable migrants of access to the availability of support services;
* tackling rogue landlords who let properties in poor and/or overcrowded conditions to vulnerable migrants;
* supporting migrant rough sleepers to access accommodation and support services;
* improving the community’s capacity to tackle exploitation of migrants and human trafficking by gathering evidence.

**Building Bridges (funded by Oxfordshire County Council) supports newly arrived UASCs** to:

* transition into educational provision;
* participate in social and recreational activities of their choice;
* address their cultural, religious and social needs as required;
* achieve community integration.

More information can be found at https://www.oxfordshire.gov.uk/business/information-providers/childrens-services-providers/supporting-uascs

## Local initiatives – Bristol

Besides **Jacari,** the following organisations provide resources, support, advocacy and advice for migrants, refugees and asylum seekers in Bristol:

**16-25 Independent People** - helps young refugees and asylum seekers to get to know their new environment and engage with their local communities, and supports young people with housing, life skills and education. <https://www.1625ip.co.uk/>

**91 Ways to Build a Global City** - a community-focused social enterprise which brings the 91 language communities of Bristol together through food, celebrating the rich flavours and traditions of food from different cultures, and organising community-focused events and supper clubs. <https://91ways.org/>

**Aid Box Community Hub** - a free ‘shop’ and meeting point through which asylum seekers and refugees can access free household goods and clothing, use a warm welcome and a place to relax, volunteer, practice speaking English, and take part in weekly activity groups and a befriending program. <http://www.aidboxcommnity.co.uk>

**Art Refuge** – uses art and art therapy to support people who are displaced, and offers crisis support and consultation to frontline staff, in the UK and internationally. <https://www.artrefuge.org.uk/>

**Ashley Community Housing** (ACH) - a social enterprise that provides integration services for refugees in Bristol and other areas in the UK. <https://ach.org.uk/>

**Borderlands** - a centre for refugees, asylum seekers, and others with immigration issues, offering food, English classes, information, mentoring, a chance to socialise and a warm welcome. <https://www.borderlands.uk.com/>

**Bridges for Communities** - runs programmes that help people who are seeking sanctuary in Bristol to feel welcome and to connect with their local communities. <https://www.bridgesforcommunities.com/>

**Brigstowe Project** – provides a Migrant Advice and Support Service, supporting migrants and asylum seekers who are affected by or living with HIV. <https://www.brigstowe.org/>

**Bristol Citizens Advice Bureau** - offers free, confidential and impartial advice to all Bristol citizens. <https://www.bristolcab.org.uk/>

**Bristol City Council** recruits foster carers to care for and support arriving unaccompanied asylum-seeking children and young people. <https://www.bristol.gov.uk/foster-with-bristol-city-council/our-children/unaccompanied-asylum-seeking-children>

**Bristol City Council Resettlement Team** - provides advice, assistance and housing to unaccompanied minors, to asylum seekers with high health and social needs, and to families with children in need. <https://www.bristol.gov.uk/council-and-mayor/policies-plans-and-strategies/refugee-asylum-seeker-and-inclusion-strategy/the-resettlement-of-vulnerable-refugees-in-bristol>

**Bristol City of Sanctuary –** raises awareness of, and advocates for the rights of, people seeking sanctuary in Bristol, and embeds welcome in Bristol’s businesses, organisations and schools. <https://bristol.cityofsanctuary.org/>

**Bristol Hospitality Network** - extends solidarity to people seeking asylum and experiencing destitution through accommodation and creative community involvement. <https://www.bhn.org.uk/>

**Bristol Law Centre** - provides legal advice on asylum claims and other immigration related issues, including applying for bail from immigration detention. <https://www.bristollawcentre.org.uk/>

**Bristol Mind** offers dedicated support for refugees and asylum seekers. <https://bristolmind.org.uk/support_type/refugees-asylum-seekers-services/>

**British Red Cross Refugee Support, Bristol** - can help with benefit applications, applying for housing, bank accounts and integration loans, provide small short-term financial support, trace families in case of lost contact, and provide advice on Family Reunion processes. <https://www.redcross.org.uk/get-help/get-help-as-a-refugee/contact-your-local-refugee-service>

**Bristol Refugee and Asylum Seeker Partnership** (BRASP) - an innovative partnership of 15 Bristol-based organisations working in solidarity with refugees and asylum seekers in the city. <https://www.voscur.org/brasp>

**Bristol Refugee Festival** - organises a year-round programme of events, celebrating the contribution of people seeking sanctuary in our city. <https://www.bristolrefugeefestival.org/>

**Bristol Refugee Rights** provides holistic support for refugees, asylum seekers and people with insecure immigration status. <https://www.bristolrefugeerights.org/>

**Bristol Reporting Solidarity** - a group volunteers who provide support to people seeking asylum required to report at Patchway Police Station. They attend every week, supporting people who are reporting and signposting to organisations across the city. <https://www.voscur.org/ras-support>

**Bristol Star** - the local branch of the national charity ‘Student Action for Refugees’. They run projects around the city such as ‘Homework Club’ which supports primary and junior school aged children from refugee and asylum-seeking backgrounds with their homework. They also offer support for those hoping to access higher education and the Sanctuary scholarships at the University of Bristol, alongside supporting Sanctuary Scholars currently studying at the university. <https://www.bristol.ac.uk/Depts/Union/STAR/>

**The Haven** - a ‘first stop’ clinic for newly arrived asylum seekers in Bristol, run on behalf of all three Primary Care Trusts in Bristol, providing a comprehensive health assessment for those who have not yet registered with a GP. <https://www.sirona-cic.org.uk/nhsservices/services/the-haven/>

**IMPACT Bristol** - a project run by Groundwork which provides a relaxed and friendly environment to support refugees and non-EU migrants in Bristol to build their confidence and gain skills. <https://www.groundwork.org.uk/projects/impact-bristol/>

**Pride Without Borders** - provides LGBT asylum seekers and refugees with a space and forum to meet and tell their story. <https://www.bristolrefugeerights.org/how-we-help/pride-without-borders/>

**Project MAMA** - supports people seeking sanctuary through their pregnancy, childbirth and the first weeks of parenthood. More information and how to get in touch can be found here. <https://projectmama.org/>

**Refugee Welcome Homes** - links socially conscious landlords with refugees needing a place to call home in Bristol. <https://www.refugeewelcomehomes.net/>

**Refugee Women of Bristol** - A multi-ethnic, multi-faith organisation which specifically targets the needs of refugee women and is directly governed by women of the refugee and asylum-seeking community in Bristol. <https://www.refugeewomenofbristol.org.uk/>

**Support Against Racist Incidents** (SARI) – a charity supporting victims of hate crime, with a freephone line and an online reporting form for victims of hate crimes, as well as direct help. <https://saricharity.org.uk/>

**Social Workers without Borders** – an organisation comprised of social workers who have worked with people in the asylum process in the UK and in refugee camps overseas. <https://www.socialworkerswithoutborders.org/>

**Tamarisk Training** - designs and facilitates bespoke training events to promote intercultural awareness and understanding of issues facing asylum seekers and refugees, working with local authorities, charities, housing providers, children’s services and grassroots organisations. They can also offer training on cultural matters to asylum seekers and refugees. <http://www.tamarisktraining.co.uk/>

**Trauma Foundation South West** – provides professional psychotherapy and an art therapy group for people seeking sanctuary. <https://www.tfsw.co.uk/>

**Unseen** - a charity working towards a world without slavery. <https://www.unseenuk.org/>

**Welcome Wednesdays** - a regular drop-in session hosted by Creative Youth Network for young people seeking sanctuary. <https://www.creativeyouthnetwork.org.uk/welcome-wednesdays>

## National initiatives and lobbying

The **EAL Academy** provides consultancy, training, resources and recognition to support schools and teachers with a focus on the language of the multicultural and multilingual classroom and on subject-specific literacy. <https://theealacademy.co.uk/>

**Refugee Education UK (REUK)** provides training and support for young refugees (e.g., collaborative mental health interventions, a values-led youth leadership course, etc.); provides resources, support and training for people working with and supporting young refugees; and undertakes research and advocacy. <https://www.reuk.org/>

The **National Association for Language Development in the Curriculum (NADLIC)** is the national subject association for EAL. It supports and maintains a vibrant, evidence-informed, socially aware community of practice in EAL across the UK through the three pillars of practice, activism and research. <https://naldic.org.uk/>

The **National Association for Teaching English and Other Community Languages to Adults (NATECLA)** is a national forum and professional organisation for ESOL teachers which contributes to national debates on funding, policy and content relating to, and lobbies for the promotion and protection of, the teaching and learning of English and other community languages as additional languages. <https://www.natecla.org.uk/>

The **Committee for Linguistics in Education (CLiE)** publishes national reports, briefing papers and projects (e.g., by Ofsted, the House of Lords and House of Commons, the British Academy, national and European institutes and research centres, etc.), on matters pertaining to English and modern languages education in schools. It also runs projects and campaigns in these areas, and responds to government papers on changes to policy and provision (e.g., most recently to the government’s Integrated Communities Strategy green paper, 2018). It is comprised of representatives of a wide range of national associations, societies and organisations invested in languages and linguistics education, plus other key stakeholders, across primary, secondary, further and higher education. <https://clie.org.uk/>

The **Youth-Led Commission for Separated Children**, part of **The Children’s Society**, is lobbying the Children's Commissioner, campaigning for unaccompanied child migrants to have legal guardians in the UK. <https://www.childrenssociety.org.uk/what-we-do/our-campaigns/guardians-for-unaccompanied-children>

The **Refugee Council** works with politicians across parliament via the All-Party Parliamentary Group on Refugees, as well as elected officials in regional and local government, to create a system that properly supports the needs (including mental health needs) of all refugees and asylum seekers in the UK. <https://www.refugeecouncil.org.uk/our-work/championing-the-rights-of-refugees/work-with-government-and-politicians/>

**ReConnect** is a charity supporting refugees to gain skills and formal qualifications, including accessing higher education. <https://reconnectonline.org.uk/>

The **Joint Council for the Welfare of Immigrants** lobbies the government to challenge and change unjust immigration laws, influences public debate on migration, builds grassroots and national movements and campaigns pushing for the rights of migrants, offers capacity-building training and support, and provides legal advice and other resources for migrants. <https://www.jcwi.org.uk/>

## International lobbying

**IIEP-UNESCO and UNHCR** have published a Policy Paper, *Refugees’ Access to Higher Education in their Host Countries: Overcoming the ‘super-disadvantage’* (Martin and Stulgaitis 2022). This makes 15 evidence-based recommendations on how host countries can support refugees in accessing higher education. It also argues for an ‘equality of opportunity approach’ in terms of national policies, as well as for caring measures within higher education institutions.

# 4. What works best, why, and how, in directly addressing these challenges and in supporting these young people while they experience these challenges? In particular, what is the evidence for the likely impact of Jacari’s methods of 1:1 tuition; extra English language support; peer tutoring and broader peer-to-peer schemes; and befriending and mentoring, with respect to English language proficiency, attainment, aspirations, confidence, and other factors?

A growing body of research demonstrates that for learners of EAL, and particularly those newly and recently arrived, developing English language proficiency is core to accessing mainstream curricula and achieving academic potential; feeling confident within educational and other social settings; and feeling a sense of belonging, connectedness, security, and hope (e.g., Kottler *et al*. 2008; Lucas *et al.*, 2008; Madziva & Thondhlana, 2017; The Bell Foundation 2023a, 2023b, 2023c). 1:1 tutoring offers multifarious advantages in supporting pupils’ learning EAL, as it enables tutors to understand and respond to the pupil as an individual, and provides a safe and socially connecting, interactive and supportive space for pupils to learn.

The talk-based and socially interactive nature of 1:1 tutoring, mentoring, befriending and peer-to-peer schemes is critical to effective pedagogy for new learners of English as an additional language (Lucas *et al.*, 2008). It is shown to enhance pupils’ feelings of social acceptance by tutors, feelings of peer support, and feelings of reduced isolation and increased connection, which correlate with higher engagement in their learning (as assessed by the pupils themselves and by their teachers), and with reduced learner anxiety (Matrić *et al*., 2019).

Students’ confidence as learners, and their confidence more generally, is enhanced through techniques which are more feasible within 1:1 tutoring interactions. These include tutors’ deep ‘active listening’, asking open-ended questions, listening actively, and reflecting back what they have heard; tutors modelling educational risk-taking; tutors allowing pupils to choose topics and activities, to ensure they have agency in their learning, are interested and engaged, and feel empowered; and tutors providing a lot of direct, individualised feedback and encouragement. Furthermore, 1:1 activities can include practicing common interactions (e.g., asking for information, explaining a medical problem, understanding written instructions and symbols on labels) which can support newly and recently arrived children with broader day-to-day life (Kottler *et al*., 2008).

1:1 tutoring also enables tutors to better respond to pupils’ individual learning styles (e.g., impulsive/reflective, global/analytic, multisensory, etc.), and different kinds of intelligence (interpersonal, logical, mathematical, musical/rhythmic, visual/spatial, kineasthetic, etc.) (Kottler *et al*., 2008). 1:1 tutoring also enables tutors to interact in ways which are sensitive to the pupil’s individual stage of acculturation, their personal, social and cultural customs and also the educational and social interactional conventions of their culture, all of which is beneficial to student EAL learning and confidence (Kottler *et al*. 2008).

1:1 tutoring also allows tutors to recognise, explicitly draw upon and integrate pupils’ proficiency in their first language(s), and pupils’ transferable fundamental linguistic knowledge. The 1:1 context provides a space for students to speak in their first language(s), to collaboratively translate words and phrases, and to reflect on similarities and differences between English and their first language(s). The 1:1 tutoring context also allows tutors to interact in ways which are sensitive to the particular linguistic differences between the pupil’s first language(s) and English. This both improves student confidence and increases the pace of their development of EAL and broader linguistic understanding (The Bell Foundation, 2023c; Lucas *et al.*, 2008).

Additionally, 1:1 learning contexts create space to explore and address common areas of difficulty in learning EAL which tend to be neglected in mainstream literacy classes, such has metaphors, idioms, collocations and compound nouns; synonyms, homonyms and homographs; accent and dialect; slang; the language of tasks and instructions; and pragmatics. Within 1:1 learning, tutors are also more able to involve students in inductive and deductive reasoning about language (e.g., teaching students to recognise and think about prefix, root and suffix, and about context), which builds pupils’ confidence in their ability to independently ‘work it out’ (Kottler *et al*. 2008). 1:1 tutoring also provides a space for learners with no or very limited English – those in ‘the silent phase’ of language learning while unable to communicate in the language of instruction in the classroom - to communicate, interact and progress their initial language learning through pictures and other means (Bligh, 2014).

1:1 tutoring also creates opportunities for structured dialogic reading, in which pre-reading activities can solicit students’ prior knowledge on a topic, building their confidence; during-reading questions can probe understanding, prompting inferences and predictions; and post-reading retelling/summary and ‘teach the teacher’ activities can develop and embed understanding. Such activities are highly effective in developing literacy and building confidence (Kottler *et al*., 2008). Additionally, structured reading of picture books, graphic novels and literature can support language learning at early stages and can increase intercultural awareness (Bland, 2013; Bland & Lütge, 2013).

1:1 tutoring, mentoring and befriending can also facilitate development of relationships with pupils’ parents or carers. This can help with engaging parents or carers with pupils’ learning, which correlates with more positive learning outcomes (Peplak *et al*., 2023). Such relationships can also provide a useful avenue for parents or carers to receive some support, where needed, in accessing local services (The Bell Foundation, 2023c).

Peer-to-peer learning can be particularly effective in supporting the learning of EAL among migrant and refugee pupils. For example, one study found peer shared reading practices, combined with collaborative discussion of possible meanings and interpretations, to be significantly more effective than systematic phonics instruction in enhancing reading and writing competence in English (Adesope, 2011).

Additionally, group trips (e.g., to a city farm, museum, cultural festival, etc.) are also found to successfully support learning EAL and build confidence (Kottler *et al*., 2008).

Finally, beyond the context of 1:1 tutoring, mentoring, befriending and peer-to-peer schemes, research suggests that the following practices positively impact upon pupils’ EAL learning, broader academic attainment, and confidence:

* Careful assessment of pupils’ learning needs, undertaken in their first language (DfES 2005; Rosamund *et al*., 2003; The Bell Foundation 2023b; Tsagari & Spanoudis, 2013).
* Dynamic development of a full learner profile, contributed to by and shared with all teachers, tutors and other staff involved in supporting the learner, to enable individualised teaching and learning (The Bell Foundation, 2022).
* Use of multicultural and bilingual learning materials across the mainstream curriculum, to increase a sense of inclusion, reduce risks of ‘deficit’ attitudes and approaches towards learners of EAL among teachers and peers, and draw and build on proficiency in first language(s) (Kottler *et al*., 2008; Lui *et al*., 2017).
* A whole-school, holistic approach to inclusion with respect to meeting both educational and psycho-social needs (DfES, 30025; Hek, 2005; Pinson *et al*., 2010; Sobitan, 2022; Taylor & Sidhu, 2012), which develops communities of practice to enhance the professional learning capacity of all staff involved in pupils’ educational experiences (Premier & Parr, 2019); involves the parents and carers of all pupils in fostering inclusive attitudes and behaviours (Peplak *et al*., 2023); and engages with multi-agency networks and community partnerships (Block *et al*., 2014; Durà-Vilà *et al*., 2013; Fazel *et al*., 2016).

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