



# Scottish Refugee Council

## Tools to support individual refugees



This project is part funded by the EU Asylum, Migration and Integration Fund. Making management of migration flows more efficient across the European Union.

# Toolkit 1





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Tools to support individual refugees

Toolkit 1





scottish  
refugee  
council

# Toolkit 1

## Tools to support individual refugees

This toolkit is for public authorities (local, regional and/or national) and/or civil society organisations creating or developing direct services to newly-recognised refugees: physical or remote holistic advice and advocacy services/one-stop shops; and language and employment services.

- 1 Supporting refugees to create their own Holistic Integration Plans
- 2 Individual employment action plans for refugees
- 3 'Survival English' Language Programme
- 4 Widening information and advice access to asylum seekers and refugees digitally



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Tools to support individual refugees

## Introduction

*New Scots Integration: Rights & Communities* is a Scotland-wide programme to welcome and support the integration of people who have received refugee protection. Over two years (2018-2020), the programme directly supported 1190 New Scots to achieve their ambitions for work, education and community life; and 189 organisations across Scotland to build their capacity to welcome and support the integration of New Scots.

New Scots Integration: Rights & Communities was led by Scottish Refugee Council in partnership with the Bridges Programmes, Workers' Educational Association and Scottish Faiths Action for Refugees. The project was funded by the European Union Asylum, Integration and Migration Fund.

Scottish Refugee Council is Scotland's national refugee charity. We have been supporting refugees to build new lives in Scotland since 1985. Drawn from the delivery of this multiple-strand project and Scottish Refugee Council's and partners' expertise on refugee integration, we have produced three toolkits for public authorities (local, regional and/or national) and civil society organisations to replicate or adapt our tested integration projects and practices to their local contexts.

Whilst the tools we present were developed and tested through work with refugees and other beneficiaries of international protection, they are equally relevant to developing projects, infrastructure and practices to support third-country nationals.

### How to use the toolkits

Each section of the toolkit outlines the project as a replicable tool, our methodology, what lessons were learnt along the way, and how we evaluated the project. At the end of each section there are useful practical tools that can be adopted. Each section also provides further reading and links to other more detailed reports.



Description of tool



What we set out to do and what we did



Methodology



How we involved refugees



Evaluation of tool



Practical tools

The overall goals of the New Scots Connect: Rights and Communities programme were to: improve the social connections of refugees; improve the capacity of Scotland's third sector to support refugee integration; improve community understanding of refugees; and improve involvement of refugees in policy making.

### Toolkits

#### Toolkit 1 – Tools to support individual refugees

1. Supporting refugees to create their own Holistic Integration Plans
2. Individual employment action plans for refugees
3. 'Survival English' ESOL Programme
4. Widening information and advice access to asylum seekers and refugees digitally

#### Toolkit 2 – Building national and regional infrastructure to support refugee integration

1. Mapping and creating a digital map of organisations and practices supporting refugee integration
2. Creating a national or regional network of organisations supporting refugee integration
3. Developing a communications forum for organisations supporting refugee integration
4. National & Regional Gatherings to exchange experiences and to improve refugee and community participation in integration policy
5. An approach to involve refugees with particular equality characteristics in integration policy

#### Toolkit 3 – Tools to support communities







1. A small grants funding scheme to support community-based integration practices
2. Good Practice Guide for integration initiatives building refugees' social connections and language
3. Refugee integration awareness raising materials for faith groups
4. Training materials for community organisations on refugee rights and working with the media
5. New Scots Holidays: A handbook for setting up a refugee holiday hosting scheme





# Supporting refugees to create their own Holistic Integration Plans

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# Supporting refugees to create their own Holistic Integration Plans



## Who is this toolkit for?

- Local, regional and national governments
- NGOs
- Advisers, support workers and service managers



## Description of final tool

The tool sets out the principles and process of supporting refugees to develop and implement Holistic Integration Plans.

Scottish Refugee Council's Refugee Integration Service offers one-to-one support to refugees in Scotland after they have received a positive decision on their asylum claim to develop these plans.

Co-produced with refugees our tool is an example of a person-centred service that promotes resilience and autonomy. Our approach to supporting refugee integration has been developed over a number of years through the delivery of various iterations of our refugee integration advice and advocacy services. The updated approach has been refined and updated through learning from our Refugee Integration Service between 1 October 2018 and 30 September 2020.

Holistic Integration Planning refers not to a singular document, but to a process. The approach:

- enables people to set and monitor progress towards their own integration goals;
- be holistic to encompass the multi-dimensional nature of integration;
- structure pro-active service interventions; and
- enables integration goals to be measured and revised as necessary.

Plans should not be shaped by crisis interventions but should focus on refugees' longer-term integration, as defined by them.

Scottish Refugee Council's refugee integration service design has adopted Ager and Strang's 'Indicators of Integration' framework to structure the integration planning process<sup>1</sup>.

Planning proceeds through a discussion of each integration 'domain' (i.e. Health, Financial Stability, Housing, Education, Employment, Social Connections and Language). Refugees are encouraged to identify their current situation, goals and aspirations, and the steps they need to take to achieve these. Review points are agreed to monitor progress and identify further support required from Integration Advisers.

The underpinning principles of integration planning are:

- **Ownership**  
integration plans are owned by refugees and must reflect their goals and aspirations, not those of the service providers supporting them.
- **Independent agency**  
The integration planning process should recognise people's resilience and support them to exercise independent agency with regard to accessing rights, engaging with services and achieving their goals.
- **Time limited**  
incorporating an agreed time limit into the planning process ensures that expectations around the duration of support are clear from the outset. Our Refugee Integration Service is provided for up to 12 months, at the end of which we aim for refugees to be able to fully access mainstream services.
- **Rights and entitlements**  
Refugees and new comers in a country need to understand their new rights and responsibilities to make informed choices and become active citizens.



## What did we do?

Between 1 October and 30 September 2020, our Integration Advisers worked with 1190 refugees to co-produce Holistic Integration Plans. The plans covered the following areas of integration:

- Health
- Housing
- Financial stability
- Language
- Education
- Legal issues
- Social connections
- Digital inclusion

Newly granted refugees self-refer to our service once they receive notification of being granted status and are notified by the UK Home Office that they need to secure alternative housing and income.

## Early intervention

Referrals are assessed twice a week and cases are allocated to a named Integration Adviser. At the referral stage, an initial assessment is made to ensure the person and their families are not at risk of immediate destitution and homelessness and that their health needs are discussed and met.

In Scotland, people seeking asylum have their cases for protection assessed by the UK Government Home Office. People are accommodated and provided with financial support by the UK Home Office while their asylum claim is being processed.

This support ends 28 days after a successful claim for asylum is granted. This means that 98% of refugees face homelessness and are at risk of destitution as a result of being granted leave to remain in the UK. Integration Advisers ensure refugees can exercise their rights under Scottish housing legislation – first to access suitable temporary housing and then to move on to settled housing. Advisers also ensure newly recognised refugees apply for and secure mainstream social security benefits. Understanding health needs is critical at this stage as it impacts on refugees' entitlements for housing and social security.

<sup>1</sup> <https://webarchive.nationalarchives.gov.uk/20110218141321/http://rds.homeoffice.gov.uk/rds/pdfs04/dpr28.pdf>

### Holistic Integration Planning

- Full assessment

The Integration Adviser and refugee will start co-developing the integration plan over a series of planned appointments. On average the plan is fully developed between 1 and 3 appointments in the first 2 months of accessing the Refugee Integration Service.

Advisers will always cover, health, housing and financial stability as basic and essential needs as per the Maslow’s hierarchy of needs<sup>2</sup>.

Other areas of integration (education, language, employment, social connections and legal issues) will be discussed based on individual circumstances, wishes and goals and may need to be explored at a later stage.

To develop the plan, advisers follow a process fully embedded in our case management system so data is captured for quality control and to measure progress.

For each integration domain, advisers will cover:

- Checklist questions – e.g. Do you have a GP? Do you have a bank account? What is your current housing tenure?
- Assessments – e.g. how satisfied are you with your current housing, How confident are you to manage your money? How often to you meet friends?
- Goal setting – e.g. will identify areas where I want to live / want to start ESOL course / want a 1st job / want job in desired sector.

To work towards achieving goals, advisers and clients will agree on specific concrete actions, e.g. the adviser refers to another service providers or the client agrees to contact a social group.

To support refugees to achieve their goals in relation to English Language learning, our Integration Advisers refer clients to our partners, the Workers’ Educational Association (WEA). WEA will conduct an Individual Language Assessment, deliver immediate appropriate language classes, and signpost to mainstream ESOL provision.

To support refugees to achieve their education and employment goals, our advisers refer refugees to our Employment Support Officer who will work with refugees to develop an Employment Action Plan.

Once the Holistic Integration Plan is devised, Integration Advisers generate a hardcopy of the plan from our case management system to give to refugees.

A key role of our Integration Advisers is to encourage refugees to complete their own actions, even those with the most complex needs. Refugees setting their own achievable goals is essential in the process of building independence.

In between planned appointments, refugees can contact their Integration Advisers to raise any new or ongoing challenges they face. The Advisers can subsequently intervene to provide support, for example, advocating on behalf of the individual with a particular agency.

#### Reviews of the plan

Integration Advisers offer regular reviews to refugees to discuss progress towards initial goals and record potential changes of circumstances. During these appointments, Integration Advisers refer back to the initial assessment questions to assess potential changes and revisit goals as these may have been achieved or changed. This leads to new actions agreed between the Integration Advisers and refugees. Taking stock of goals achieved is critical in building confidence and independence.



#### What was our methodology?

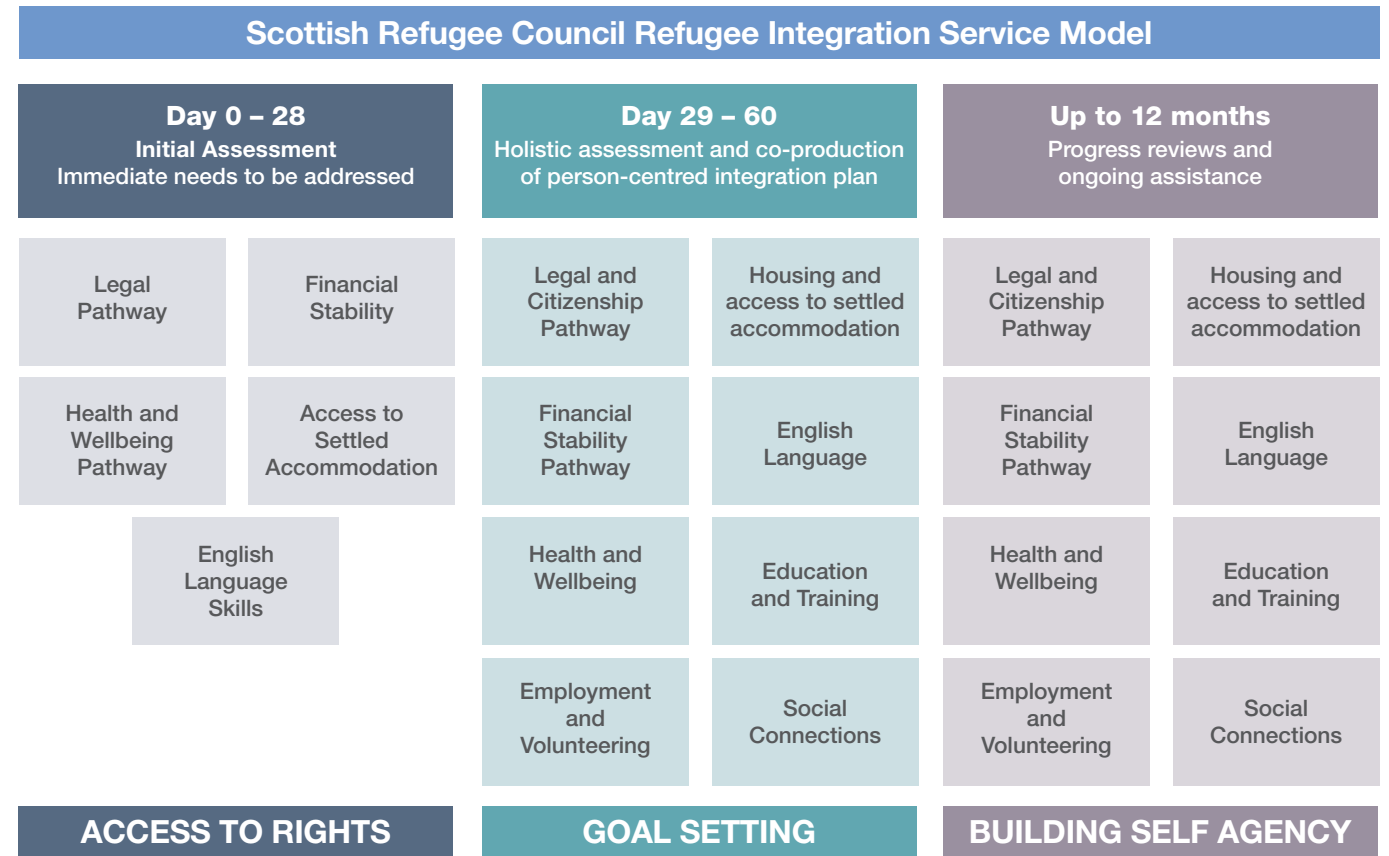
For over 35 years Scottish Refugee Council has been supporting New Scots to find a welcoming home in Scotland. We have delivered iterations of the current Refugee Integration Service since 2005 and refined its offer, expertise and methodology of Holistic Integration Planning over this time.

Scottish Refugee Council ran one of 4 pilots in the UK of the SUNRISE (Strategic Upgrade of National Refugee Integration Services) programme. This was funded by the UK Government and provided caseworker support to newly recognised refugees. The service ran between 2005 and 2008 and led to the creation of the National RIES (Refugee Integration & Employment Service). This service ran across the UK between 2008 and 2011. Scottish Refugee Council delivered the service in Scotland before funding was cut by the UK Government in 2011 ending specialist statutory advice services for refugees.

Since 2011, we have secured non-statutory and EU funding to deliver integration services to refugees:

- **Joining A New Community 2012-2013**  
One-to-one caseworker support improving access to mainstream services for asylum seekers and refugees and supporting people who have experienced violence. Funded by the Big Lottery Fund.

2 <https://www.simplypsychology.org/maslow.html>



- **Holistic Integration Service 2013-2016<sup>3</sup>**  
In 2013, Scottish Refugee Council led a the Holistic Integration Service (HIS), a unique partnership led with British Red Cross, Bridges Programmes, Glasgow Clyde College and Workers’ Educational Association Scotland offering up to twelve months support to people who have been granted Refugee Status, Humanitarian Protection, or Discretionary Leave to Remain following an asylum claim in Scotland. It was underpinned by an empowerment and rights based approach that aimed to ensure that, “Refugees are effectively integrated into Scottish society and able to exercise their rights and have their needs met.” The service addressed the needs of new refugees within a holistic understanding of integration based on the Ager and Strang ‘Indicators of Integration’ framework. It sought to deliver a genuinely person-centred service following the principles of: early intervention and prevention; recognising resilience and vulnerability; pursuing sustainable outcomes for refugees.

Core to innovations in the current service was the development of an enhanced case management system which enables advisers to digitally record all of their interventions but also better monitor refugees’ towards their own goal.

Included in the appendices are tools that caseworks use in delivering Holistic Integration Plans.

In parallel to our service delivery, we worked with Local Authorities across Scotland to identify good integration practice. Holistic Integration Planning was recognised to be a key element of a five step approach in supporting refugees as well as measuring impact. See: Family Integration Practice Guide – Improving lives of refugee families in Scotland<sup>4</sup>.



#### How did we involve refugees?

Holistic Integration Planning is person centred and is co-produced with refugees. Service improvements, such as enhancing focus on digital inclusion, are based on assessment of client service data.

3 <https://ec.europa.eu/migrant-integration/intpract/holistic-integration-service>

4 [https://www.scottishrefugeecouncil.org.uk/wp-content/uploads/2019/10/Family\\_Integration\\_Practice\\_Guide\\_FINAL.pdf](https://www.scottishrefugeecouncil.org.uk/wp-content/uploads/2019/10/Family_Integration_Practice_Guide_FINAL.pdf)



## Learning – What changes did we make along the way?/How would we do things differently?

Due to the pandemic and the restrictions introduced by the UK and Scottish Governments, we delivered all of our services remotely from March 2019. We increased our helpline capacity; offered all of our appointments on the phone; included digital inclusion assessments as part of the Holistic Integration Planning; and supported refugees to access our services remotely through provision of laptops, Wifi boxes, mobile phones and data top-ups. This digital assessment enabled us to identify what type of digital support people needed and for what purpose. 66% of refugees we supported since the pandemic needed digital support to engage in education (school, language further or higher education). When we were able to provide devices and connectivity to refugees, this information was critical for us to prioritise our provision.

Other learning for Covid-19 is that some refugees reported advantages in being able to engage with their advisers from their own home (e.g. not having to travel or wait in our offices for a physical appointment). In some cases delivering the service remotely impacted on being unable to build a more trusted relationship, especially with people who only started engaging with the Refugee Integration Service during the lockdown and had never met their advisers face to face. Also, advisers reported that people facing complex circumstances would have benefitted from face-to-face engagement. Remote service delivery has also shown the need to support refugees with IT equipment, connectivity, digital skills and internet safety knowledge. These are innovations we are introducing to the next iteration of the service.

Refugees reported to caseworkers that it helps having a positive outlook on their future while helping them to recognise some challenges and ways to overcome them. Completing small actions will build confidence and empowerment.

The service has been able to address significant challenges for newly-recognised refugees. For example securing welfare benefits for 1 in 2 of clients who were not receiving all eligible benefits available to them and supporting 1 in 3 of all clients who did not have access to a bank account.

## What recommendations do we make for funders, policy-makers, or communities?

Refugee Integration Services need to provide advocacy as well as advice to ensure all refugees access their statutory rights, as even the most resilient can struggle.

Integration planning must include focus on long-term outcomes of refugees, beyond immediate needs. Adopting a person-centred and holistic approach that considers all domains of integration allows refugees to be supported to manage their conflicting priorities; recognise and promote refugees' own resilience and independence as they move towards their goals.

Refugees who have been recognised through the UK's asylum process face significant and immediate challenges in the UK, including destitution, through being required to transition quickly to mainstream welfare benefits from the reception support provided by the Home Office. As such there is an immediate need for advice and advocacy to access their rights and avoid destitution. This situation could be further resolved by: extending the move-on period beyond the current 28 days; reducing the gap in rights between asylum seekers and refugees (e.g. allowing asylum seekers to access the labour market); and receiving direct referrals to the service from the Home Office upon a positive decision having been made.

Whilst the Refugee Integration Service focusses on refugees who have been granted protection after an asylum claim, the approach suggested is equally relevant to resettled refugees. In the UK, resettled refugees are provided with support by local authorities funded by the UK Government.



### Practical Tool

- Holistic Integration plan template



## Further reading

Ager, A & Strang, A, (2004), Indicators of integration final report, Home Office.

<https://webarchive.nationalarchives.gov.uk/20110218141321/http://rds.homeoffice.gov.uk/rds/pdfs04/dpr28.pdf>

Ndofor-Tah, C., Strang, A. et. al, (2019) Home Office Indicators of Integration framework 2019, Home Office.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/835573/home-office-indicators-of-integration-framework-2019-horr109.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/835573/home-office-indicators-of-integration-framework-2019-horr109.pdf)

Bailiot, H., Mignard, E., Strang A. (2016), Rights, Resilience and Refugee Integration in Scotland, Scottish Refugee Council - New Scots and the Holistic Integration Service, a report sharing insights from the Holistic Integration Service 2013-2016.

<https://www.scottishrefugeecouncil.org.uk/wp-content/uploads/2019/12/Rights-Resilience-and-Refugee-Integration-in-Scotland.pdf>

Bailiot, H., Mignard, E., Strang A. (2015), Insights into Integration Pathways, New Scots and the Holistic Integration Service, a report drawing on year two of the Holistic Integration Service.

<https://www.scottishrefugeecouncil.org.uk/wp-content/uploads/2019/10/Holistic-Integration-Service-Year-2-report.pdf>

Family Integration Practice Guide - Improving lives of refugee families in Scotland, (2019), Scottish Refugee Council and Scottish Local Authorities.

[https://www.scottishrefugeecouncil.org.uk/wp-content/uploads/2019/10/Family\\_Integration\\_Practice\\_Guide\\_FINAL.pdf](https://www.scottishrefugeecouncil.org.uk/wp-content/uploads/2019/10/Family_Integration_Practice_Guide_FINAL.pdf)

# Holistic Integration Plan



Scottish Refugee Council

Please reply to client at their  
current address **(insert address)**

Phone no: **(insert phone number)**

Date/Time

**The Refugee Integration Service:**

Will work with you to help you rebuild your life in Scotland.

We will provide you with advice and information on:

- Legal rights according to your immigration status
- Your health and well-being
- Your homelessness rights and housing options
- Welfare rights and finance
- Education and training opportunities
- Employment & volunteering
- Participating in the community, arts, sports and cultural life

We will work together to:

- Inform you of your rights
- Help you to help yourself
- Provide one-to-one advice sessions and group briefing
- Provide assistance for up to 12 months
- Review our service according to your feedback

**Your Integration adviser is:**

Name:

Phone number:Email address:

**About you – personal details:**

Name:

Data of birth:

Gender:

Family status:

Languages:

Interpreter:

Our reference:

## Appointments

Date	Type	Advisor
	Telephone call	
	Initial assessment	
	Full assessment	
	Progress interview	
	Appointment	

## English Language

Course	Provider	Start	Outcome

Outcome notes

Other education training

## ESOL Assessments

Assessment	Provider	Start	Outcome

Outcome notes



Benefits and Finance: Key Events

Issue	Sub	Event	Date	Details
Notes				

Progress Review

Have you been issued with a National Insurance number?	Yes <input type="checkbox"/> No <input type="checkbox"/>
If you have family members aged over 16, have they been issued with a National Insurance number?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Do you have a UK bank or Post Office account?	Yes <input type="checkbox"/> No <input type="checkbox"/>
How confident do you feel in managing your household income?	<input type="checkbox"/> Very confident – I don’t need support to do this
	<input type="checkbox"/> Confident – I need only limited advice or support
	<input type="checkbox"/> Quite confident – I need some advice or support
	<input type="checkbox"/> A little – I need significant advice or support
	<input type="checkbox"/> A little – I need significant advice or support

Additional information

Benefits and Finance Objectives

Objective	Target Date	Notes	Status	Comments
Open bank account				
Apply for relevant benefits				
Maintain jobseekers logbook				
Improve financial literacy				
Complete better off assessment				
Apply for community care grant				
Apply for integration loan				
Apply for student funding				
Apply for Individual Learning account				
Apply for budgeting loan/advance				

Useful contacts

Organisation	Main telephone number	Further details
Benefit Delivery Centre		
Job Centre Plus		
National Insurance Number Allocation Centre		
Scottish Welfare Fund		

Notes



Education: Key Events

Issue	Sub	Event	Date	Details

Notes

Progress Review

Before coming to the UK, how many years of education did you receive?

☐None

☐6 years or less

☐7 - 9 years

☐10 -12 years

☐13 -15 years

☐16 or more years

Do you have any certificates, qualifications, diplomas or degrees, including vocational training?

Yes☐

No☐

Do you consider yourself to be a native speaker of English?

Yes☐

No☐

Can you read and write in your own language?

Yes☐

No☐

How would you describe your current situation?

☐I do not need any further education or training.

☐I am already in education or training which I am committed to completing.

☐I am in education or training but require support to help me complete this.

☐I am willing to engage in education or training but have not yet accessed any courses.

☐I am not yet ready or prepared for education or training.

Additional information

Education Objectives

Objective	Target Date	Notes	Status	Comments
Complete current educational course				
Access vocational training				
Complete courses to gain core skills				
Secure place on further education course				
Secure university place				
Obtain NARIC assessment of existing qualifications				

Useful contacts

Organisation	Main telephone number	Further details

Notes



Employment and Volunteering: Key Events

Issue	Sub	Event	Date	Details
Notes				

Progress Review

Have you ever been in paid employment / owned a business in a country other than the UK?	Yes <input type="checkbox"/> No <input type="checkbox"/>	If yes, record details in notes
Have you had work experience whilst in the UK?	Yes <input type="checkbox"/> No <input type="checkbox"/>	If yes, record details in notes
Are you currently available and fit for work?	Yes <input type="checkbox"/> No <input type="checkbox"/>	If yes, record details in notes
How would you rate your understanding of the UK labour market?	<input type="checkbox"/> Excellent <input type="checkbox"/> Very Good	
	<input type="checkbox"/> Good <input type="checkbox"/> Fair	
	<input type="checkbox"/> Poor	
How confident do you feel about looking for work in the UK?	<input type="checkbox"/> Very confident – I can look for work on my own.	
	<input type="checkbox"/> Confident – I need only limited support.	
	<input type="checkbox"/> Quite confident – I need support to improve my existing skills.	
	<input type="checkbox"/> A little – I need support to gain some core skills.	
	<input type="checkbox"/> Not at all – I lack core skills and need intensive support.	

Progress Review continued

Would you say that your current main job...	<input type="checkbox"/> Is at a higher level than my skills and qualifications.
	<input type="checkbox"/> Matches my skills and qualifications.
	<input type="checkbox"/> Matches my skills but not my qualifications.
	<input type="checkbox"/> Is at a lower level than my skills and qualifications.
	<input type="checkbox"/> I am not working.
Notes	



Employment and volunteering objectives

Objective	Target Date	Notes	Status	Comments
Start employment				
Start work placement				
Start internship				
Start employability programme				
Prepare my CV				
Find a low skilled job				
Find a job in desired sector				
Build job search skills				
Set up business/ social enterprise				
Identify and pursue business/social enterprise opportunity				

Useful contacts

Organisation	Main telephone number	Further details
Notes		

Health and Wellbeing: Key Events

Issue	Sub	Event	Date	Details
Notes				

Progress Review

GP registration	I am registered with a GP <input type="checkbox"/>	I am not registered with a GP <input type="checkbox"/>
Dentist registration	I am registered with an NHS dentist <input type="checkbox"/>	I am not registered with an NHS dentist <input type="checkbox"/>
Do you have any medical conditions for which you need medication or treatment?	Yes <input type="checkbox"/> No <input type="checkbox"/>	
Do you have any problems with your mobility, sight or hearing?	Yes <input type="checkbox"/> No <input type="checkbox"/>	
How would you rate your overall physical health?	<input type="checkbox"/> Excellent	<input type="checkbox"/> Very Good
	<input type="checkbox"/> Good	<input type="checkbox"/> Fair
	<input type="checkbox"/> Poor	
How would you rate your overall mental health?	<input type="checkbox"/> Excellent	<input type="checkbox"/> Very Good
	<input type="checkbox"/> Good	<input type="checkbox"/> Fair
	<input type="checkbox"/> Poor	
How would you describe your understanding of the NHS healthcare system?	<input type="checkbox"/> Excellent	<input type="checkbox"/> Very Good
	<input type="checkbox"/> Good	<input type="checkbox"/> Fair
	<input type="checkbox"/> Poor	



Health and Wellbeing: Progress Review continued

Do you need help or support to access healthcare services?	<input type="checkbox"/> Never	<input type="checkbox"/> Rarely
	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Most of the time
	<input type="checkbox"/> Always	
Additional information:		

Health and Wellbeing objectives

Objective	Target Date	Notes	Status	Comments
Register with a local GP				
Register with an NHS dentist				
Undergo Occupational Therapy assessment				
Undergo Community Care Assessment				
Access specialist health care				
Access housing support service				
Obtain free eye test from optician				
Other				

Useful contacts

Organisation	Main telephone number	Further details
GP		
Compass		
Notes		

Housing: Key Events

Issue	Sub	Event	Date	Details
Notes				

Progress Review

How suitable is your current accommodation, taking into account you and your family's needs?	<input type="checkbox"/> Very suitable	<input type="checkbox"/> Quite suitable
	<input type="checkbox"/> Quite unsuitable	<input type="checkbox"/> Very unsuitable
	<input type="checkbox"/> I do not have accommodation	
Do you need support to help you to stay in your current accommodation?	<input type="checkbox"/> No – I can manage my home without support.	
	<input type="checkbox"/> Yes – I need information and advice but am already receiving this	
	<input type="checkbox"/> Yes – I need information and advice but do not know how to access this	
	<input type="checkbox"/> Yes – I need support and advocacy and am already receiving this	
	<input type="checkbox"/> Yes – I need support and advocacy but don't know how to get this	
How safe do you feel in your current accommodation?	<input type="checkbox"/> Safe and secure	<input type="checkbox"/> Mostly safe
	<input type="checkbox"/> Sometimes unsafe	<input type="checkbox"/> Mostly unsafe
	<input type="checkbox"/> Very unsafe	
Additional information		



Housing objectives

Objective	Target Date	Notes	Status	Comments
Present as homeless and obtain homelessness decision				
Secure temporary accommodation				
Identify desirable areas to live				
Notify homelessness caseworker of desired section 5 referrals				
<ul style="list-style-type: none"><li>• Apply independently to local Housing Associations</li><li>• Complete housing nomination process</li></ul>				
Register with Choice-Based Lettings				
Follow property availability on Home-Finder				
Investigate private letting options				
Secure suitable permanent accommodation				
Furnish permanent accommodation				

Useful contacts

Organisation	Main telephone number	Further details
GP		
Compass		
Notes		

Legal: Key Events

Issue	Sub	Event	Date	Details

Notes

Progress Review

Do you have a BRP (Biometric Residence Permit?)	Yes <input type="checkbox"/> No <input type="checkbox"/>
Are your details correct?	Yes <input type="checkbox"/> No <input type="checkbox"/>
If you have family members in the UK, what is their status?	<input type="checkbox"/> Granted in line with main applicant <input type="checkbox"/> Awaiting asylum decision
	<input type="checkbox"/> Refused asylum <input type="checkbox"/> UK national
	<input type="checkbox"/> EU national <input type="checkbox"/> Other settled immigration status
	<input type="checkbox"/> Irregular migrant <input type="checkbox"/> Not applicable
If you have family members with status, do they all have correct status documentation?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Do you have family members whom you wish to bring to the UK under family reunion?	Yes <input type="checkbox"/> No <input type="checkbox"/> If yes, record details in notes
If yes, do you require any assistance in tracing your family members?	Yes <input type="checkbox"/> No <input type="checkbox"/>

Notes

Legal Objectives

Objective	Target Date	Notes	Status	Comments

Useful contacts

Organisation	Main telephone number	Further details

Notes



Social Connections: Key Events

Issue	Sub	Event	Date	Details

Notes

Progress Review

How often do you speak on the phone or meet up with friends and/or relatives who live in the UK?

☐

More than twice a week

☐

Once or twice a week

☐

Once or twice a month

☐

Less than once a month

☐

Never

Do you find that you are able to access the local services, organisations or community groups that you need or would like to connect with?

☐

Every week

☐

Most weeks

☐

Occasionally

☐

Rarely

☐

Never

How strongly do you feel you belong to and feel ‘at home’ in your local area (15-20 minutes’ walk from home)?

☐

Very strongly

☐

Fairly strongly

☐

Not very strongly

☐

Not at all strongly

☐

Don’t know

How much do you agree/disagree with this statement: I am aware of my rights here in Scotland and know how to make sure that I can access them?

☐

Agree strongly

☐

Mostly agree

☐

Not sure

☐

Mostly disagree

☐

Disagree strongly

Social Connections Objectives

Objective	Target Date	Notes	Status	Comments

Useful contacts

Organisation	Main telephone number	Further details

Notes:

Digital Inclusion: Digital Inclusion Assessment

Stage			
Do you have a PC?		If yes, how many?	
Do you have a tablet?		If yes, how many?	
Do you have a smartphone?		If yes, how many?	
Do you have home broadband?			
Do you have access to mobile data?			
How much is spent monthly on internet?			
How confident are you using the internet?			
Why do you need access to the internet?			

Digital Inclusion Objectives

Objective	Target Date	Notes	Status	Comments

Notes:

Summary of Actions: First Case Review

Objective	Target Date	Notes	Status	Comments

Summary of Actions: Second Progress Review

Objective	Target Date	Notes	Status	Comments











# 2

## ‘Survival English’ Language Programme

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# 'Survival English' Language Programme



## Who is this toolkit for?

- Funders
- Government
- NGOs
- Education providers



## Description of final tool

Survival English language learning – 40 hour curriculum and individual learning plans for newly-recognised refugees to meet immediate language and social orientation needs.

An Initial English Language Assessment (ILA) is conducted prior to entry to the programme. This allows us to place the learners within the correct level of class. As we use an assessment tool which has been developed and is recognised city wide, the learners can use the resulting assessment certificate to progress into language learning with other partners in the city.



## What did we do?

Glasgow is currently the only local authority area in Scotland where 'dispersed' asylum seekers are housed. Approximately 10% of the UK's dispersed asylum population is accommodated in Glasgow.' – New Scots: Refugee Integration Strategy 2018 to 2022. An equivalent figure for refugees may be extrapolated.

Glasgow faces challenges in meeting the need from adults wishing to develop their English through English for Speakers of Other Languages (ESOL) learning provision, as evidenced through the Glasgow ESOL Register, a unique initiative set up by a strategic partnership of major providers in the city to accurately map ESOL needs. As with any data there will be a margin of error, however the register provides our best indication of the level of need in the city.

By December 2019, a total of 11,490 adults had registered with the Glasgow ESOL Register, 714 of which registered in that month alone. The data indicates that 4,937 have been assessed and are looking to join a class. Additionally 5,226 are waiting to be offered an initial language assessment. This means that currently refugees can wait a significant amount of time to access mainstream provision.

Refugees want and need to access English learning as quickly as possible in order to start their new lives. Without these skills the effect on their own lives, as well as on that of their family and the communities in which they live are wide ranging. Including difficulty in: helping children succeed in school, securing work and housing, accessing services and developing independent skills and using transportation. In addition to experiencing cultural barriers many refugees will have experienced trauma and may have long lasting physical and mental health issues for which they will need to effectively access health and social care services.

Those most in need of support have the lowest levels of English language ability i.e. Literacy level (Common European Framework, CEF level A0) up to and including Pre-Intermediate level (CEF level A2). These are the students we support with our 'Survival English' programme.



The WEA's Survival English programme has been developed and refined over many years of working with Glasgow's migrant populations and in partnership with the Scottish Refugee Council and other partners. We have a successful track record in previous similar large projects, for instance the Holistic Integration Service (HIS) in which we fulfilled a similar role from 2013-16.

WEA have a long and proud history of working in partnership with other ESOL providers in the city such as the 3 FE colleges and CLD organisations. We are active in the Adult Learning Partnership in the city as well as the ESOL Strategic Partnership, on behalf of whom the WEA currently operates the Glasgow ESOL Register.





A brief overview of our process:

- Eligible clients receive a referral from Scottish Refugee Council to WEA. An initial English language assessment appointment is provided for the client, these are conducted every fortnight within the Scottish Refugee Council office.
- Clients are then invited to the next appropriate WEA ESOL course, hosted at WEA's city centre venue. We offer courses at different levels according to need, as noted above.
- The course consists of 20 x 2hr sessions, usually two sessions per week.
- Students receive an individual learning plan (Individual Learning Plan) which they help to populate and review at the start, midpoint and end of the course.
- Functional language topics which will assist students in day to day life are prioritised.
- Most classes will enjoy a social orientation visit to a city venue and we ensure that students experience a friendly service which helps to reduce social isolation and increase confidence levels. Students are also assisted to attend a volunteer opportunity session hosted by Scottish Refugee Council staff.
- As part of the Individual Learning Plan students will have a preference of progression route and we use our good connections and close working relationship with partner organisations to enable these preferences whenever possible.



### What was our methodology?

We base our methods on equipping learners with functional language skills. These are basic skills which will allow them to better cope with everyday 'real life' situations. For example, getting on a bus, buying food, managing money, and speaking to job centre and school staff.

We have developed our programme over many years, listening to our learners and to our partners at the Scottish Refugee Council, creating inputs that will best serve the needs of new refugee clients. In addition the WEA in Scotland uses the 'social practice model' for all our adult learners, not limited to ESOL.

Put simply, the social practice model sets out that learners are more likely to develop and retain knowledge, skills and understanding if they see them as relevant to their problems and challenges. Please see appendices for more information on the model.

To this end we know it is important learners gain practice in applying their language skills in the real world, not just in the classroom. We also want to ensure learners are active citizens in their new city with knowledge of local attractions and resources, and therefore include a 'social orientation' visit within our courses. All museums, and a nearby large reference library, are free in Glasgow and include several diverse facilities which learners always enjoy. We ensure whenever possible that library membership is on our 'to do' list. Local libraries are important community facilities which allow learners access not only to books but to the internet, free courses such as 'basic IT' and some also offer English language classes.

As part of the Individual Learning Plan process we discuss goals with learners, including possible progression routes. Many learners want to move on to English classes at college and we use our years of partnership with local learning providers to facilitate this wherever possible, subject to intake periods and availability. We have similar links with other community providers which can offer an alternative if required.

#### Individual Learning Plan

Assessing our methods/measuring progress using the principals of the Social Practice Method. Students are achieving one or more of the following:

- Taking steps towards next level English learning
- Becoming more confident with English speaking
- Achieving personal learning goals – Individual Learning Plan
- Working towards independent English writing
- More confident to share English learning with others
- Have improved self-confidence and/or learning abilities

Primary documents used are Individual Learning Plans, but also evaluations, case studies and the class attendance register. We may also look at progression routes and other indicators on our reporting spreadsheet.



### How did we involve refugees?

As all our practices are driven by the Social Practice Model we ensure that our refugee learners are at the centre of all our processes. For example:

- Our topics and curricula for low level learners (CEF A0 to A2) are based on the broad needs of refugees for 'survival' English and have been developed and refined over a number of years.
- The Initial Language Assessments (ILAs), see appendices, have been adjusted over time by the city's ESOL partnership based on lower level English language learner needs. This demand for adjusted materials has been driven by the asylum seeker and refugee population in the city. Adjustments include materials which are sensitive to literacy requirements (non-English script, literacy issues in own language) and topics for reading and writing assessments which are appropriate (e.g. not about war or holidays to Spain).
- An Individual Learning Plan (Individual Learning Plan), based on specific needs. We translated our Individual Learning Plan documents so that if required they can be provided in community languages – i.e. the most popular languages we see amongst our learners. We also created a simplified version for those with literacy needs. The Individual Learning Plan drives our student centred approach and therefore it is vital that it is accessible to the student no matter their needs. It is utilised to set goals and assess progress at the start, midway and end of the student journey with us and as far as possible should be populated by the student.
- We made similar adjustments to our evaluation forms, to shorten them and to use moji faces for ease of use.
- We utilised video feedback for those learners who felt confident enough and had the ability to give a short feedback statement at the end of their course.

# WEA

Adult Learning Within Reach

### The Social Practice Model

Adult learning involves complex capabilities rather than a simple set of basic skills. Learners are more likely to develop and retain knowledge, skills and understanding if they see them as relevant to their problems and challenges.

- Relevant to the learner's life
- Involves critical thinking
- Takes into account existing knowledge, skills and understanding
- Encourages application of knowledge, skills and understanding
- Focus on building confidence
- Takes account of the 4 areas of life: private life, social/family life, community life, work life
- Planned learning – goal-orientated but flexible
- Prioritises empowerment
- Individualised learning
- Ethos of a more inclusive society
- Learning goals change as learner becomes more confident
- Collaboration between learner and tutor
- Emphasising strengths not deficits
- Developing transferable skills
- Takes account of learner's values and feelings
- Learning to suit individuals own pace

The WEA is a charity registered in England and Wales (1112775) and in Scotland (SC039239).

The WEA is a company limited by guarantee registered in England and Wales (Company No. 2806910).

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### What changes did we make along the way?/How would we do things differently?

- Although we reacted to the apparent demand for a slightly higher level (B1/B2, Intermediate/Upper Intermediate) language class, the pilot class was ultimately unsuccessful. This has been our experience in the past as this group is usually made up of students whose language abilities afford them considerable self-agency. Therefore they have increased autonomy and are able to quickly orientate themselves with college and job application processes as well as other functional skills.
- In the early stages, and intermittently afterwards we had issues with populating initial language assessment (ILA) sessions. This was a major issue for WEA as it was the only way the vast majority of earners could be placed in our classes. With our Scottish Refugee Council partners we monitored the situation, analysed why this might be the case over a number of meetings and over the period we undertook a number of measures:
  - We moved the offer of ILA up to the 'screening' stage (very first encounter) from 'triage' (a longer and more detailed appointment which happens later).
  - We translated and hung posters in community languages in Scottish Refugee Council client areas within their offices, to prompt learners to ask about ILA.
  - We introduced a paper student signup sheet which could be used by those staffing Scottish Refugee Council reception areas on a day-to-day basis. This could be used when accessing the electronic version wasn't possible/convenient.
  - WEA introduced a text reminder process ahead of ILA sessions, reminding learners that they had an upcoming appointment, including the time and venue. This contributed to a higher rate of attendance.
- We are piloting accreditation via a Scottish Qualifications Authority (SQA) Core Skills: Numeracy (Using Money) unit. This 'bite size' unit at SCQF level 2 – the framework for qualifications in Scotland – gives learners certification for work that they would do on the course anyway- learning practical skills around using money, simple addition and subtraction etc. This award doesn't overwhelm the other vital topics students wish to cover during the limited time they are with us. It also affords

learners a first step on the UK accreditation ladder and equips them for further accreditation once they progress.

- Individual Learning Plans (Individual Learning Plans) in community languages and adjusted for level, see previous section and appendices.
- Adjustments to evaluation forms and some video evaluation, see previous section and appendices.



### Validation/Evaluation of tool

- Primary ways of assessing our methods: Class attendance register, Individual Learning Plans, evaluations, case studies, progression, and spreadsheet.
- Data from evaluation sheets at end of course.
- External validation through formal assessment is not usually appropriate for such a short input. Most available SQA ESOL units have, at minimum, a notional 40 hour achievement time attached. Our Survival English course is 40 hours in total duration, with flexible student led outcomes (see Social Practice Model) such as increased confidence within group/learning environments and including social orientation trips amongst other activities. If you also take into account that for some learners multiple statutory appointments interfere with attendance during this difficult transition period in their lives, this is problematic. We have sought to mitigate this by adopting 'Bite Size' numeracy core skills units, see above, for appropriate learners.
- External accreditation of WEA:
  - We are an SQA accredited centre with frequent external evaluations.
  - Education Scotland evaluation of our activities within Community Learning and Development partnerships.
  - Regular CORRA foundation (Adult Learning and Empowering Communities, ALEC fund) evaluation.



### What recommendations do we make for funders, policy-makers, or communities?

#### Integration from day-one

This particular programme focused solely on those recognised in need of international protection i.e. new refugees. There are no policy barriers to asylum-seekers accessing college, however as detailed above there are significant delays to ESOL learners gaining a place due to lack of capacity, as evidenced by the Glasgow ESOL register. We would argue that our model could be adopted at much earlier point to enable integration, reduce social isolation and increase essential language capabilities and social connections from day one.

Our learners are required to be those within the first 10 weeks of their refugee status. This causes issues with engagement in ESOL classes and other activities during this 'move on' period (transition from Asylum Seeker to Refugee). It is often a difficult time for learners due to other issues/priorities. For example, Learners are often moving accommodation, moving child's school, moving doctor, engaging with the UK and Scotland benefits systems and processes/appointments for the first time.

#### Accreditation

We would like to run longer Survival English courses to facilitate national (SQA) ESOL accreditation for low level learners. Our model was developed to help the greatest number of ESOL learners with the available funds and project period.

There may also be a case for further testing our SQA Core Skills Numeracy 'bite size' unit and building this in to the model when appropriate.



### Practical Tools

- A0 (Literacies) level 10-week ESOL course for refugees – curriculum
- A0 (Literacies) level 10-week ESOL course for refugees – course outline
- A1 (Beginner) level 10-week ESOL course for refugees – curriculum
- A1 (Beginner) level 10-week ESOL course for refugees – course outline
- A2 (Pre-intermediate) level 10-week ESOL course for refugees – curriculum
- Individual Learning Plan





# A0 (Literacies) level 10-week ESOL course for refugees – curriculum

Increased confidence, reduced isolation	Topic	Activities	Skills	Language focus
	Daily life	<ul style="list-style-type: none"><li>• writing the alphabet</li><li>• spelling names, places</li><li>• alphabet dominoes</li><li>• registration forms</li><li>• putting things in alphabetical order</li></ul>	<ul style="list-style-type: none"><li>• spelling personal information (names, postcodes, addresses)</li><li>• pronouncing letters</li><li>• completing a registration form</li></ul>	<ul style="list-style-type: none"><li>• How do you spell...?</li><li>• Conversation questions (What's your name? How old are you?)</li><li>• vocabulary – things in the classroom</li></ul>
	Health	<ul style="list-style-type: none"><li>• labelling body parts</li><li>• memory card game – symptoms</li><li>• reading a leaflet from a health centre</li><li>• making an appointment</li><li>• answering true/false questions</li></ul>	<ul style="list-style-type: none"><li>• reading for specific information</li><li>• describing symptoms</li><li>• giving personal information</li></ul>	<ul style="list-style-type: none"><li>• What's the matter? I've got a toothache etc.</li><li>• vocabulary – body parts</li></ul>
	Numbers	<ul style="list-style-type: none"><li>• recognising numbers 1 – 20</li><li>• discussing important dates</li><li>• writing the days of the week</li></ul>	<ul style="list-style-type: none"><li>• speaking in a group</li><li>• writing</li></ul>	<ul style="list-style-type: none"><li>• numbers and ordinal numbers</li><li>• days of the week</li><li>• months</li></ul>
	Shopping	<ul style="list-style-type: none"><li>• writing the names of shops and what you can buy</li><li>• role-play – shop assistant and customer</li><li>• writing a shopping list</li></ul>	<ul style="list-style-type: none"><li>• writing</li><li>• speaking in pairs</li><li>• financial literacy</li></ul>	<ul style="list-style-type: none"><li>• vocabulary – shops (baker, butcher etc.)</li><li>• How much is/are...?</li><li>• prices</li></ul>
	Travel	<ul style="list-style-type: none"><li>• class survey – how do you get to class?</li><li>• reading a bus timetable</li><li>• asking for information</li><li>• trip to the library</li></ul>	<ul style="list-style-type: none"><li>• speaking in a group</li><li>• reading</li><li>• speaking in pairs</li><li>• listening</li><li>• registering for a library card</li></ul>	<ul style="list-style-type: none"><li>• vocabulary – modes of transport</li><li>• vocabulary – places in the city</li><li>• Which bus goes to ...?</li><li>• How often does the bus run?</li></ul>

# A0 (Literacies) level 10-week ESOL course for refugees – course outline

AMIF 1	Level: Literacy to Elementary
1	<p><b>Aim:</b> To welcome learners, complete housekeeping, introduce the alphabet and GTKY questions</p> <ul style="list-style-type: none"><li>• Welcome learners and complete enrolment forms</li><li>• Put the alphabet letter cards in order (in pairs/groups), check understanding/pronunciation</li><li>• Match the pictures to the letters (D – dog)</li><li>• Elicit any words learners know for each letter</li><li>• Worksheet, practising writing the alphabet</li><li>• GTKY questions, elicit questions from answers about teacher on the board (e.g. answer: Glasgow, question: Where do you live?)</li><li>• Writing practise for homework. Trace the GTKY questions (What's your name? Where are you from?) Copy the questions on the lines below</li></ul>
2	<p><b>Aim:</b> To complete ILPs, continue with GTKY questions and answers, and introduce days of the week</p> <ul style="list-style-type: none"><li>• Check homework</li><li>• Worksheet about teacher, read and listen, match the sentences, put the words in order</li><li>• Writing practise about yourself (My name is.... I am from.....)</li><li>• Complete ILPs</li><li>• Introduce days of the week. What day is today, tomorrow, yesterday?</li><li>• Put the days of the week in order</li><li>• Days of the week worksheet for homework</li></ul>
3	<p><b>Aim:</b> To introduce months and dates (ordinal numbers)</p> <ul style="list-style-type: none"><li>• Check homework</li><li>• Check understanding of months and seasons. Put the cards in order</li><li>• Months worksheet</li><li>• Explanation of ordinal numbers (used for dates and order) and pronunciation drill</li><li>• Guess the important dates, discussion of festivals in the UK and other countries</li><li>• In pairs tell you partner the missing dates and fill in the sheet</li></ul>
4	<p><b>Aim:</b> To review ordinal numbers, and introduce the weather</p> <ul style="list-style-type: none"><li>• What's the date today, yesterday, tomorrow?</li><li>• In pairs fill in the missing information in the grid by asking your partner: What's the date in square G1?</li><li>• Introduce the weather. What's the weather like today? What's the weather like in your country? What weather do you like?</li><li>• Match the weather flashcards (in groups)</li><li>• Weather worksheet with vocabulary used in class. Writing about the weather and seasons: In summer in my country it is sunny etc.</li></ul>

AMIF 1	Level: Literacy to Elementary
5	<p><b>Aim:</b> To introduce the present simple 1st and 3rd person in the context of daily routine</p> <ul style="list-style-type: none"><li>• Teacher example to set context</li><li>• SQA flashcards (go shopping, do the housework) match in pairs</li><li>• Worksheet – match up the phrases (go + shopping), writing practise – On Mondays I go shopping / I don't go shopping.</li><li>• Daily routine worksheets 4 and 5 (Longman Photo Dictionary) Finish at home</li><li>• Introduce 3rd person – Mr. Brown's weekly routine (On Mondays he washes the car) Finish at home</li><li>• Am/is/are and emotions (I am happy, I'm not happy, Are you happy?) Card game – mime the emotion and elicit the question, learners to give the appropriate card (e.g. Are you cold? Yes. Here you are! Gives jumper card)</li></ul>
6	<p><b>Aim:</b> To review present simple and introduce further related phrases. To introduce the topic 'health and the body'.</p> <ul style="list-style-type: none"><li>• Check homework, review understanding of present simple</li><li>• British Council Kids daily routine flashcards, in groups match the words and the pictures</li><li>• Interview your partner asking 'What time do you....?' Report back in the 3rd person</li><li>• Introduce the body. Elicit body parts the learners already know then handout the body worksheet to be labelled</li><li>• Review of spelling of body parts – fill in the missing vowels</li><li>• Things our bodies do (shiver, sweat, wink...) Finish at home</li></ul>
7	<p><b>Aim:</b> To introduce symptoms and ask and answer 'What's wrong?/ What's the matter?'</p> <ul style="list-style-type: none"><li>• Check homework</li><li>• Review parts of the body. Learners to pick a card and point to the body part, others say the body part.</li><li>• Symptoms – match the pictures to the words.</li><li>• Worksheet 1 – writing (What's the matter? I've got a cough etc.)</li><li>• Place the picture cards face down. In turns take a card and answer the question "What's the matter?"</li><li>• Worksheet 2 – I've got a sore ..... It hurts when I .....</li></ul>
8	<p><b>Aim:</b> To review symptoms, use should/shouldn't to give advice and role play making a doctor's appointment</p> <ul style="list-style-type: none"><li>• Review of symptoms by miming and eliciting from learners the question 'Have you got .....?' or 'Do you feel....?'</li><li>• Asking for advice. Explanation of should / shouldn't. Context – I want to be healthy what should I do? You shouldn't smoke. You should go to the gym. Ask learners: if you want to learn English what should you do? You should come to class. You shouldn't speak Arabic in English class etc.</li><li>• Advice for symptoms. Do you have a cold? Yes. You should drink tea with honey. You shouldn't go outside in the cold.</li><li>• Reading aloud. 'Tom's Story' Any learners who want to take it in turns to read the story aloud. Write the words from the story under the pictures (prescription, tablets, etc.)</li><li>• Sentences from 'Tom's Story', put the words in the correct order. Finish at home.</li><li>• Ask learners have they ever made an appointment at the GP. How do they do it? How did it go? Communication issues.</li><li>• Role play 'making an appointment' using script.</li></ul>

AMIF 1	Level: Literacy to Elementary
9	<p><b>Aim:</b> A trip to the Mitchell Library to register learners for library cards</p> <ul style="list-style-type: none"><li>• Meet learners in classroom for tea/coffee</li><li>• 5 minute walk to the library, check learners understanding of street names/orientation of city centre</li><li>• Orientation of library and services available</li><li>• Complete registration forms and hand in at reception (provide assistance with any communication issues)</li><li>• Help learners access internet at public computers and check for any books they're interested in</li></ul>
10	<p><b>Aim:</b> Review 'Making an Appointment' and introduce present continuous tense</p> <ul style="list-style-type: none"><li>• In pairs practise making an appointment role-play with script</li><li>• Once learners feel confident remove script and replace with receptionist question prompts and repeat dialogue</li><li>• Learners sit back to back and repeat dialogue (to replicate a phone call and modify dialogue e.g. change dates and times of appointment</li><li>• Introduce present continuous using picture prompts (What's happening? They're dancing) Check understanding of context – we use the present continuous for actions happening now</li><li>• Train station picture in pairs, learners to list what's happening</li><li>• Present continuous board game in groups</li></ul>
11	<p><b>Aim:</b> Review 'Making an Appointment' and introduce present continuous tense</p> <ul style="list-style-type: none"><li>• Review present continuous affirmative statements using memory game. In groups learners turn over two cards and attempt to find the matching pair (He is watching TV, They are watching TV). The learners with the most pairs at the end wins</li><li>• Forming present continuous questions on the board (Is she laughing? Yes. Why is she laughing? Elicit responses)</li><li>• Question game. Using the question picture prompts and the word cards make the questions</li><li>• When learners have completed the questions for each picture take a photo or write down the questions</li><li>• Remove the word cards and hand out the answer pictures. Learners match the picture answers to the picture questions. Elicit possible answers. Write up at home</li><li>• What are the neighbours doing? Handout picture of block of flats and as open group discuss what the people in the different flats are doing</li></ul>
12	<p><b>Aim:</b> To reinforce understanding of present continuous and compare with present simple tense</p> <ul style="list-style-type: none"><li>• Review present continuous asking and answering questions about the neighbours. Handout sheet A to half of learners and sheet B to other half. Learners ask each other what the neighbours are doing to find the differences between the two sheets</li><li>• Present continuous versus present simple in the context of jobs with picture prompts (What does Anna do? She is a pilot. What is she doing now? She is relaxing.)</li><li>• Present continuous versus present simple worksheet about Billy. What he usually does and what's he doing now. Finish at home</li><li>• Present continuous board game in groups</li></ul>



AMIF 1	Level: Literacy to Elementary
13	<p><b>Aim:</b> To introduce the topic of food and using a, an, and some</p> <ul style="list-style-type: none"><li>• Check homework and understanding by asking learners what do you usually do on Tuesdays? What are you doing now?</li><li>• Introduce food. Handout flashcards and ask learners which words they already know. Discuss categories, which are fruit? Which are vegetables? Check spelling</li><li>• Guess the food. In turns pick a card. Learners ask yes/no questions and guess which food or drink is on the card (Can you eat it? Is it red? etc.)</li><li>• Check understanding of when to use a, an, and some. Handout worksheet, learners fill in a, an, and some</li><li>• Handout worksheet with prices (per kilo, per pound) Learners ask each other to pick up some things at the shop</li></ul>
14	<p><b>Aim:</b> To review food vocabulary and introduce types of shops</p> <ul style="list-style-type: none"><li>• Pictionary in teams using pictures of food to review vocabulary</li><li>• Elicit or teach the names of different shops (bakery, chemist) and discuss as whole group what you can buy there</li><li>• Writing practise (I can buy bread at the bakery)</li><li>• Extra shop vocabulary for homework</li><li>• Asking and answering how much is /are ...?</li></ul>
15	<p><b>Aim:</b> To introduce actions in the kitchen and write a simple recipe</p> <ul style="list-style-type: none"><li>• Check homework</li><li>• Introduce cooking verbs – picture and word match up</li><li>• Complete corresponding worksheet</li><li>• Writing recipes from picture prompts (1st example as whole group, then in pairs)</li><li>• Early finishers write their own recipes some</li></ul>
16	<p><b>Aim:</b> To introduce the topic of appearance, describe a person</p> <ul style="list-style-type: none"><li>• Introduce appearance (He is tall, slim etc. He has brown eyes, hair...)</li><li>• Discuss clothes and elicit / teach vocabulary</li><li>• Complete worksheet describing what you wear / wore / are wearing</li><li>• Describe a classmate</li></ul>
17	<p><b>Aim:</b> To introduce prepositions of place</p> <ul style="list-style-type: none"><li>• Introduce preposition of place using objects in the class</li><li>• Reinforce new vocabulary with worksheet (finish at home)</li><li>• ‘A country scene’, listen to your partner and complete the picture, check to see if they match, choose which pair have the best drawing</li><li>• Preposition board game</li><li>• Spot the difference in pairs</li></ul>

AMIF 1	Level: Literacy to Elementary
18	<p><b>Aim:</b> To introduce the past simple(regular and irregular verbs)</p> <ul style="list-style-type: none"><li>• Introduce regular past simple form and explanation for rules of pronunciation (id, t, d)</li><li>• Read and listen to the story ‘Joe’s Donkey’, learners take turns to read aloud part of the story</li><li>• Encourage learner to use past simple regular verbs in a sentence (Yesterday I walked to class), peer correction</li><li>• Introduce irregular verbs, handout irregular verb list</li><li>• Learners to complete ‘The Fishing Trip’, change the verbs in brackets to past simple and match the sentences to the pictures</li></ul>
19	<p><b>Aim:</b> To complete ILPs, to review the past simple</p> <ul style="list-style-type: none"><li>• Whole group, What did you do at the weekend?</li><li>• Worksheet 1, put the verbs into the past simple, fill the gaps in the sentences</li><li>• Match the words to create phrases ( go + shopping, do + the housework) then put the verbs into the past simple</li><li>• Complete a diary using the phrases to describe what you did yesterday</li></ul>
20	<p><b>Aim:</b> To complete feedback forms, hand out attendance certificates, play a game and say goodbye</p> <ul style="list-style-type: none"><li>• Complete feedback forms</li><li>• Hand out certificates (handshake and a round of applause)</li><li>• Play Monopoly (learners were given a choice of activity for the last session, a film / board game / any other suggestions) discuss what the people in the different flats are doing</li></ul>

# A1 (Beginner) level 10-week ESOL course for refugees – curriculum

Topic	Sub-topic	Activities	Vocabulary	Grammer	Skills
Daily life	<ul style="list-style-type: none"><li>days of the week</li><li>telling the time</li><li>daily routines</li></ul>	<ul style="list-style-type: none"><li>word search</li><li>writing times (digital and analogue)</li><li>memory card game</li><li>pair work – asking about daily routines</li><li>reading a text and answering questions</li></ul>	<ul style="list-style-type: none"><li>numbers</li><li>days</li><li>routine actions</li></ul>	<ul style="list-style-type: none"><li>present simple</li></ul>	<ul style="list-style-type: none"><li>writing</li><li>speaking in pairs</li><li>reading</li></ul>
	<ul style="list-style-type: none"><li>parts of the body</li><li>symptoms</li><li>making an appointment</li><li>a visit to the doctor</li><li>giving advice</li></ul>	<ul style="list-style-type: none"><li>name the body parts</li><li>describing symptoms</li><li>role-play, make an appointment</li><li>reading a short story</li><li>writing advice for ailments</li></ul>	<ul style="list-style-type: none"><li>body parts</li><li>aches and pains</li><li>medicines and treatments</li></ul>	<ul style="list-style-type: none"><li>present simple</li><li>should and shouldn't for giving advice</li></ul>	<ul style="list-style-type: none"><li>speaking</li><li>pair work</li><li>reading and answering questions</li><li>writing</li></ul>
	<ul style="list-style-type: none"><li>money</li><li>clothes</li></ul>	<ul style="list-style-type: none"><li>recognising denomination of notes and coins</li><li>pair work – fill in the prices</li><li>class survey – shopping preferences</li><li>reading a short story</li><li>writing a shopping list</li></ul>	<ul style="list-style-type: none"><li>numbers</li><li>prices</li><li>items in the supermarket</li><li>small shops</li></ul>	<ul style="list-style-type: none"><li>countable and uncountable nouns</li><li>question forming</li><li>past simple</li></ul>	<ul style="list-style-type: none"><li>speaking in pairs</li><li>speaking in a group</li><li>writing</li><li>reading</li><li>financial literacy</li></ul>

Topic	Sub-topic	Activities	Vocabulary	Grammer	Skills
Food	<ul style="list-style-type: none"><li>at the supermarket</li><li>at the café</li><li>at the restaurant</li><li>food around the world</li><li>recipes</li><li>healthy eating</li></ul>	<ul style="list-style-type: none"><li>worksheet</li><li>ordering food role-play</li><li>writing a menu</li><li>complaining at a restaurant</li><li>discussing favourite dishes</li><li>writing a recipe</li></ul>	<ul style="list-style-type: none"><li>containers and quantities</li><li>food and drink</li><li>kitchen utensils</li></ul>	<ul style="list-style-type: none"><li>formal and informal language</li><li>British English v American English</li><li>imperatives</li></ul>	<ul style="list-style-type: none"><li>writing</li><li>speaking in pairs</li><li>participating in group discussions</li></ul>
	<ul style="list-style-type: none"><li>Scottish phrases</li><li>Scottish culture</li><li>getting to know Glasgow</li><li>British humour</li></ul>	<ul style="list-style-type: none"><li>Scottish words and definitions match up</li><li>discussing Scottish culture using picture prompts</li><li>trip to the library</li><li>watching a clip from Mr. Bean and writing what happened</li></ul>	<ul style="list-style-type: none"><li>Glaswegian words and phrases</li><li>kilt, haggis, tartan, bagpipes</li><li>street names in Glasgow</li></ul>	<ul style="list-style-type: none"><li>past simple, regular and irregular verbs</li></ul>	<ul style="list-style-type: none"><li>writing</li><li>speaking in groups</li><li>orientation in Glasgow</li></ul>



# A1 (Beginner) level 10-week ESOL course for refugees – course outline

AMIF 2	Level: Elementary – Pre-Intermediate
1	<p><b>Aim:</b> To welcome learners, complete enrolment forms, check understanding of the alphabet and present simple tense</p> <ul style="list-style-type: none"><li>• Welcome learners and complete enrolment forms.</li><li>• GTKY activity. Elicit the question for the answers on the board (e.g. ‘Spain’ Q: ‘What is your favourite country? Where are you going on holiday?’) Use questions as open group discussion.</li><li>• Alphabet activity, put the letters in order then match the pictures to the letters.</li><li>• Present simple and daily routine. British Council daily routine flashcards. Check understanding of affirmative, negative and interrogative forms.</li><li>• Interview your partner and report back.</li><li>• Present simple crossword. Finish at home.</li></ul>
2	<p><b>Aim:</b> To complete ILPs, review present simple and introduce/review adverbs of frequency</p> <ul style="list-style-type: none"><li>• Check homework</li><li>• Complete ILPs</li><li>• Introduce adverbs of frequency. Interview your partner – ‘Do you get up before 8 a.m.?’ ‘Yes, always.’</li><li>• Present simple worksheet. Finish at home.</li><li>• Adverbs of frequency board game.</li></ul>
3	<p><b>Aim:</b> To be able to use the verb ‘to be’ in the present tense, to check understanding of days, months and dates.</p> <ul style="list-style-type: none"><li>• Check homework</li><li>• Using am/is/are (affirmative, negative, interrogative) with feelings. Card game, give the appropriate cards to the learner with the emotion (e.g. Are you cold? Yes. Here’s a jumper!)</li><li>• Put the days, months, and seasons in order. Check understanding/pronunciation of ordinal numbers.</li><li>• List important dates on the board. Learners ask questions to guess the importance (festivals, teacher’s birthday etc.) Learners to write their own important dates and group guesses their importance.</li><li>• Reading exercise about festivals. Finish at home.</li></ul>
4	<p><b>Aim:</b> To introduce prepositions of time, to introduce the weather as a conversation topic</p> <ul style="list-style-type: none"><li>• Check homework.</li><li>• Explanation of prepositions of time (in, at, on, from....to....)</li><li>• Worksheet – fill in the correct preposition then complete short texts about different workers and their routines.</li><li>• Prepositions of place board game.</li><li>• Introduce the weather flashcards, match up the pictures and words.</li><li>• Discussion cards (Which season is your favourite? etc.) As open group discussion and write some answers at home.</li></ul>

AMIF 2	Level: Elementary – Pre-Intermediate
5	<p><b>Aim:</b> To review making ‘Wh’ question in the present tense, to check understanding of articles (a, an, the), review the weather.</p> <ul style="list-style-type: none"><li>• Forming ‘Wh’ questions. Hand out animal cards. Check understanding and elicit or teach vocabulary. (e.g. a polar bear has white fur) Hand out answers to questions and have learners match them to the animals. How to form questions on board (Wh question word – do/does + subject + verb). Learner create the appropriate question for the answer they have (e.g. horse, answer: Hay and grass, question: What do horses eat?) Feedback in groups.</li><li>• At learners’ request explanation of articles and concept check.</li><li>• Review of weather and discussion cards from previous class.</li></ul>
6	<p><b>Aim:</b> To introduce present continuous</p> <ul style="list-style-type: none"><li>• Using pictures introduce the present continuous form. Check understand of form and function in the present only.</li><li>• Hand out train station picture and in groups list what’s happening.</li><li>• In pairs ask questions to find the differences in the block of flats. Circle the differences and feedback as a whole group.</li><li>• Pictionary. Draw the phrase on the card and each team guesses (e.g. She is doing yoga.)</li><li>• ‘Fashion conscious or fashion victim’ quiz for homework.</li></ul>
7	<p><b>Aim:</b> To review present continuous and compare with present simple. To understand the different contexts in which they are used.</p> <ul style="list-style-type: none"><li>• Review of present continuous</li><li>• Hand out question picture cards, in groups learners chose the correct words to make the question from cards provided (What is he cooking?) Hand out answer picture cards, learners write the answers to the questions.</li><li>• Present simple versus present continuous. Look at the pictures (Anna’s job and Anna now; What does she do? She is a pilot. What does she do on an ordinary day? She flies a plane. What is she doing now? She is relaxing.) Using the picture prompts learners ask the questions in groups.</li><li>• Present simple versus present continuous worksheet. Part 1 in class and the rest for homework.</li></ul>
8	<p><b>Aim:</b> To introduce health and the body</p> <ul style="list-style-type: none"><li>• Check homework</li><li>• Introduce the body by eliciting the parts that learners know. Teach any useful or requested vocabulary.</li><li>• Worksheet - things our bodies do (blush, yawn, etc.) and discuss when we do these things.</li><li>• Worksheet – organs and what they do, complete the sentences.</li><li>• Match the symptoms pictures with the phrases. Pre-teach language for giving advice (If I were you, I’d..... Why don’t you....?) Learners choose a symptom and write some advice at home. Also short present simple versus present continuous short exercise for homework.</li></ul>

AMIF 2	Level: Elementary – Pre-Intermediate
9	<p><b>Aim:</b> To take learners to the Mitchell Library and register them for library cards</p> <ul style="list-style-type: none"><li>• Meet learners in classroom for tea and coffee</li><li>• 5 minute walk to library, check learners knowledge of street names</li><li>• Orientation of library and explanation of services available</li><li>• Complete registration forms and hand in to reception, assist learners where necessary</li><li>• Have learners access public computers</li></ul>
10	<p><b>Aim:</b> To role-play making a doctor's appointment and complete ILPs (mid-way review)</p> <ul style="list-style-type: none"><li>• Check homework and discuss 'Using a Health Centre' as a whole group</li><li>• Role-play receptionist and patient making an appointment conversation with script</li><li>• Remove script and give learners question prompts. Once learners feel confident sit back to back to recreate a telephone call</li><li>• Handout medical instructions worksheet to be completed at home</li><li>• Complete ILPs</li></ul>
11	<p><b>Aim:</b> To review the topic of body and health and introduce topic of shopping</p> <ul style="list-style-type: none"><li>• Check homework. Medical instruction worksheet. Match the instruction to its meaning</li><li>• Doctor, doctor worksheet. Finish at home.</li><li>• What's the matter? card game. A variation of go fish with a short dialogue.</li><li>• Worksheet 1 – names of shops. Discuss what you can buy in each shop.</li><li>• Worksheet 2 – match the shopping expressions.</li><li>• Shopping conversation, put the dialogue in order. Finish at home.</li></ul>
12	<p><b>Aim:</b> To practise a shopping dialogue and introduce countable and uncountable nouns</p> <ul style="list-style-type: none"><li>• Check homework and practise dialogue.</li><li>• Introduce the topic of food. Handout flashcards and post-it notes. Learners to label the foods they know and then categorise by fruit, vegetable, meat, dairy, snack, and other</li><li>• Guess the food. In turns take a card and others ask yes/no questions to determine which food is on the card.</li><li>• Introduce countable and uncountable nouns using How much...? And How many...?</li><li>• Two day food diary to be completed at home.</li></ul>
13	<p><b>Aim:</b> To review countable and uncountable nouns and continue discussing and describing food</p> <ul style="list-style-type: none"><li>• Check homework, open discussion about food habits</li><li>• Review countable and uncountable nouns with worksheet (How much...? How many...?)</li><li>• Healthy habits questionnaire. In pair interview each other</li><li>• Half a crossword. In pair ask partner e.g. What's 4 down? What's 1 across? Partner to describe the answer without saying the word (e.g. It's something you eat, it's red, it's a fruit)</li></ul>

AMIF 2	Level: Elementary – Pre-Intermediate
14	<p><b>Aim:</b> To introduce cooking verbs, utensils and recipes</p> <ul style="list-style-type: none"><li>• Aim: To introduce cooking verbs, utensils and recipes</li><li>• Match up the cooking verbs, pictures and words</li><li>• Mime game to reinforce new vocabulary</li><li>• Whole group discussion, favourite foods, things you like to eat and cook</li><li>• Onestopenglish recipes, pronouns and vocabulary</li><li>• 'Bananas in Pyjamas' match the instructions to the pictures (finish at home)</li><li>• Write your own recipe</li></ul>
15	<p><b>Aim:</b> To discuss the topic of restaurants and roleplay an interaction between a waiter and a customer</p> <ul style="list-style-type: none"><li>• Check homework</li><li>• Open discussion, good and bad restaurants, learners experiences</li><li>• Restaurant board game</li><li>• Create a menu for your restaurant in pairs</li><li>• Customer/waiter roleplay (using prompts)</li><li>• Introduce appearance</li></ul>
16	<p><b>Aim:</b> To continue with the topic of appearance</p> <ul style="list-style-type: none"><li>• Worksheet with appearance and clothes vocabulary</li><li>• Describe the people on the sheet (Leonardo DiCaprio)</li><li>• Describe a classmate (She is ....She has....She is wearing....)</li><li>• Advanced clothes and accessories worksheet (sideburns, bracelet)</li><li>• Discuss fashion statements</li><li>• Introduce prepositions of place</li><li>• Complete worksheet (in class or at home)</li></ul>
17	<p><b>Aim:</b> To introduce the past simple tense</p> <ul style="list-style-type: none"><li>• Check understanding of pronunciation of past simple regular verbs 'Joe's Donkey'</li><li>• Introduce irregular verbs (was/were worksheet to be completed at home)</li><li>• Princess Penny – jigsaw reading</li></ul>
18	<p><b>Aim:</b> To continue with past simple, to complete a class survey, to write a short story</p> <ul style="list-style-type: none"><li>• Review of past simple, reading exercise</li><li>• Class survey (e.g. Find out who ate chocolate yesterday)</li><li>• Write a short story from the question prompts</li></ul>
19	<p><b>Aim:</b> To complete ILPs, to introduce the present perfect tense</p> <ul style="list-style-type: none"><li>• Present perfect explanation of form and use</li><li>• Picture sheet, in pairs decide what's just happened</li><li>• Writing, using the picture sheet complete the questions and answers</li></ul>



AMIF 2	Level: Elementary – Pre-Intermediate
20	<p><b>Aim:</b> To complete feedback forms, hand out certificates, play a game</p> <ul style="list-style-type: none"><li>• Complete feedback forms</li><li>• Hand out certificates</li><li>• Play Monopoly (learners chose this activity for the final class)</li></ul>

## A2 (Pre-intermediate) level 10-week ESOL course for refugees – curriculum

Topic	Sub-topic	Activities	Vocabulary	Grammar	Skills	
Daily life	<ul style="list-style-type: none"><li>• welcome and registration</li><li>• getting to know you (GTKY)</li><li>• daily routines</li></ul>	<ul style="list-style-type: none"><li>• completing registration forms</li><li>• mingling activity, GTKY survey</li><li>• making and asking questions in groups</li><li>• board game</li><li>• worksheet (as extension/ homework)</li><li>• completing Individual Learning Plans (ILPs)</li></ul>	<ul style="list-style-type: none"><li>• nationalities and countries</li><li>• hobbies</li><li>• jobs and related actions</li><li>• likes and dislikes</li></ul>	<ul style="list-style-type: none"><li>• present simple, affirmative, negative, and interrogative forms</li><li>• comparing and contrasting present simple and present continuous tenses</li><li>• continuous tenses</li></ul>	<ul style="list-style-type: none"><li>• form-filling</li><li>• making small talk</li><li>• group work</li><li>• reading about jobs and actions</li><li>• writing about daily routines</li></ul>	
Life in the past	<ul style="list-style-type: none"><li>• story telling</li><li>• famous firsts</li><li>• biographies</li></ul>	<ul style="list-style-type: none"><li>• predicting a story using picture prompts</li><li>• reading and listening for information about famous firsts</li><li>• gap fill, listening to a song</li><li>• making questions to elicit information and complete a biography</li><li>• writing a biography (as extension/ homework)</li></ul>	<ul style="list-style-type: none"><li>• fairy tales and mythical creatures</li><li>• crime</li><li>• rhyming words</li><li>• dates, years</li><li>• time markers</li></ul>	<ul style="list-style-type: none"><li>• past simple, regular and irregular verbs</li><li>• pronunciation of regular verbs</li><li>• affirmative, negative, and interrogative forms</li></ul>	<ul style="list-style-type: none"><li>• critical thinking</li><li>• group work</li><li>• pair work</li><li>• speaking</li><li>• listening</li><li>• writing</li></ul>	
Life in the future	<ul style="list-style-type: none"><li>• hopes and fears</li><li>• future plans</li><li>• future predictions</li></ul>	<ul style="list-style-type: none"><li>• reading summaries of novels</li><li>• speaking about personal plans for the future</li><li>• making predictions about classmates</li><li>• writing about the future</li><li>• completing ILPs; midway and final review</li></ul>	<ul style="list-style-type: none"><li>• dystopian and utopian literature</li><li>• Scotland in the future</li></ul>	<ul style="list-style-type: none"><li>• review of question forming</li><li>• will and 'going to' future tenses, forms and uses</li><li>• future continuous and future perfect, forms and uses</li></ul>	<ul style="list-style-type: none"><li>• reading</li><li>• speaking</li><li>• pair work</li><li>• group work</li><li>• writing</li></ul>	

Topic	Sub-topic	Activities	Vocabulary	Grammer	Skills
Facts and figures	<ul style="list-style-type: none"><li>• best and worst</li><li>• fun facts from around the world</li><li>• news events</li><li>• events in history</li><li>• life experiences</li></ul>	<ul style="list-style-type: none"><li>• class survey</li><li>• complete the facts in groups</li><li>• board game</li><li>• find out who</li><li>• crossword</li><li>• reading a historical timeline and answering questions</li></ul>	<ul style="list-style-type: none"><li>• adjectives</li><li>• time markers reviewed</li><li>• adverbs</li></ul>	<ul style="list-style-type: none"><li>• comparatives and superlatives</li><li>• present perfect tense, form and uses continuous tenses continuous tenses</li></ul>	<ul style="list-style-type: none"><li>• speaking</li><li>• working as a team</li><li>• critical thinking</li><li>• writing</li></ul>
Scotland	<ul style="list-style-type: none"><li>• orientation in Glasgow</li><li>• Scottish culture and traditions</li><li>• accents and colloquialisms in Glasgow</li></ul>	<ul style="list-style-type: none"><li>• quiz</li><li>• discussion questions</li><li>• reading</li><li>• creating a quiz</li><li>• trip to a local place of interest</li><li>• attending volunteer information event</li></ul>	<ul style="list-style-type: none"><li>• Glaswegian phrases</li><li>• words relating to Scotland (kilt, haggis, ceilidh)</li></ul>	<ul style="list-style-type: none"><li>• review of question forming</li><li>• review of tenses previously covered</li></ul>	<ul style="list-style-type: none"><li>• group discussion</li><li>• reading and answering comprehension questions</li><li>• writing</li><li>• social orientation; learning how to search for events, activities and volunteering opportunities in Glasgow</li></ul>
Food	<ul style="list-style-type: none"><li>• food in Scotland and around the world</li><li>• recipes</li><li>• in a restaurant</li><li>• healthy eating</li></ul>	<ul style="list-style-type: none"><li>• discussing favourite foods</li><li>• guess the food</li><li>• reading a recipe</li><li>• writing a recipe</li><li>• restaurant role-play</li></ul>	<ul style="list-style-type: none"><li>• adjective relating to the taste and texture of food</li><li>• cooking verbs</li><li>• language for complaining</li><li>• US v UK English</li></ul>	<ul style="list-style-type: none"><li>• imperatives</li><li>• formal and informal language</li></ul>	<ul style="list-style-type: none"><li>• speaking, describing food</li><li>• reading</li><li>• writing</li><li>• cooking on a budget</li></ul>

# Individual Learning Plan

Individual Learning Plan		
Name		Date
Group		Tutor
<b>Future Goals</b> I want to: go to college <input type="checkbox"/> go to university <input type="checkbox"/> get a job <input type="checkbox"/> learn to drive <input type="checkbox"/> find a voluntary job <input type="checkbox"/> Something else?		
<b>Classroom goals</b> In this class I want to: improve my speaking <input type="checkbox"/> improve my reading <input type="checkbox"/> improve my listening <input type="checkbox"/> improve my writing <input type="checkbox"/> make new friends <input type="checkbox"/> gain confidence <input type="checkbox"/> learn new words <input type="checkbox"/> learn grammar <input type="checkbox"/> Something else?		
<b>What can I do to achieve these goals?</b> I will: come to class <input type="checkbox"/> speak English in class <input type="checkbox"/> do my homework <input type="checkbox"/> speak English outside of class <input type="checkbox"/> Something else?		
Learner signature:		Tutor signature:
		Review Date:



Mid-way review of Individual learning plan		Review date for this plan:	
Name		Date	
Group		Tutor	
<div>Things I like about class</div> <div>I want to:</div> <div>venue <input type="checkbox"/>    worksheets <input type="checkbox"/>    games <input type="checkbox"/>    learning about grammar <input type="checkbox"/>    learning new words <input type="checkbox"/>    time of class <input type="checkbox"/></div> <div>Something else?</div>			
<div>Things I don't like about class</div> <div>I want to:</div> <div>venue <input type="checkbox"/>    worksheets <input type="checkbox"/>    games <input type="checkbox"/>    learning about grammar <input type="checkbox"/>    learning new words <input type="checkbox"/>    time of class <input type="checkbox"/></div> <div>Something else?</div>			
<div>This class has helped me to:</div> <div>improve my speaking <input type="checkbox"/>    improve my reading <input type="checkbox"/>    improve my listening <input type="checkbox"/>    improve my writing <input type="checkbox"/></div> <div>learn new words <input type="checkbox"/>    feel more confident <input type="checkbox"/>    make new friends <input type="checkbox"/></div> <div>Something else?</div>			
<div>What I would like to do next:</div>			







Final Review of Individual Learning Plan	
Name	Date
Group	Tutor
<div>Things I like about class</div> <div>I want to:</div> <div>venue <input type="checkbox"/>    worksheets <input type="checkbox"/>    games <input type="checkbox"/>    learning about grammar <input type="checkbox"/>    learning new words <input type="checkbox"/>    time of class <input type="checkbox"/></div> <div>Something else?</div>	
<div>Things I don't like about class</div> <div>I want to:</div> <div>venue <input type="checkbox"/>    worksheets <input type="checkbox"/>    games <input type="checkbox"/>    learning about grammar <input type="checkbox"/>    learning new words <input type="checkbox"/>    time of class <input type="checkbox"/></div> <div>Something else?</div>	
<div>This class has helped me to:</div> <div>improve my speaking <input type="checkbox"/>    improve my reading <input type="checkbox"/>    improve my listening <input type="checkbox"/>    improve my writing <input type="checkbox"/></div> <div>learn new words <input type="checkbox"/>    feel more confident <input type="checkbox"/>    make new friends <input type="checkbox"/></div> <div>Something else?</div>	
<div>What I would like to do next:</div>	



# 3

## Individual employment action plans for refugees

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# Individual employment action plans for refugees



## Who is this toolkit for?

- NGOs
- Employability organisations
- Local authorities



## Description of final tool

Developing individual employment action plans with refugees to transfer skills and experiences into employment goals by identifying concrete actions to progress towards and gain employment.



## What did we do?

Scottish Refugee Council along with the Bridges Programmes supported newly granted refugees to create a plan to look for employment or voluntary opportunities in Scotland. Scottish Refugee Council's Employability Adviser supported people to create an action plan whilst the Bridges Programmes ran CV workshops, supported people with job searches as well as UK NARIC conversions, the designated UK national agency for understanding and recognition of international qualifications and skills.



## What was our methodology?

We sought to design and implement an employment action plan which identified refugees' strengths, own career goals, need for new training or qualifications or other steps required to achieve self-identified goals.

## How did you assess what you were doing?

We started by assessing employment action plans used in mainstream employability services and amended these based on the particular needs of refugees to create a refugee specific plan. Below we set out the key elements expanded or added are and rationale for doing so.

### • Languages

Languages spoken are identified as this can be useful depending on the area of work. For example, languages are beneficial in certain customer service related work and helps the business to attract other customer groups, which can lead to increased business profits, or if clients are considering interpreting as a career.

### • Education & Work Experience

It is important to gather information on the client's qualifications and previous work experience pre-UK, as well as any gained in the UK to help identify transferable skills/experience when setting goals. It is useful to find out if their certificate(s) have been sent to NARIC as this will help employers understand the Scottish equivalent of qualifications gained. Moreover, it is important to see if their qualification is accepted to register with certain professional associations, and if not, an action will be to identify a relevant course. For example, pharmacology professionals from certain countries are not accepted to register with the General Pharmaceutical Council (GPhC).

It is also useful to gather information on their current education/employment status as they may be eligible to access an Individual Training Account of £200 for certain areas of training (delivered by Skills Development Scotland).

### • ESOL – English language level

Knowing ESOL levels is essential to advise people on their readiness to work. Even for low skilled and manual work, most employers will require a minimum level from their employee to ensure understanding of work instruction as well as health and safety requirements. It is also helpful to assess eligibility to pursue further/higher education as different courses will require a certain level of ESOL or IELTS.

In Scotland, ESOL assessments are accessible for free and are valid for a period of 6 months. Scottish Refugee Council's Refugee Integration Service is delivered in partnership with WEA, an ESOL provider, and are one referral destination for refugees.

Part of the action plan includes identifying relevant ESOL learning provision and liaising with relevant partners to ensure access to classes.

ESOL levels are also required for referral purposes to other support organisations. Bridges Programmes only accept referrals for those who have completed Pre-Intermediate ESOL.

ESOL is often a determining factor of which career path an individual takes. For example, a secondary school physics teacher in their home country might be currently attending Beginners ESOL classes, and would therefore be required to study approximately five years of ESOL to achieve the required level to study a Professional Graduate Diploma in Education (PGDE), the graduate entry route to those who want to become a primary or secondary teacher in Scotland.

### • Welfare benefits, housing and family composition

Information is asked around benefits, current housing arrangements and family circumstances as these may affect ability to seek employment; for example, most newly granted refugees experience homelessness.

In addition, this information will determine what advice is given and will have an impact on the decision refugees make with regards to their employment journey. For example, if a refugee is single and wishes to continue full-time studying, their Universal Credit would stop and they would



not receive any support for housing benefit as they have access to a bursary for further education or Student Awards Agency Scotland funding for higher education. This person is likely to need to find a part-time job whilst studying as the financial support received will not be sufficient to cover all personal living expenses. While this is no different to someone who was born and raised in Scotland, refugees don't often know the UK systems and the impact of a decision on their financial sustainability.

### • Setting Goals and Actions

Goals and actions are identified by highlighting different options that are available and the approximate timescales to achieving these goals. In some cases, refugees are not aware that to pursue their profession might not be straightforward in the UK. This is due to different legislation and regulations of certain professions. So in some circumstances, refugees will have to re-study an undergraduate course. For example, a pharmacist who completed an undergraduate course in his home country had to apply for another pharmacology course in UK as his course was not accepted by the GPhC, the body responsible for the independent regulation of the pharmacy profession within England, Scotland and Wales. This particular person had to make the decision whether he could spend at least 3 years of studying ESOL to achieve the required level for university (or to achieve required IELTS level), and then to study 4 years at university.

Some refugees have had to consider a career change as the number of years of studying is not practical. Therefore, looking into transferable skills and experience for other opportunities is important. Or, there may be a difference in understanding job roles, for example, a primary school teacher who only taught maths in their home country, is different to a primary school teacher in Scotland where the teacher is required to fulfil all areas of Scotland's Curriculum of Excellence which includes maths, languages, health & wellbeing, religious and moral education and science.

For those who do wish to pursue a career which requires more than one year of education, they may have other short-term goals of working part-time whilst in education.

With knowledge of other local employability support services available, appropriate referrals can be made.



### • Relevant Experience

Many refugees lack confidence when it comes to looking for work in the UK and will need to demonstrate relevant experience in specific sectors. Volunteering and work placements often support refugees to regain their professional confidence, gain understanding of the UK work environment and culture, and can be a good introduction to new career options. In addition, volunteering can help them to develop their English skills and establish relevant professional social networks, access references and knowledge of job vacancies. Volunteering and work placements must be considered as positive steps towards gaining employment.

### • Holistic use of an employment action plan

Overall, information gathered for the employment action plan can help an individual to form the basis of a CV if they don't already have one.

Scottish Refugee Council Integration Advisors have access to the employment action plan and are able to see what has been discussed so they can review the progress made towards employment and can assist refugees with the other aspects of their lives to support the employment goals.

### • Ownership of the plan

Action plans are physically handed to refugees or sent electronically. Additional information is shared and reminders sent on key actions individuals have agreed to take forward.



### How did we involve refugees?

The development of the plan was informed and adapted through experiences of working with refugees.

The employment action plan is co-produced individually with refugees and developed based on their self-identified goals.

If, as part of the action plan, refugees are referred to Scottish Refugee Council's employability training, a programme where we work directly with particular employers seeking particular skills, attendees are asked to complete an evaluation form at the start and end of the course. This has not only informed future courses but has also informed the development of employment action plans.

### Learning – What changes did we make along the way?/How would we do things differently?

The action plan has been reviewed and amended on several occasions, introducing several changes, one of which is the inclusion of short and long term goals.

Reviews were made to clarify the information which was collected and also to identify potential referrals to WEA for ESOL classes (added in times of college classes to see if WEA classes would be feasible as additional learning opportunities).



### Validation/Evaluation of tool

320 employment action plans were co over the duration of the project<sup>5</sup>. From both the Bridges Programmes and Scottish Refugee Council's support, 39 people, within the course of the project, have found part-time (29) and full-time employment (10) in a range of jobs and employment areas including Care Assistant, Barista, Architecture and working for the National Health Service.



### Practical Tools

- Employability Action Plan
- Employability Action Plan Guidance notes



<sup>5</sup> For more details of the other employability interventions see the New Scots: Rights and Communities evaluation



# Employability Action Plan

Client Name	Date
Country	Time in UK
Client reference number	Languages spoken and level

## Prior qualifications/learning:

Client Name	Institute	Country	NARIC/UK equivalent?
Formal qualifications			
Informal qualifications/other learning			

## Previous work experience:

Client Name	Country	Business type	No. of years	Skills gained

## Other experience:

Experience type (e.g. volunteering, caring responsibilities)	Country	Business type	No. of years	Skills gained

## ESOL

ESOL Level	College
AM/PM	Date of ESOL Assessment (if awaiting class/for re-assessment)

## Current HE/FE/employment

Course (name, level, p/t, f/t):	
College/Uni/Agency	
Job Title	Employer
Start Date	No. of Hrs/wk

## Benefits, housing & family

Universal Credit (single, joint, family)
Universal Credit (temp/permanent)
Family (caring responsibility/other adult studying/family reunion)

## Setting goals

L/T Job goal
S/T Job goal
Skills/experience to develop (I.T., admin, hard/soft skills etc.)

## Prior qualifications/learning:

Goal/Progression	Actions/Tasks	Timescale
Referral to:		CVYESNO

## Reasons PLEASE TICK

Work Placement		NARIC	
Employability		Skills Recognition	

Other Notes

Comments from client

Signed Client Phone Appointment	Date
Signed Advisor	Advisor Name

If you have other questions, please contact your case advisor or our helpline.

# Employability Action Plan

## Guidance Notes

The purpose of this document is to facilitate the understanding of the information that is being captured in the Action Plan.

Action Plan

The Action Plan helps the advisor to gain a better understanding of the person they are working with, identify strengths and transferable skills, and help refugees set career goals, identify training/qualification or other steps required to achieve identified goals, and to signpost to relevant agencies. This is part of a holistic service together with the Personal Integration Plan to ensure employment activities are not hindered by other issues.

In addition, information on e.g. Prior Qualifications/Learning and Work Experience can help refugees with starting to develop a CV if they don't already have one.

Opening the Discussion/Appointment

It is important at the start of the appointment to explain to refugees this is to help them to consider their employment options and assess what the best route is to achieving that. And to do that, questions will be asked to get to know them better, so that the best advice can be given.

Personal Details

Title	Description
Client Name	Full name of the person
Date	Date of appointment
Country	Where does the person come from? Some employers may have eligibility restrictions e.g. the UK Civil service is restricted to employ nationals from UK, EU, EEA, Commonwealth countries, etc.
Time in UK	To gain understanding of how much they might know of systems in the UK
JCDB/In-Form	Their unique client management system reference number so their record can be easily found.
Languages Spoken and Level	Include the levels of their ability in each of their languages. There may be some jobs that require additional languages.



Prior Qualifications/Learning

Title	Description
Course	Name of Course, include level e.g. Masters in Accountancy. Useful to have a conversation around why they chose this course to study. This helps with identifying areas of short/long term work goals later.
Institute	Name of the institute or type of institute, e.g. University, College, Private Institute, etc.
Country	If studied in a country other than UK, then need to go through a process for recognition of prior learning and qualification, e.g. NARIC.
NARIC/UK Equivalent?	Has their certificate already been sent to NARIC? If so, what is the UK equivalent? And if not, do they have their certificate and transcript for sending to NARIC? Can they fund the cost of going through the NARIC process, if not who can support?
Formal Qualifications	Qualifications achieved from University, College. If they did not attend higher/ further education, did they complete primary or secondary school?
Informal Qualifications/ Other Learning	Includes informal training e.g. from work or short accredited courses. What are other benchmarking processes available to support the recognition of prior learning and qualification?

Previous Work and Other Experience

Title	Description
Client Name Experience	What role/responsibilities did they have?
Country	Which country did they work in?
Business Type	What role/responsibilities did they have?
No. of Years	How long did they have that experience for?
Skills Gained	What particular skills did they gain or use?
Other Experience	This includes volunteering, or if someone had caring responsibilities or organised family events etc. Often refugees do not realise the skills they have acquired skills from different context, this will help to identify (transferable) skills.

English language Level

Title	Description
English language Level	What is the level they are currently studying, or have been assessed at? This will allow us to know if the person is suitable to be referred to employer focused training, or other employability support agencies and to assess suitability for different jobs.
College	If attending college, which college is it?
Date of language Assessment	A language assessment should be done every 6 months to measure progress of students. When supporting a refugee to look for work and advising them on job opportunities, it is important to have an accurate knowledge of their English language skills. Advisers should recommend refugees to be assessed again if their language assessment was made more than 6 months ago. In Scotland those assessments are free and there are a few providers offering them regularly.

Current Higher Education/Further Education/Employment

Title	Description
Course	Details of current FE/HE course. Name of course, level, part-time or full-time. The latter is important as it has an impact on potential availability to work and on benefits entitlement in the UK.
College/Uni/Agency	Details of where course is being studied at.
Job Title	If the person is working, what is their job title?
Employer	Name of Employer.
Start Date	When did they start?
No. of Hrs/wk	Number of hours worked per week.  <b>Important</b> to make refugees aware of tax code if they work. If it is their first job, they may be put on an emergency tax code. If it is not S1250L, or 1250L (depending on location of employer), then client will need to contact HMRC on 0300-200-3300. Advise of income tax, purpose of National Insurance and Work Place Pension. Also, make sure client has read their contract of employment and understands it.  If they need to find out more about Employee Rights, visit ACAS: <a href="https://www.acas.org.uk/">https://www.acas.org.uk/</a>

Benefits, housing & family

Title	Description
Universal Credit	Is the client receiving Unemployment Benefit? If so, is it a single claim, a joint claim (if they have a husband/wife), or family claim (if they have children)?
Housing	Is the client in Home Office accommodation, temporary homeless housing, or social or private housing?
Family	Who is living in the family home? Do they have caring responsibility for someone? If there are children, how many are there and how old are they? Is another adult studying in the home? Have they applied for refugee family reunion, and if yes, how many people will be joining, when?

Information on this section will allow the advisor to give advice on changes to unemployment benefits e.g. if someone decides to study full-time, or to plan ahead at the next section.

Setting goals

Title	Description	
Long term Job Goal	Explore long-term work goals, what job the client sees themselves in in 5 years' time. If client is unsure, useful to explore options relating to what they have studied, or the skills they have.	
Short term Job Goal	Explore short-term work goals. This may be p/t work while they are studying English language p/t, or if they choose to study a FE/HE course. <b>Important</b> to advise of impact on social security benefits, if still living in Home Office/temporary housing. If they want more information, it is important to refer to a welfare rights adviser.	
Skills/Experience to develop	Identify what skills or experience they need to develop to reach their s/t or l/t work goals e.g. IT skills, admin skills, etc.	
Goal/Progression	Actions/Tasks	Timescale
What is the goal?	How will they reach the goal?	How long will it take?
Examples		
Software Development	Upper Int ESOL > BSc (hons) Software	5 years
Security Jobs	ITA: Security Course > Security Badge (RST) > Apply for jobs via Indeed etc.	6 months

Title Here

Title	Description
Referral To	Agency that they are being signposted to.
Has a CV?	Do they have a CV?
Reasons	Tick the reasons why you are signposting to the named Agency. This list is predominantly for Bridges Programmes as they are a partner on the AMIF funded programme and these are the main services which they offer.

Other Notes/Comments






Title	Description
Other Notes	Capture other information, for example, client might not feel ready to work at present due to mental health, caring responsibilities, or digital inclusion (do they have a laptop and wifi access?).
Comments from Client	Any other comment which the client might make.



# 4

## Widening information and advice access to asylum seekers and refugees digitally

This tool contains:

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# Widening information and advice access to asylum seekers and refugees digitally



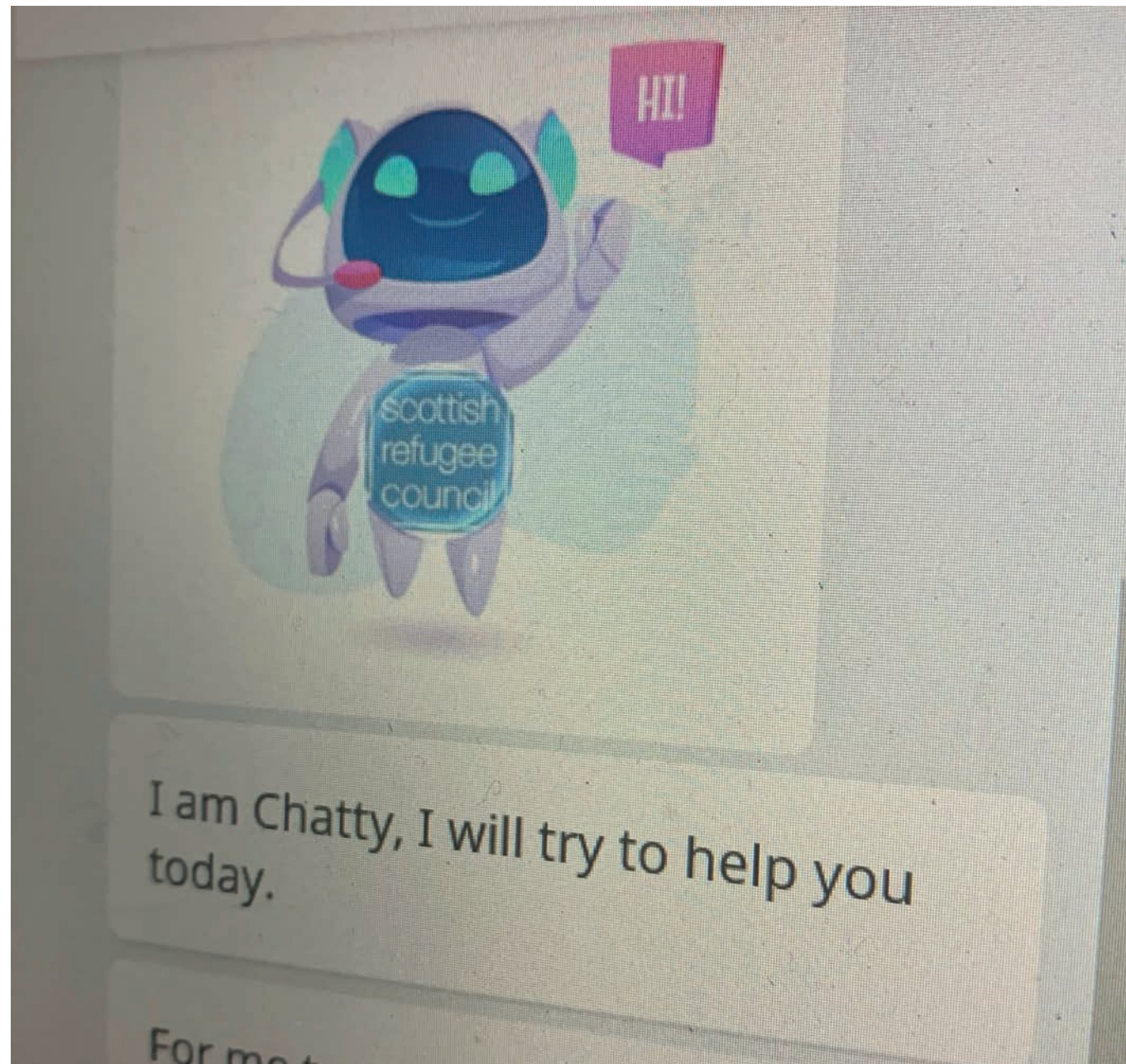
## Who is this toolkit for?

- NGOs



## Description of final tool

Widening information and advice access to refugees beyond physical face-to-face appointments through the provision of an integrated telephone helpline; digital online chat; and AI (Artificial Intelligence) Chatbot.



## What did we do?

In order to continue to provide information on integration rights and entitlements in accessible ways to refugees, communities and Local Authorities, we aimed to further develop our telephone helpline that was created and piloted in 2018, and create two digital solutions: a Live Chat messaging service and interactive Artificial Intelligence platform.

In addition to organised appointments for Scottish Refugee Council's Refugee Integration Service and other advice services, we operate a duty desk whereby refugees present physically in our office to seek resolution to urgent queries. On average, the duty desk sees 368 clients per month.

We sought to introduce new digital tools to allow clients to access advice and information services remotely without having to travel to meet advisers and wait in our offices as well as to allow our advisers increased time to carry out more complex casework.

The project followed a staged development process whereby data from the queries received through Scottish Refugee Council's national telephone helpline which continued to run through the duration of this project with a dedicated helpline adviser, was combined with data from a trial and launch of a Live Chat function on our website. These data supported the development of a digital Knowledge Base upon which an AI bot was created and added to Scottish Refugee Council's website. Beyond refugees, all three tools: the telephone helpline, Live Chat and AI bot were open to deal with enquiries from members of the public, public agencies and third sector organisations who sought our expertise.



## What was our methodology?

### Live Chat and AI-Bot

The online chat platform was embedded into the Scottish Refugee Council website, and prompts users to ask a question. If an adviser is unavailable, users can still leave a message that can be answered by the adviser later. In March 2019 the Live Chat was introduced in a pilot phase for 2 days per week, before being officially launched on 1 May 2019.

Queries from the online messaging service were collected and analysed to look for common themes, for example academics asking for the number of refugees in Scotland, and clients asking for the opening times of services. From this analysis the Scottish Refugee Council Digital Officer developed a system for these questions to be answered automatically, without having to be seen by the adviser. This interactive module takes the user through a set of questions to allow them to find out the information they need, and if they are still not able to find the information they are put through to the adviser. Many of the queries were from people outside of the UK wanting information about the asylum process. Scottish Refugee Council only supports people who are in the UK seeking asylum or who have been granted status, and so a screening question was introduced to link people with this question to the UK Home Office website, freeing up time for our advisers to answer other queries.

### Data analysis

Information was collected on the source of the interaction and the issue. The same coding was used between the Live Chat, messaging service and telephone helpline services.

The coding was reviewed to ensure that it was representative of the issues that our advisers were addressing. The large number of issues dealt with reflects the range of questions that our advisers have to answer across all platforms.



### Creating an AI system

From the issues that have been raised on the Live Chat, messaging service and telephone service, we analysed the queries and created an AI Bot called Chatty to answer some of the most frequently asked questions.

This system works by guiding users through a series of questions and then signposting users to different sections of our website where they can receive more information. If the AI cannot determine the issue it will try to forward the chat to an adviser if one is available. This is particularly useful in screening issues that are not appropriate for Scottish Refugee Council to support.

“Chatty” the AI bot was first launched in the middle of July, over the course of 10 weeks. and saw 550 interactions. Lessons from this period showed that there is still the need for a qualified adviser to answer the most complex issues, with around half of interactions being signposted to the relevant section of the website.



### How did we involve refugees?

We held a focus group for service users of Scottish Refugee Council in late 2017 to gauge what digital services they would find useful which informed the pre-development stage of this project.

Prior to the online chat trial, we spent time speaking to service users physically accessing our advice services on their use of online platforms and how they interact with our services digitally.

Additional service user feedback on the performance of Scottish Refugee Council's website and user friendliness was documented and fed into ongoing development.

### Learning – What changes did we make along the way?/How would we do things differently?

Our advisers were able to respond to emergency queries quickly and resolve destitution issues by promoting both the helpline and Live Chat services to partners and other stakeholders. We learned that the promotion of the helpline and digital services to clients should be actively encouraged during casework on an ongoing basis and be embedded in our daily work.

Our advisers managed to enhance the quality of advice provision by responding to queries quickly freeing up capacity to discuss and resolve more complex client issues including:

- Providing information on accessing benefits, crisis grants, opening bank accounts
- Providing legal information (travel documents, advice and referrals on family reunion)
- Providing information on health and wellbeing (referrals and advice on accessing health services)

We were able to improve referral mechanisms and signposting systems in the services team using the feedback we received.

We dealt effectively with agencies looking for second-tier advice and received positive feedback.

Dealing with online trolls was challenging. All trolls were reported to Scottish Refugee Council's Digital Officer who banned the IP address from accessing our website.

Although the AI Bot is able to deal with many issues, there is still need for an adviser to be available to answer many of the queries due to their complexity.

During the Covid-19 pandemic the telephone and digital systems developed allowed Scottish Refugee Council to provide much needed information and advice during difficult times.

The live tool was also the preferred option for people seeking advice from outside the UK.



### Validation/Evaluation of tool

We were able to carry out crisis interventions in very busy times. For example, there was an increase in the number of refugees left destitute and we were able to respond by taking queries and applying for crisis grants. People were able to call the telephone helpline and speak to an adviser directly who could support them in their crisis period, rather than people having to wait at the Scottish Refugee Council's office during drop-in periods.

On average our Helpline Adviser now answers on average 383 calls per quarter, with calls from agencies, clients, refugees and the general public. For the Live Chat Service and messaging service there is on average 40 interactions each quarter and since its launch on mid-July to the end of September there were 550 interactions with the AI Bot.

Positive feedback was left on the Live Chat and given verbally on the helpline.

A huge increase in demand for the telephone helpline during the Covid-19 pandemic highlighted the need for accessible information when other services were subject to closure due to the pandemic.

### What recommendations do we make for funders; policy-makers, communities?

Digital services should be introduced as complementary to advice services, not a replacement. Nonetheless they are valuable tools to increase the options to refugees to access services and for organisations to maximise face-to-face contact.

It takes planning and resources to have both a telephone helpline and Livechat services.

Both technical and operational expertise is central to the running of the services so organisations should be prepared to invest and support this approach.

A knowledge base is challenging to build because asylum and immigration is a complex and fast-changing field.

There is need to be flexible in approaches used depending on different people's needs. For example, the complex nature of each case means that there will need to be follow-up from caseworkers to support individuals.





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**WEA** **Adult Learning  
Within Reach**



SCOTTISH FAITHS  
ACTION FOR REFUGEES

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