Skills for Life & Asylum Seekers

a toolkit to support the development of organisations to deliver Skills for Life to asylum seekers
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Introduction
Introduction

On behalf of the ASPIRE Development Partnership, the Birmingham and Solihull Learning and Skills Council, in partnership with i-SE (Institute for Social Entrepreneurs) incorporating the Skills for Life Professional Development Centre, have developed this toolkit to enable Development Agencies to support the delivery of Skills for Life.

Aims

This toolkit aims to support the development of the language skills of asylum seekers working through volunteers and paid workers, preparing the learners for employment and citizenship, should they achieve refugee status. It will support the role of the Refugee Community Organisations (RCO's) and the work they do to support individuals’ integration in the UK.

In developing this Toolkit our aim was:
- Not to duplicate and add to the mountain of information already published about supporting Asylum Seekers and Refugees, but to...
- Update and select key issues from a range of sources in order to assist Development Agencies and Voluntary Community organisations to support Asylum Seekers to access and engage with Skills for Life.

Definitions

There are several different broad categories of asylum seekers and refugees; each brings a wealth of cultural experience and diversity to this country.

The categories are:
- Asylum Seeker
- Refugee
- Failed Asylum Seeker
- Illegal immigrant
- Economic migrant

The terminology relating to asylum seekers is constantly changing, to keep up to date with the current terminology refer to ‘The Truth about Asylum’ [see below].

The Truth about Asylum  For general information about refugees and asylum seekers contact the Refugee Council’s Information team on 020 7820 3085.

Skills for Communities  DfES Publications. Tel. 0845 6022260. E-mail dfes@prolog.uk.com or visit www.sfcguide.org.uk  ref: SfL RLC
Frequently asked questions
Frequently asked questions

How can we as a Development Agency support an organisation that wants to assist their clients in their efforts to improve their language skills?

- Provide a background to Skills for Life
- Conduct a Skills for Life audit with the organisation
- Signpost to provision already existing in the neighbourhood
- Advise on routes of training for staff in the organisation
- Offer awareness training regarding specific groups of learners e.g. the effects of culture on learning.

(See Section 11, Supporting Skills for Life learning)

How do we go about setting up our own ESOL programme?

- Employ trained and qualified Skills for Life staff
- Provide appropriate resources
- Know the needs of your learners

(See Section 11, Supporting Skills for Life learning)

What are the entitlements of asylum seekers to language support?

All asylum seekers in receipt of benefit are eligible for free ESOL provision. All individuals with refugee status (ILR) have the same rights as UK citizens, including full access to Further and Higher Education.

(See Section 3, Background to Skills for Life)

Are asylum seekers like other ESOL learners?

Asylum seekers have much in common with other ESOL learners but there are significant differences and additional factors that need to be taken into account. Asylum seekers and refugees face additional barriers that may include insecurity of their status or barriers to education due to restrictions and or ill health.

(See Section 4, Working with Asylum Seekers)

Can I do paid work as an asylum seeker?

No, but you may be able to volunteer.

(See Section 10, Volunteering)

Where can I get more information on Skills for Life?

You can get more information from the government website www.dfes.gov.uk
If you want to employ someone new to Skills for Life teaching and they don’t have any relevant qualifications, what are the rules?

- They are considered new if they are new to the sector
- They need to have a teaching qualification like any other teacher in the learning and skills sector* as outlined in Success for All
- If they gain full-time employment they have 2 years to do this, 4 years for fractional posts** (this is to be reviewed)
- Skills for Life teachers will need a stage 3 teaching qualification and will have 2 years to achieve this
- They will also need to achieve the subject specialist qualification
- For full-time teaching, this must be achieved within 2 years from the first available and appropriate course, 4 years for others not teaching full-time
- It would be good practice for new teachers to have a mentor and to have completed courses for the core curriculum and initial and diagnostic assessment
- At least Level 3 written and spoken Literacy and Numeracy

* DfES includes colleges, adult and community and the workplace as the learning and skills sector.

** This is expected to be amended as outlined in ‘Equipping our teachers for the future reforming initial teacher training for the Learning and Skills Sector’, available from www.standards.dfes.gov.uk

This outline is based on information given by FENTO and Skills for Life Strategy Unit. FENTO is now Standards Verification UK, part of Lifelong Learning UK. Visit www.lifelonglearning.uk.org for more information.

Lifelong Learning UK Information Helpline provides further information and clarification. Tel. 020 7332 9545.
Background to \textit{Skills for Life}

a toolkit to support the development of organisations to deliver \textit{Skills for Life} to asylum seekers
**Background to Skills for Life**

*Skills for Life*, the national strategy for improving adult literacy and numeracy skills, was launched by the Prime Minister in 2001 and sets out the government’s plans to help 2.25 million learners improve their skills and gain a national qualification by 2010.

We know from research that certain groups have much greater need for literacy, language and numeracy skills than others. The priority for the Government is that these groups get help first:

- Unemployed people – jobseekers and benefit claimants,
- Prisoners and those supervised in the community.
- Employees – public sector employees,
- Low-skilled employees and young people.
- Other groups at risk of exclusion - speakers of other languages, parents, those living in disadvantaged communities.

Other groups at risk include the homeless, refugees and asylum seekers, drug abusers and travelling families. These groups are usually reached through the voluntary and community sector.

The promotion of the *Skills for Life* agenda will continue with these organisations, in partnership with the National Institute of Adult Continuing Education (NIACE) and the National Association of Councils for Voluntary Service (NACVS).

Learning opportunities and support provided must be sensitive to the circumstances of all these individuals. In particular, those who do not speak English as their first language and all those seeking a new life in the United Kingdom need real opportunities for integration into the community.

All refugees and asylum seekers in receipt of benefit are eligible for free English for Speakers of Other Languages (ESOL) provision.

**Snapshot Skills for Life**  The national strategy for improving adult literacy and numeracy skills. DfES Tel. 0845 60 222 60  ref. SFLNS2 SS
Working with asylum seekers

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Working with Asylum Seekers

Asylum Seekers are not a homogeneous group. They will have varying needs, be at different levels of proficiency in English, and may come from a range of social, religious and cultural backgrounds. It cannot be assumed that all people from the same country want to learn together. Differences in social status, gender, age, beliefs and the reason for seeking asylum may mean that one group will not work with another.

Asylum Seekers are more likely to be in touch with voluntary and community organisations than with public sector agencies.

There may, understandably, be a ´reluctance of newcomers, unsure of their status, to approach public service organisations. In most areas of settlement and most cities, there are effective Voluntary and Statutory organisations dealing with these issues´.

However, the Voluntary sector itself may be a new concept for the recently arrived people. You, your organisations may need to:

- Take steps to make it very clear who you are
- State clearly what your functions and purposes are
- Think through issues of confidentiality
- Take into account a wide range of support needs that they may have

Source  www.scfguide.org.uk Refugees and asylum seekers
Citizenship
Citizenship

Citizenship is about empowering individuals to engage in the wider community by becoming informed citizens who are:

- Aware of their rights, responsibilities and duties
- Play an effective role in relation to their local, national and international community

To gain British naturalisation (citizenship) first, you must:

- Be 18 or over
- Be of good character
- Be of sound mind
- Have sufficient knowledge of English (or Welsh, or Scottish Gaelic)

Then there are two essential requirements:
- Residence requirement
- Language and knowledge of the UK requirement

The second requirement is new. A government statement on 20 June 2005 said that you will need to demonstrate knowledge of English and knowledge of life in the UK, and there will be two different ways to do this. Either:

- If your language skills are at ESOL entry 3 or above, take the new ‘Knowledge of Life in the UK Test’. This will be a multiple-choice test taken on a computer at an approved centre.
- Attend an ‘ESOL + Citizenship’ course at ESOL Entry 1, Entry 2 or Entry 3 to improve your English language skills and learn more about life in the UK and at the same time. At the end of the course you will take an ESOL Skills for Life qualification, and your teacher will give you a certificate stating that you have attended an ‘ESOL + Citizenship course’.

[Information based on the Written Ministerial Statement, 20/06/05, HC 104: www.ind.homeoffice.gov.uk/ind/en/home.html]

Further information:
www.dfes.gov.uk/citizenship
www.multikulti.org.uk
www.citizenshipfoundation.org.uk
The citizenship materials for ESOL learners pack: e-mail: dfes@prolog.uk.com ref: CMATESOL
Accessing Learning

A toolkit to support the development of organisations to deliver Skills for Life to asylum seekers.
Accessing learning

Apart from some specialist vocational training courses, such as PGCE teacher training, and courses which involve a job as a prerequisite, such as apprenticeships, asylum seekers are not prohibited from joining courses.

The level of course fees and the ineligibility for learner-support funds may act as the barrier to accessing some courses.

Universities often categorise asylum seekers as overseas students and therefore charge asylum seekers overseas student fee levels, which are four times or more the home student fee level. Universities may use their discretion to offer asylum seekers the opportunity to undertake courses at home student fees, but this only happens in the minority of cases, occasionally a three-year residence requirement being imposed (this three-year rule being adopted from rules which are meant for refugees with forms of temporary leave to remain).

Learning and Skills Council (LSC) funding for tuition fees on further education courses is available for asylum seekers on a means-tested benefit such as NASS support or Social Services support, people who have chosen not to take up NASS support or have been denied this support are not eligible for LSC funding for tuition fees.

Learner support funds are not available to asylum seekers on vocational courses.

Source: ASSET UK – Skills Audits for Asylum Seekers and Refugees ISBN 1 86201 273 3

The Refugee Council operate an advice line providing information on a wide range of issues, including social security, family reunion, travel documentation, education, housing and legal issues. You can contact them Monday, Tuesday, Thursday and Friday 10:00-13:00 and 14:00-17:00 on 020 7346 6777.

NASS are on 0845 602 1739
Barriers to accessing learning
Barriers to accessing learning

The majority of asylum seekers will experience barriers to participating in and achieving success in educational pursuits, volunteering and work experience. However, the support of Voluntary/Community organisations can provide the means to overcome some of these.

Identified barriers:
- Accessible appropriate English Language courses
- Transport costs
- Appropriate childcare
- Family responsibilities
- Insecurity of status
- Temporary accommodation – constant re-location
- Lack of confidence and awareness of the system
- Lack of access to networks
- Discrimination
- Ill health
- Volunteering/occupational barriers

Some of these barriers will disappear once Asylum Seekers are granted refugee status.

Further information on barriers and guidance on overcoming barriers: ASSET UK – Skills Audits for Asylum Seekers and Refugees – A practitioners’ manual. ISBN 1 86201 273 3
Cultural aspects of learning
Cultural aspects of learning

The simplest definition of culture includes those values, beliefs and practices shared by a group of people. Culture influences both the learning process and its outcomes and it affects different people differently. It is dangerous to assume that all members of the same cultural group think, learn, feel or behave in the same manner.

Asylum seekers will have different experiences of learning that may affect their ability or willingness to participate in learning in the UK.

Many aspects of culture can affect learning. They include:
- Roles of learners and teachers
- Gender related issues
- The choice of topics for instruction and
- Behaviour at the site of instruction

Expectations about educational roles can influence:
- The learner’s view of the class
- Their willingness to participate in different kinds of learning activities
- Teacher relationships and behaviour that prevailed in their home country

For further information: Basic Skills and Refugees (Basic Skills Agency Publication): www.basic-skills.co.uk Multiculturalism and Learning Style, Rita Dunn and Shirley A Grigg
Communication
Communication

Pointers to improve communication for a wider audience:

**Suggested good practice for DESIGN:**
- Avoid too much text on a page
- Break text into short paragraphs
- Choose fonts that are reasonably clear for example Arial, Comic Sans
- Think about size of font
- Use upper and lower case in the normal way
- Emphasise words by using bold type, or placing in boxes
- Use illustrations, be aware of cultural sensitivities and equal opportunities

**Suggested good practice for READABILITY:**
Consider sentence length
Think about punctuation
Use appropriate, everyday words and avoid jargon

**To assess the readability level:**

1. Select a text

2. Count 10 sentences

3. Count number of words which have three or more syllables

4. Multiply this by 3

5. Circle the number closest to your answer:

6. Find the square root of the number you circled (see the bottom row below):

7. Add 8 This is the readability level

Basic Skills Agency SMOG card: www.basic-skills.co.uk
Volunteering

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Volunteering

Volunteering provides Asylum Seekers with opportunities to:

- Use and develop their skills and experience
- Contribute to the local community
- Make friends and improve their English language skills
- Gain an understanding of life in the UK

There are, however, limited opportunities for asylum seekers to be able to take up volunteer placements due to:

- The lack of information about the eligibility of asylum seekers to be able to take up volunteer placements
- Negative attitudes by some organisations and a lack of understanding about asylum seekers
- Lack of UK references and difficulty in getting clearance from the Criminal Record Bureau (CRB) which is required for some voluntary work with children and vulnerable adults
- Limited English language skills

Voluntary and community organisations working with this client group may themselves be able to offer opportunities for asylum seekers to volunteer. They may be best placed to provide mentoring, resources, such as travel expenses, and help to overcome some of the difficulties listed.

It is important to have qualified and experienced English language teachers who have the skills to introduce the language learning process and understand the issues faced by asylum seekers and refugees.

For information and guidance on overcoming barriers to volunteering, refer to: Asset UK Skills Audits for Asylum Seekers and Refugees – A practitioners’ manual, pages 13, 36 ISBN 186201 273 3 www.niace.org.uk
Supporting Skills for Life learning

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1. Skills Audit for Individuals

Asylum seekers often possess diverse and significant levels of skills. Unfortunately, however, the skills of many asylum seekers are never recorded, and so these unrecognised and consequently unused skills may be lost to both the individual and to our society and economy. A skills audit provides the opportunity to record skills and experience gained overseas, and can be used to inform subsequent career and employment decisions.

A skills audit pro-forma may need to cover the following areas:

- **Personal details**
  Name, ASSET UK NO., ARC no., Contact details, Date of arrival in UK, and where referred from.

- **Work experience**
  Job title, Duties and responsibilities, Location, Employer, dates and any additional information to support job applications.

- **Education and training**
  Where, Years of study, Subjects/modules/Qualifications gained, and certificates available. This should include vocational / work based training and Adult Education training including ESOL and IT.

- **Other life skills/experiences**

- **Language skills**
  Speaking/understanding, reading/writing. Fluent in English?

- **Aspirations**

- **Perceived barriers**

- **Next steps**
  Including career options in the UK, placement/learning support required/desired in the UK, etc.

- **Outcomes and actions**

The pro-forma should also be signed and dated by both the support worker and the client.

**Further information:** Skills Audits for Asylum Seekers and Refugees – A practitioners’ manual. ISBN 186201 273 3 www.niace.org.uk
2. Skills Audit for Organisations

This checklist is a quick way of measuring if minimum standards are being met to support delivery of *Skills for Life*. It is meant as a quick checklist to identify any obvious major gaps. It is not meant to be anything other than a first step reassurance that major features are in place. Where appropriate it should be followed by a more detailed self-assessment process.

We have used Red, Amber and Green to indicate if the organisation needs a high level of support to meet minimum standards (Red), Less support and are on their way to meeting minimum standards (Amber) and (Green) to indicate that they meet the minimum standard but may need to be referred for additional support to progress the organisation.

### SKILLS AUDIT CHECKLIST

<table>
<thead>
<tr>
<th>Description</th>
<th>Red</th>
<th>Amber</th>
<th>Green</th>
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<tbody>
<tr>
<td><em>Skills for Life</em> (SfL) activities are included in the organisation’s description of its work.</td>
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<tr>
<td>Staff within the organisation is aware that some clients may have Literacy, Language or Numeracy needs.</td>
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<tr>
<td>Staff in the organisation have sufficient information to be able to refer people to places where they can get Literacy Language or Numeracy support.</td>
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<tr>
<td>Signs and publicity are clear and written simply.</td>
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<tr>
<td>Front-line and other staff have considered any relevant qualifications re: <em>Skills for Life</em> support.</td>
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<tr>
<td>Opportunities to improve Literacy Language and Numeracy are appropriately embedded in the organisation’s everyday activities.</td>
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<tr>
<td>Where you have working relationships with other organisations <em>Skills for Life</em> activities are supported.</td>
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</table>

**Further information:**

- i-SE Professional Development Centre, Rubicon House, Ravenhurst Street, Camphill, Birmingham B12 0HD. Tel. 0121 771 1411. E-mail: admin@i-se.co.uk
- Core Skills Development Partnership, Room 508, 43 Temple Row, Birmingham B2 5LS. Tel. 0121 237 6276. E-mail: DawnCoreSkills@aol.com
Next steps
Next steps

Becoming a Skills for Life Centre

You may wish to invite a local ESOL provider to offer language classes on your premises and work in partnership with you to design a programme to suit the needs of your target group. Alternatively you may prefer to engage your own teacher.

The teaching qualifications are specified at the following National Qualifications Framework (NQF) levels:

- NQF Level 4 - suitable for teachers/subject specialists
- NQF Level 3 – suitable for teaching assistant/subject support

Since 2002/2003 all new teachers must have a full teaching certificate and level 4 subject specifications. This does not apply to existing teachers. Teaching qualifications are currently under review and will change in 2007. For up to date information check the Lifelong Learning UK website (listed below).

- The Adult Learner Support at Level 2 is designed for those who wish to support learners in a volunteer capacity.

Please note that, for Level 2, candidates will need a level of English that enables them to complete the written assignments that are required.

To get an individual’s existing qualifications recognised you can contact the National Academic Recognition Information Centre for the United Kingdom (UK NARIC). The UK NARIC database gives information on how overseas qualifications relate to UK qualifications. Many advice agencies subscribe to the service and can provide comparative information at no cost to the individual.

For further information and advice on any of the above contact your local Professional Development Centre, the professional development staff in your local college or the Learning Shop.

Useful websites/resources

For information about the routes into teaching there is a free DfES booklet:
New Specialist Skills for Life Teachers - emaildfes@prolog.uk.com
Lifelong Learning UK (LLUK) provides the latest information and advice.
www.lifelonglearninguk.org
Lifelong Learning UK Information Helpline provides further information and clarification. Tel. 020 7332 9545
Local Professional Development Centre will also advise and support you - tel. 0121 771 1411.
The Learning Shop is located on the ground floor Birmingham Central Library, Chamberlain Square, Birmingham B3 3HQ. Tel. 0800 073 0634, email learning.shop@birmingham.gov.uk. www.birmingham.gov.uk/learningshop.
Working with Refugees and Asylum Seekers – Support materials for ESOL providers www.dfes.prolog.uk.com ref: WRASPACK
Resources
Resources

There are numerous free resources available to support the *Skills for Life* strategy from DfES Publications www.dfes.gov.uk/readwriteplus. Many of the resources can be downloaded or posted out to you free of charge.

There are a number of resources provided with this guide:

- Skills for Communities - ISBN 1 84478 594 7
  www.sfcguide.org.uk
- Basic Skills and refugees - Leaflet/download
  www.basic-skills.co.uk
- New specialist *Skills for Life* Teachers - ISBN 1 84478 432
  E-mail: dfes@prolog.uk.com
- Doing it for ourselves – A guide to setting up and managing a refugee community organisation - ISBN 0 946787
  www.refugeecouncil.org.uk
- Snapshot - ISBN 1 84185 937 0
  www.dfes.gov.uk/readwriteplus
- Working with Refugees and Asylum Seekers – download
  www.dfes.gov.uk/readwriteplus
  www.niace.org.uk

i-SE Professional Development Centre for Literacy, Language and Numeracy will also have materials available for loan.
www.i-se.co.uk
E-mail: admin@i-se.co.uk

Your local library will also have materials available both on *Skills for Life* and reading materials in different languages.
Useful contacts

General

**The Refugee Council**
www.refugeecouncil.org.uk
1st floor, Smithfield House, Digbeth, Birmingham B5 6BS. Tel. 0121 622 1515

**London Information Team**
Tel. 0207 820 3085

**Home Office**
www.homeoffice.gov.uk

**Amnesty**
Information on volunteer work
www.amnesty.org.uk/action/localgroups

**ICAR**
Promotes understand of asylum seekers and refugees in the UK
www.icar.org.uk

**RESTORE**
Birmingham Churches project offering Advice, Support, Befriending, and awarness in the host community.
The Place of Welcome, 172 Herbert Road, Small Heath, Birmingham B10 0PR. Tel. 0121 766 8764.

Education and training

**RETAS**
World University Service (Refugee Education and Training Advisory Service)
www.wus.org.uk

**The Refugee Council**
Training and Employment Section
www.refugeecouncil.org.uk
The Refugee Council operates an advice line to help asylum seekers and refugees with advice on employment, training and career opportunities. You can contact them on: 020 7346 6700

**The Ruth Hayman Trust**
Gives small grants to support the education of adults who live in the UK and speak English as a second language.
www.ruthaymantrust.com

**UK NARIC (National Academic Recognition Information Centre for the United Kingdom)**
Helps map overseas qualifications to UK qualifications.
www.Naric.org.uk
EGAS (Educational Grants Advisory Service)
Tel. 020 7254 6251

AET (Africa Educational Trust)
African women’s access to education and training project
www.Aet.refugeewomen.care4free.net

CARA (Council for Assisting Refugee Academics)
www.academic-refugees.org

DFES (Department of Education and Skills)
Publishes a wide variety of free resources to support work with asylum seekers and refugees and Skills for Life.
www.dfes.gov.uk/readwriteplus
For background information on educational issues related to refugees and asylum seekers refer to the free DFES publication Skills for Communities (pages 59-64). Copies can be obtained from: dfes@prolog.uk.com quoting SfL TLC

NATECLA (National Association for Teaching English and other Community Languages to Adults)
Organisation for teachers who can provide training support and trainers with experience of teaching English to refugees and asylum seekers.
www.natecla.org.uk

QCA
Provides information on standards and qualifications in education and training.
www.qca.org.uk

Lifelong Learning UK
For information on routes into teaching contact the Lifelong UK Information Helpline on 020 73332 9535
For up-to-date information on teaching and support qualifications access the Lifelong Learning UK website www.lifelonglearninguk.org

Directory of hundreds of online resources
www.asylumsupport.info

British Institute of Learning Disabilities
www.bild.org.uk

ESOL Pathfinder
www.talent.ac.uk

Entitlements

National Asylum Support System (NASS) is the Home Office department responsible for managing the dispersal process. For questions related to housing with translation visit www.adviceguide.org.uk/nw/index/family-parent/housing.htm
Refugee Council
The Refugee advice line operates a one stop service advice line operated by advisers with experience in asylum and immigration matters covering a wide range of issues, including social security, housing and legal issues. The line is open Mondays Tuesdays, Thursdays and Fridays, 10.00-1.00pm and 2.00-5.00pm. Tel. 020 7346 6777. Contact their Careers Advice Team on 020 7346 6700.

The Refugee Advice and Guidance Unit (RAGU)
020 7753 5044

National Information Forum
Signposts information for asylum seekers and refugees
www.nif.org.uk

Refugee Action
Provides advice and support to asylum seekers and refugees
www.refugee-action.org.uk

Refugees into Jobs
Tel: 0208 908 4433

Trellis
Supporting refugees into jobs
Tel. 0121 480 3621

Health

BASHOT (Birmingham Asylum Seekers Heath Outreach)
Medical Centre, 229 Victoria Road, Aston, Birmingham B6 5HP
Tel. 0121 327 8901

British Medical Association Refugee Doctor Database
www.bma.org.uk/ap.nsf/Content/refugee+docs++=about+database

The Medical Foundation for the Care of Victims of Torture
Care and rehabilitation for survivors of torture, etc.
www.torturecare.org.uk

Department of Health
www.doh.gov.uk

MIND
Mental health charity
www.mind.org.uk

NHS
Health care information
www.nhs.uk
Directory of doctors, dentists, etc.
www.nhs.uk/england/doctors

a toolkit to support the development of organisations to deliver Skills for Life to asylum seekers
Medact
Refugee Health Network
www.medact.org

HARPWEB (Health for Asylum Seekers and Refugees)
Web portal on health for asylum seekers and refugees
www.harpweb.org.uk

The Wardlow Road Centre
Housing, benefits, employment
The Wardlow Road Centre, Wardlow Road, Nechells, Birmingham B7 4JH. Tel. 0121 464 3555

Interpreters
Translation
www.freetranslation.com

Multikulti
Translation and information and advice on asylum
www.multikulti.org.uk

Money and legal advice
Citizens Advice Bureau
www.citizensadvice.org.uk

Immigration Advisory Service
Legal advice
www.iasuk.org
Tel. 0121 616 3540

ASIRT (Asylum Support and Immigration Resource Team)
www.asirt.org.uk
Tel. 0121 772 6700

ECRE (European Council on Refugees and Exiles)
Works towards fair and humane treatment of asylum seekers and refugees.
www.ecre.org

Volunteering
BVSC The Centre for Voluntary Action
Incorporates Volunteer Centre Birmingham
www.bvsc.org

Volunteering England
National organisation supporting volunteering. Resources for asylum seekers wishing to volunteer.
www.volunteering.org.uk/asylum
# Skills for Life & Asylum Seekers

## Useful contacts

<table>
<thead>
<tr>
<th>ORGANISATION</th>
<th>CONTACT NAME</th>
<th>CONTACT DETAILS</th>
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<tbody>
<tr>
<td><strong>FUNDING</strong></td>
<td>Local Learning &amp; Skills Council</td>
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<td></td>
<td>Learning Partnership</td>
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<td></td>
<td>Local Development Agency</td>
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<td>Other</td>
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<tr>
<td><strong>REFUGEES</strong></td>
<td>Local Refugee Council</td>
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<td>NASS</td>
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<td>One-Stop Service</td>
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<td><strong>HEALTH</strong></td>
<td>Community Health Service</td>
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<td>Doctor</td>
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<td>Optician</td>
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<td>Health Education Service</td>
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<td>Well-Woman Clinic</td>
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<td>Counselling Service</td>
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<td><strong>HOUSING &amp; WELFARE</strong></td>
<td>Social Services</td>
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<td>Housing Offices</td>
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<td></td>
<td>Welfare Advice</td>
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**Local contacts pro forma and checklist**

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*a toolkit to support the development of organisations to deliver Skills for Life to asylum seekers*
## Useful contacts

<table>
<thead>
<tr>
<th>AREA</th>
<th>RELIGION</th>
<th>CONTACT DETAILS</th>
<th>CONTACT NAME</th>
<th>CONTACT DETAILS</th>
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<tr>
<td>RELIGION</td>
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<td>Church</td>
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<td>Temple</td>
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<td></td>
<td>Other</td>
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<tr>
<td>EDUCATION &amp; TRAINING</td>
<td>Local Education Authority</td>
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<td></td>
<td>Schools</td>
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<td>Further Education (FE) College</td>
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<td>Adult/ Community Education</td>
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<td>Training Providers</td>
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<td>Connexions</td>
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<td>Careers Service</td>
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<td>Jobcentre Plus</td>
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<td>Employer Organisation</td>
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<td>Learn Direct Centre</td>
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<td>Library</td>
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</table>
Skills for Life & Asylum Seekers

A toolkit to support the development of organisations to deliver *Skills for Life* to asylum seekers

<table>
<thead>
<tr>
<th>ORGANISATION</th>
<th>CONTACT NAME</th>
<th>CONTACT DETAILS</th>
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</thead>
<tbody>
<tr>
<td>LEISURE</td>
<td>• Sports Centre • Youth Clubs • Women’s Groups/ Men’s Groups • Clubs</td>
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<td>INTERPRETEURS</td>
<td>• Interpreteurs</td>
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<tr>
<td>VOLUNTARY SECTOR</td>
<td>• Community Groups • Volunteer Bureau</td>
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<tr>
<td>OTHER</td>
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Glossary
Glossary

Asylum seeker
Someone who is fleeing persecution in their homeland and has arrived in another country, made themselves know to the authorities, exercising the legal right to apply for asylum.

Basic Skills Agency (BSA)
The BSA is the national agency for basic skills in England and Wales and is supported by the Government. Their website site contains information about the agency, along with basic skills news and events and details of programmes on offer. www.basic-skills.co.uk

DfES
The Department for Education and Skills. www.dfes.gov.uk

Economic migrant
Someone who has moved to another country to work.

Failed asylum seeker
Someone whose asylum application has been tuned down and is awaiting return to their home country. If it is not safe or unsuccessful asylum seekers to return them may have to stay for the time being.

Illegal immigrant
Someone who has arrived in another country, intentionally and not made themselves known to the authorities such that they have no legal basis for being there.

Learning and Skills Council (LSC)
The LSC is responsible for funding and planning education and training for people aged over 16 year in England, with the exception of higher education. www.lsc.gov.uk

NIACE (National Institute of Adult Continuing Education)
NIACE is the national organisation for adult learning in England and Wales. It is a voluntary organisation with a membership drawn form the full spectrum of adult education provision and from private, public and voluntary sector organisations. www.niace.org.uk

Refugee
Someone whose asylum application has been successful and is allowed to stay in another country having proved they would face persecution back in their homeland.

Skills for Life
The national strategy for improving adult Literacy Language and numeracy skills for adults. May also include other skills such as ICT skills and the wider key skills of improving own learning and performance, working with others and problem solving. www.dfes.gov.uk/readwriteplus/

UK NARIC
UK NARIC is the nation agency under contract to the Department for Education and Skills (DfES) providing the official source of information and advice on the comparability of international qualifications from over 180 countries world wide with qualifications in the UK.
Skills for Life & Asylum Seekers

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