

Education, Asylum and the 'Non-Citizen' Child
The Politics of Compassion and Belonging

Halleli Pinson, Madeleine Arnot
and Mano Candappa

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Asylum-seeking and refugee children have been largely invisible to the intellectual prism of the sociology of education ... Delivered with impeccable and accessible writing, this book is a true eye opener'.
- *Professor Carlos Alberto Torres, Director of the Paulo Freire Institute, University of California, Los Angeles.*

'Based on compelling empirical evidence, this volume offers important insights into the moral integrity of pupils and teachers in the face of hostile immigration policy.' - *Jo Boyden, Director of the Young Lives Research Centre, University of Oxford.*

'This is a bold, sophisticated and impressive book ... The voices and experiences of the children challenge everyone in education to live up to their inclusive rhetoric'. - *David Gillborn, Professor of Critical Race Studies in Education, Institute of Education, University of London.*

ABOUT THE BOOK:

This book draws on 10 years of empirical research to assess for the first time the politics of compassion and belonging associated with immigration policy and its impact on the education system in the UK. The authors expose major tensions between restrictive asylum policies and responses by schools and local government to the presence of asylum seeking and refugee children. They reveal a compassionate professionalism amongst teachers and an emergent 'new politics' which challenges the forcible removal by government of children to detention centres and the deportation of families.

Major findings of their innovative research include the forms of exclusion which 'non-citizen' children experience within inclusive schools and the ways in which the empathy of 'citizen' students towards those seeking asylum is at risk of being overridden by defensive national identities.

This book is essential reading for courses on children's rights, equality and migration studies and for teachers and other professionals in the field of refugee education, immigration and community and social work.

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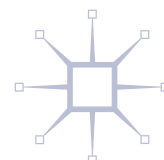
Introduction * Globalisation and Forced Migration: Challenging National Institutions * Researching Compassion and Belonging in the Educational System * The Asylum-seeking Child as Migrant: Government Strategies * Devolution and Incorporation: Whose Responsibility? * Countering Hostility with Social Inclusion: Local Resistances * The Migrant Child as a Learner Citizen * Finding Security and Safety in Schools * Britishness and Belonging * The Politicisation of Compassion: Campaigning for Justice * Conclusions

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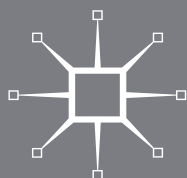
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