

Training suggestions for organisations



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Training suggestions for organisations



5

■.....Preparing for training

Whether your organisation already caters for refugees, or is doing so for the first time, there will be staff with little or no experience of the needs of refugees. They may be unaware of the many ways in which they can help or of the barriers they can inadvertently create. Appropriate training by experienced and qualified trainers will help to ensure that staff are equipped to offer a positive experience to learners. This section presents some suggestions for training aimed at administrative staff, teachers, advisers and managers (in small organisations staff may have more than one role). You will need to supplement the information in this section (and that given in Section 3 and in the Appendix), with local knowledge and your own materials.

Specific ideas for training

- Course design
- Group/individual profile of learners within organisation
- Teaching and learning, resources
- Funding/educational entitlements
- Quizzes on issues related to refugees and asylum seekers based on the FAQs on pages 7–14
- Role plays
- Liaison and support networks – local, national
- Other external education or training organisations e.g. national: Breathing Space, Refugee Council Training Programmes; regional: NASS, LSC; local: Connexions, FE Colleges.

Tips for successful sessions

- Use your participants' prior knowledge and experience, show that you value it and build it into the session.
- Plan the sessions to allow participants to use a variety of learning styles so that everyone uses their preferred learning style at some point.
- Keep information slots short and to the point. Intersperse information with interactive exercises or tasks that involve discussion and group work.
- Be aware that many people hold misconceptions and prejudices about refugees and be prepared to correct or challenge them sensitively.
- Include problem-solving exercises/activities that provide solutions to current issues and which participants can use immediately to improve their own practice.
- Design an evaluation form for each session.

A note about resources

The training materials and other resources you use will, of course, vary according to your budget and the facilities available to your organisation. Try to get the best you can afford – participants will appreciate it, and feel valued. Think about:

The environment and furnishing

- Are the premises well lit and ventilated?
- Will the participants need to write? Are there tables and suitable chairs?
- Are the tables and chairs appropriately arranged, e.g. to allow participants to work in small groups, to leave space for activities such as role plays?

Equipment

- Will you need:
 - a whiteboard/flip chart/overhead projector or power point facilities;
 - activity sheets, handouts or information leaflets,
 - paper, pens?

Accrediting training

The Adult Basic Skills Strategy Unit has worked with partners to introduce a new qualifications framework for teachers of literacy, numeracy and ESOL. From September 2002, new entrants to the teaching profession who wish to specialise in teaching literacy must work towards a Level 4 Certificate for Adult Literacy Subject Specialists, in addition to a recognised generic teaching qualification. Those who wish to support the learning process must obtain a Level 3 Certificate in Adult Literacy Subject Support. Numeracy teachers and subject support staff will have to have equivalent qualifications, also from September 2002.

Subject Specifications for Teachers of ESOL were published in September 2002; these are available from the Further Education National Training Organisation (FENTO) website (www.FENTO.org). These specifications will be used as the basis for new qualifications for ESOL teachers and subject support staff. New entrants to the profession from September 2003 will be required to obtain the new qualifications.

The Level 2 Certificate for Adult Learner Support includes a specialist module in one of literacy, numeracy or ESOL. To enrol on the qualification, candidates are required to prove their own literacy *and* numeracy skills are at level 2, either by holding the National Tests or an equivalent (such as GCSE maths/English). The first module of the course has been developed for frontline workers to improve their awareness and signposting. This qualification has been available since February 2003.

Further information on the new qualifications framework is available at the ABSSU website (www.dfes.gov.uk/readwriteplus/qualityandtraining), and the FENTO website (www.fento.org) and also from the FENTO Helpline: **020 7421 2362**.

■ Five examples of training programmes

I. Reception staff

The first contact anyone has with an organisation is crucially important, yet frontline staff are often the last to receive appropriate training on how to welcome potential learners from new communities. This sample session is aimed at reception staff who have little or no experience of working with refugees, and a similar lack of awareness of the issues refugees have to deal with. The session could be part of a training programme leading to a Level 2 qualification in ESOL support or a guidance qualification.

Target groups: reception staff in educational and training institutions and information and guidance services. The training programme could also be adapted for frontline staff from agencies and organisations who come into contact with refugees, e.g. from job centres, housing, health, welfare, libraries and leisure services.

Setting up the course: you will need to handle recruitment to the programme sensitively and positively, and to present a clear rationale for it in advance. For instance, it may be in your organisation's development plan or part of a strategy, e.g. widening participation.

Suggested length: half a day for 10–16 participants.

Trainers: preferably two ESOL staff whom participants know and trust and who will be able to conduct the role-plays.

Suggested session outline

- *Rationale for training:* provide clear aims and objectives and the projected outcomes of the training.
- *Introductions:* keep these brief but use the opportunity to make a mental note of any prior experience. You may wish to draw on this later in the session.
- *Quiz:* use this to establish a baseline of information and create a common starting point in an informal way. Participants should complete the quiz in pairs or groups. When you take feedback, expand on any points or clarify misunderstandings as appropriate. Provide an answer sheet at the end.
- *Handouts:* profile of refugee groups within the area and organisation; contact details and leaflets from related organisations.

Depending on your training team and participants you may wish to use Activity A or B on the next page to explore the issues.

Activity A

Start with short discussion on the contact participants have with refugees. Are there any issues they want to raise?

Role-plays – acted out by two trainers or trainer and participant.

- **Bad practice scenario 1:** learner comes to reception with little English, asking for information about suitable courses – receptionist unhelpful, says come back with someone who can speak English.
- **Bad practice scenario 2:** as above but receptionist speaks very quickly and refers learner to general (not ESOL) advice session the following week; he or she gives out a sheet with days and times that learner can't read.
- **Bad practice scenario 3:** learner brings a completed enrolment form to the receptionist, who says that it is incorrectly filled in and who asks for passport/papers/benefit book.

Discuss what went wrong and how to improve this. Decide what other issues arise either from own experience or role plays. Participants then re-enact the three role-plays.

Activity B

- A trainer fluent in another language could play the part of the receptionist in that language; the other could be an English-speaking refugee. This would give the participants a better sense of the difficulties a refugee experiences and also suggest communication strategies they could use, or develop, where no interpreters are available (e.g. body language, signs, drawings, a calendar).

After the activity, participants should work in small groups to suggest guidelines for good practice in giving information and directing enquirers. You should ensure that practice is in line with the guidance standards followed by the institution (these should follow the Guidance Accreditation Board [GAB] Standards).

Follow up

Write up and send out printed guidelines as soon as possible to ensure ownership by participants. Contact participants either by phone or with a short questionnaire to check on the impact of training.

2. Advice and guidance practitioners

Participants may be trained Information, Advice and Guidance (IAG) workers who have had little or no previous contact with linguistic minorities or ESOL provision. Other IAG staff or trainees working towards a guidance qualification may be included.

Setting up the course: this should be included in any staff development programme as well as forming part of induction for any new staff.

Suggested length: two hours.

Trainers: Advice and Guidance practitioners with experience of refugee clients.

Resources: quiz sheets and answers; information about ESOL provision, organisations that provide language support, other courses and services that support refugees in the local area.

Two or three case studies from Section 4 (*Models of delivery*, pp. 65–83) and information on National Academic Recognition Information Centre (NARIC).

Suggested session outline:

- *Rationale for training.*
- *Aim:* to understand barriers to employment of refugees.
- *Objectives for session:* participants to be more aware of what qualified refugees have to offer; to examine a model of good practice in assisting refugees find employment.
- *Quiz:* base this on the FAQs if appropriate, depending on experience of group.
- *Handouts:* profile of qualified refugee group within area and organisation; *Barriers to employment for refugees and asylum seekers* (p. 63).

Suggested activity for groups of four

1. What can refugees themselves change?

Consider knowledge and skills

Possible answers: knowledge – how to describe their qualifications, transferability of skills, understand the labour market, how to access retraining; skills – English language, job search, ICT.

2. What can refugees not change?

Possible answers: status, dispersal, financial hardship, loss of documents, prejudice, gatekeepers to professions, discriminatory application forms.

3. What personal difficulties do refugees face?

Possible answers: disorientation and stress, loss of identity, professional status, networks (may have been included under 2).

4. In small groups discuss the case studies from Section 4 (Models of delivery)

- (a) What can our organisation learn from these models?
- (b) Are we able to provide advice and guidance on qualifications equivalence, access to NARIC, group guidance on job search?
- (c) What are the funding implications for working with qualified refugees? Whom do we work with to provide a service?

3. Senior managers

It is important that the education and training needs of refugees and asylum seekers are not viewed as the sole responsibility of the ESOL teacher or department but as the responsibility of the whole organisation. To do this effectively you will have to secure the support of managers who have an overview of the organisation and the power to effect change. This awareness-raising session is aimed at managers within an organisation, or curriculum managers or heads of school/division/faculty in a large education or training organisation, who may have very little contact with learners. They may not be aware of specific issues that affect refugees, and the impact that these have on funding, provision, and on frontline or IAG staff. If your organisation is funded through the LSC, you could invite a Basic Skills Quality Initiative (BSQI) facilitator to assist at this session or build it into a consultancy they may be providing. Contact details for facilitators are available from the LSC (Circular 01/15).

You may wish to link this session to a special event – an award ceremony (preferably one at which refugee learners are receiving awards or certificates), a Refugee Week event (June) or another suitable occasion (Adult Learners' Week in May). Managers are often willing to host occasions and invite a local celebrity or dignitary.

Setting up the course: in negotiating with management be clear about your aims and objectives, and link them to your organisation's priorities and identify benefits. You may be doing this as part of a widening participation strategy, or a strategy to improve programme effectiveness/achievement by maximising funding and resources, to integrate whole-staff awareness training in the organisational plan.

Suggested length: two hours.

Trainers: ESOL manager/co-ordinator, external trainers (e.g. local refugee organisation or national organisations concerned with refugees, such as the Refugee Council, if you have sufficient numbers and funding).

Suggested session outline:

- *Rationale for training.*
- *Aims and objectives:* to develop policy in relation to provision for refugees; to demonstrate the benefits of extending and improving ESOL provision to cater for the need/demand created by the increase in the numbers of refugees in the area; to improve the organisation's service to the local community which includes refugees
- *Quiz:* possibly a selection of FAQs.
- *Handouts:* presentation on refugee profile within area/organisation in general, highlighting their existing qualifications, the potential for achievement and particular needs that are not being met.
- *Activities:* trainer raises issues, e.g. funding to develop new forms of provision (intensive courses, language support on academic/vocational programmes), using the case studies in Section 4. Trainer refers to the plans the organisation has for staff training and development.

Discussion on way forward – be positive and suggest solutions; try to avoid complaints.

By the end of the session you should have drafted an action plan to take issues forward – complete and circulate this among participants and implement any agreed action as soon as possible.

4. ESOL and other curriculum managers/co-ordinators

These courses are aimed at new ESOL managers or other curriculum managers who have refugees and asylum seekers within their curriculum area. The aims of the sessions could be to raise awareness of the general issues affecting refugees and asylum seekers, to explore sympathetic course design and realistic progression pathways from discrete ESOL provision into mainstream and beyond. If possible, invite other education or training organisations that provide mainstream or linking courses (e.g. vocational, Access, Connexions, volunteer groups, employers, etc).

Setting up the event(s): decide which curriculum managers or external organisations to include as well as ESOL, and whether to run the sessions all at once or on a rolling training programme. State your objectives explicitly.

Suggested length: these are effectively planning/training sessions and may involve several meetings with tasks for participants following an initial two-hour session.

Trainer: this is more of a facilitator role and would involve the ESOL manager or co-ordinator leading but with collaboration and input from other curriculum managers and external organisations (e.g. refugee community organisation).

Suggested course outline

Initial two-hour session:

- *Rationale for training.*
- *Quiz:* base this on the FAQs, if appropriate.
- *Handouts:* learner profile – emphasising need to progress as soon as possible into appropriate education or training and obstacles learners face (e.g. funding, status, crèche, language support, etc); real case studies focus for discussion as to suitability of provision in other curriculum areas or organisation (what could they provide, what are problems, what are areas for development?); case studies from Sections 2–4 of this pack.

Suggestions for further sessions

- *ESOL course design:* incorporating progression from discrete ESOL courses – not just as an add-on towards end of course but throughout in topic areas (e.g. employability, taster sessions of mainstream vocational courses, mentors, voluntary work experience, access to HE, etc.).
- *Mainstream course design:* examining how refugees and asylum seekers can follow existing mainstream courses with additional support; adapting existing courses specifically for refugees and asylum seekers.
- *Developing curriculum/progression links with external organisations:* other FE, adult or community, HE, employers, Connexions, schools (family learning), training providers.

5. ESOL teachers

Training for teachers

Setting up the course: the course would be aimed at ESOL, EFL, basic skills, vocational, language support teachers, volunteers and bilingual assistants.

Suggested length: three 3-hour sessions – one session on this publication, and then one per term with the themes of ESOL curriculum and course planning.

As the teaching progresses, the teachers will make different requests for training: a training course that spans the year will address these training needs.

Trainers: ideally two qualified ESOL teachers with experience of training teachers and working with refugees; guest speakers (e.g. from refugee organisations, settled refugees).

Resources: materials and equipment for making classroom resources, sections from this publication, ESOL core curriculum.

Suggested sessions outline

1. How to use the pack

Aim: ESOL teachers to be able to use this publication, especially Sections 1, 2, 3 and 7.

Activities: set participants a number of questions to help them find their way around the publication and find the information most useful to themselves.

2. ESOL core curriculum

Aim: ESOL teachers to be able to use the curriculum to develop lessons relevant to needs of refugees; assessing learning needs – from initial assessment to ILPs.

Activities: some FAQs, quiz, national ESOL training and development project materials.

3. Course planning

Aim: ESOL teachers to plan a short course.

Quiz: who the learners are; FAQs; case studies – what is necessary to include in a course for these learners; information on countries of origin, languages, etc.; effect of refugee experiences on learning and course content; drawing up a checklist for what to include.

Activities: course design/syllabus – class profile; length of course; course aims and objectives; ESOL curriculum; course outline – using the example profile and course outline or based on their own learners, bearing in mind:

- previous educational experiences (disrupted education, medium of instruction, level of education completed, etc.)
- physical and mental health, trauma and how it will affect attendance and concentration
- content and context (including issues of racism and sexism)
- aspirations of the learners
- work placements programme to include work shadowing and a mentoring scheme for further study.

Suggestions for further sessions

- Teaching resources:
 - Big Red Crate exercise (see pp. 97–9)
 - see Section 6 for recommendations on published material, in-house, multimedia, criteria for selection of materials
 - see Section 7, e.g. NARIC
 - adapting and making own materials
 - resources for specific context, e.g. software for information on courses, ECCTIS (www.ecctis.co.uk).

- Boundaries and networking:
 - whom to contact (using the organisation's contact booklet/handbook if available)
 - when to refer learners to other provision/agencies
 - how to work with advice and guidance
 - how to work with interpreters
 - how to work with social services, and other agencies.

- Effective approaches to teaching basic literacy and oracy:
 - communication activities, drama and role-play.

- Teaching mixed levels:
 - class profiles
 - identifying course aims and objectives
 - differentiation
 - exploring different approaches to dealing with mixed levels to fit different situations.

- Using multimedia approaches such as Community Access to Lifelong Learning/Information Communication Technology (CALL/ICT), video, digital cameras, audio.
- Language support – defining it; different models.
- Progression.
- Negotiating session(s).
- Monitoring and evaluation:
 - using the organisation's own systems
 - using ILPs and progress reviews effectively
 - developing the language learners need to participate actively in evaluating their own learning as well as the programme.

■.....Activities

Case studies

There are a number of suggested activities given in the following pages, which you could use to bring out particular points. For Activity 1 below, you could invent case studies of your own to demonstrate particular points, or write up case studies of your own learners to make the activities more relevant to your audience. You could also use the case studies of learners in Section 2 (pp. 22–31), comparing and discussing them.

Activity 1

Discuss learner's experience with a partner or in a small group. Identify up to five aspects of the provision that were good practice and up to five that could be improved.

Good practice

Could be improved

1 _____ 1 _____

2 _____ 2 _____

3 _____ 3 _____

4 _____ 4 _____

5 _____ 5 _____

How does this compare with the provision you offer?

How different would the learner's experience be if he or she came to your organisation or provision?

Do you think he or she has been given the right advice/support regarding progression routes?

Activity 2 – Quiz

This activity can be used both as an ice-breaker and as an informal way of providing factual information about refugees to staff from organisations that work with or are in contact with refugees. Introduce it sensitively, bearing in mind that some of your participants may have been misinformed about refugees by media reports, or may simply know very little and be nervous of betraying their lack of knowledge. To encourage discussion, you may wish to copy these questions and answers onto overhead transparencies and do the activity as a group. Alternatively, if you are using the activity as a way of introducing participants to this publication, you may ask the group to work in pairs/threes to find the answers.

Q1. How many refugees are there in the world?

- A. 6 million
- B. 54 million
- C. 22 million

Q2. Of the countries below, which country takes the lowest number of refugees?

- A. Iran
- B. UK
- C. France

Q3. Approximately how many applications for asylum were made in 2001 in the UK?

- A. 30,000–45,000
- B. 1,200,000–1,300,000
- C. 70,000–90,000

Q4. What percentage of applications was accepted?

- A. 31%
- B. 64%
- C. 86%

Q5. What is the predominant age range of asylum seekers?

- A. 18–34
- B. 50–75
- C. 34–50

Activity 3 – True or false

Refugees feature frequently in the British press. Unfortunately, not all the coverage is balanced or accurate. The commonplace references to being 'swamped' by hordes of 'bogus' refugees, economic migrants intent on exploiting our welfare system and jumping the queue for public housing, lead to the mistrust and abuse of people who have fled persecution and civic unrest in their countries of origin. The following activity is based on the 'press myths' published on the Refugee Council's website: www.refugeecouncil.org.uk/news/myths/myth001.htm

| | |
|---|------------|
| Most refugees are unskilled and lack qualifications. | True/False |
| People who use smugglers to help them enter this country are economic migrants and would not be eligible to apply for asylum. | True/False |
| Refugees are more likely to be victims of crime than to commit crime. | True/False |
| The UK is a soft touch compared with the rest of Europe. | True/False |
| Refugees are given less money than pensioners. | True/False |

Activity 4 – How much do you already know about the refugees in your area?

Which part of the world do most of the refugees in our area come from?

Do you know what language(s) they speak?

Do you know of any other local communities or community organisations where these languages are spoken? Where can you find out about them?

Where are most of the refugees housed?

Are they entitled to work?

What are their religions?

If they want or need to learn English, to whom do I refer them?

What other information are they likely to need? And where can I find it?

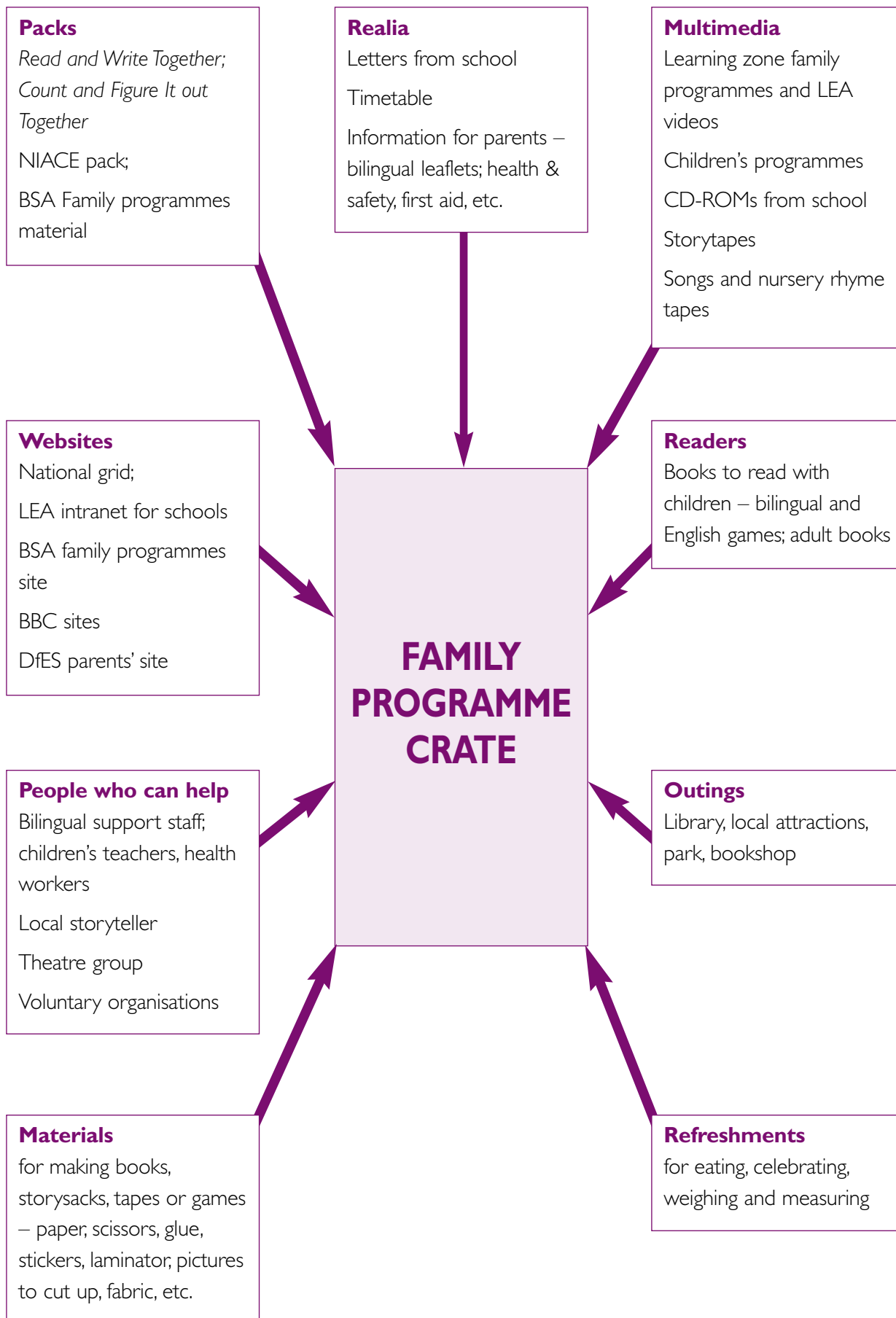
Activity 5 – The Big Red Crate

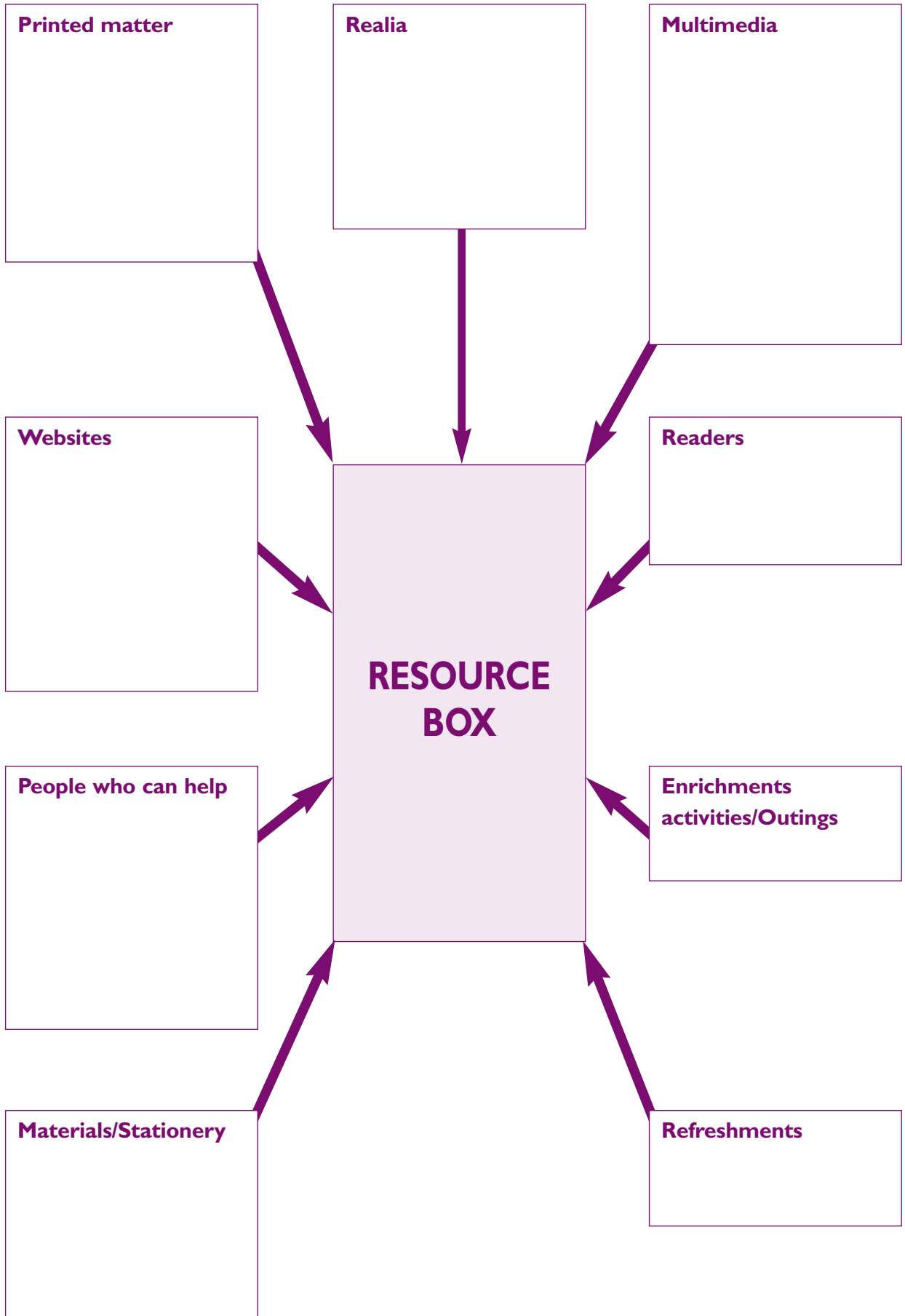
Imagine that you have to put together a resource box for a particular group; it could be based in the community or in your own organisation. The resources you select may represent what you need for a 10-week period, a day's workshop or a few sessions. Choose a theme for a group you are teaching or select from the contexts listed below. A description of a Big Red Crate or resource box for a family programme has been provided as an example page. You may want to change or add to our suggestions.

Do think 'outside the box' – it is a virtual box, so you can include people and outings – and ask your learners for suggestions for topics of interest and finding resources.

The following are a few themes to get you started:

- Family programmes
- Introduction to the local community
- Citizenship
- Workplace
- Arts and crafts
- Drama – resources for particular role-plays
- Talking crate – stimulus material for speaking and listening
- Writing crate – include reading materials
- Leisure and recreation crate
- Health crate
- Worksheet-free crate – communications games are allowed
- Finding a job crate
- Volunteering crate.





Answers to Activity 2 – Quiz

Q1. How many refugees are there in the world?

C. 22 million (see FAQs/United Nations Commission on Human Rights (UNCHR) website at www.unhcr.ch). This includes about 12 million internally displaced individuals who have fled their homes but remain within their country's borders.

Q2. Which of the countries listed takes the lowest number of refugees?

C. France

Q3. Approximately how many applications for asylum were made in 2001 in the UK?

C. 70,000–90,000

Q4. What percentage of applications was accepted?

A. In 2001, in 31% of initial asylum decisions, the Home Office granted either refugee status or exceptional leave to remain. The Refugee Council also estimates that, taking into account applicants who were successful at different appeals and where the Home Office overturned its own initial decision to refuse asylum, the total number of successful applicants in 2001 was as high as 51%.

Q5. What is the predominant age range of asylum seekers?

A. 18–34 (see FAQs)

| Answers to Activity 3 – True or False | |
|---|---------------------|
| <p>Most refugees are unskilled and lack qualifications <i>(According to a recent Home Office study, migrants, including refugees, made a net fiscal contribution of £2.5 billion, worth 1p on income tax. See also FAQ 9.)</i></p> | <p>False</p> |
| <p>People who use smugglers to help them enter this country are economic migrants and would not be eligible to apply for asylum. <i>(Iraq, Sri Lanka, Federal Republic of Yugoslavia, Iran, Somalia and Afghanistan accounted for about half of UK asylum applications in 2000. Serious human rights abuses occur in all these countries, including torture. Refugees are forced to use people smugglers because of the increasingly tough border controls in Europe.)</i></p> | <p>False</p> |
| <p>Refugees are more likely to be victims of crime than to commit crime. <i>(A report by the Association of Chief Police Officers recently confirmed that there is no evidence for a higher rate of criminality among refugees. In fact, they are often the victims of crime: there have been countless attacks on dispersed refugees around Britain.)</i></p> | <p>True</p> |
| <p>The UK is a soft touch compared with the rest of Europe. <i>(Several European countries – including Belgium, Ireland and Denmark – give more financial support to refugees than the UK does.)</i></p> | <p>False</p> |
| <p>Refugees are given less money than pensioners. <i>(Destitute asylum seekers are not allowed to claim mainstream welfare benefits. A single adult supported by the National Asylum Support Service, for instance, has to survive on £37.77 a week – 30% below the poverty line.)</i></p> | <p>True</p> |