

September 2007



Training Provision and Other Support for Refugee Teachers in the UK: Mapping the Field



RAGU (Refugee Assessment and Guidance Unit)

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Executive summary



1. Executive summary

This report is a survey of the programmes offered to support refugee teachers and others who want to work in education in the UK over the period 2001 to 2007. It is the result of a mapping exercise undertaken by RAGU (Refugee Assessment and Guidance Unit) as a part of the PRESTO project for refugee employability.

The report focuses on four main topics:

- Information on the training providers. Where they are and what services they provide.
- Outcomes. Lack of firm statistical evidence means that outcomes presented are indicative. The general picture is that while some individuals are moving into support roles in schools few are managing to re-qualify as teachers. Those who do gain QTS are finding it difficult to secure permanent employment.
- The challenges faced by organizations in delivering these programmes. The main areas identified were:
 - A changing labour market
 - The complexity of the system
 - Lack of resources
 - Issues facing project participants
 - Project-based funding
 - Unrealistic expectations
- The solutions developed to meet these challenges and recommendations for future work. These were identified as:
 - The importance of effective partnerships
 - Developing participants' understanding of UK educational culture
 - Flexibility of work with schools
 - Providing suitable language training
 - Providing reliable advice and guidance
 - Providing pastoral and administrative support

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- **Aims of the mapping exercise**
- **Methodology**

- Aims of the mapping exercise

This report builds on the findings of an earlier UK-wide mapping exercise undertaken by Employability Forum in 2005 that identified the key organizations involved in providing specialist training and/or support for refugee teachers. This showed where support was available and provided brief outlines of the various programmes. In late 2006 it was decided to update this information and examine in greater detail what kind of programmes had been developed and what lessons had been learnt.

The aims of this mapping exercise were to:

- update information on existing programmes
- identify any new programmes working in the field
- gather statistical information relating to numbers of beneficiaries, qualifications gained and employment outcomes
- gather detailed information on the services offered
- identify the lessons learnt and good practice
- make recommendations for future provision

- Methodology

Statistical information was initially gathered through a form, sent to the relevant organizations (see appendix 1). This covered contact details, programme information, outputs and outcomes and beneficiary statistics regarding gender, nationality and prior experience. The period covered projects that had been active in the last six years (2001 to 2007). Some were still running but some were no longer offering specialist support for teachers.

In order to examine each programme in more detail and gather some qualitative information, phone interviews were conducted with programme co-ordinators. 11 organizations were contacted and completed the form and follow-up phone interviews were conducted with five of these organizations. A further programme at RETAS in Leeds has been included that deals with raising awareness of refugee issues in schools. Although not primarily concerned with training teachers or support workers it offers a template for developing a new and innovative role in education.

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The training providers

- 3.1 Refugees into Teaching
- 3.2 Refugees into Teaching in Scotland
- 3.3 RAGU at London Metropolitan University
- 3.4 Empower Teachers Ltd, London
- 3.5 Refugees into Jobs, London
- 3.6 Empowering Learning Ltd, London
- 3.7 Adult Education Service, Coventry
- 3.8 Barnet College, London
- 3.9 Birkbeck College, London
- 3.10 Refugee New Arrivals Project, Sheffield
- 3.11 Education Leeds
- 3.12 RETAS, Leeds

3. The Training Providers

This section gives a brief description of all the programmes identified by the mapping exercise. For more detailed statistics please see the table in appendix 2

3.1 Refugees into Teaching (RiT)

This project is managed by the Refugee Council and involves a partnership with WLP (a consortium of ITT providers, HE institutions and local authorities), Newman College, Birmingham, NARIC and RAGU (Refugee Assessment and Guidance Unit). Its main aim is to support refugee teachers towards gaining Qualified Teacher Status (QTS). The programme is funded by the TDA and services include:

- Registration onto the national database of refugee teachers. This links into an e-group and monthly newsletter. (170 registered -Oct 07)
- Specialist advice and guidance in London and Birmingham
- Familiarisation programmes and short courses in London and Birmingham
- Free assessment of prior qualifications from NARIC
- The development of an online assessment tool for routes into careers in education

3.2 Refugees into Teaching in Scotland (RiTes)

Based at Strathclyde University, Glasgow, this is the only specialist project working with refugee teachers in Scotland. It has developed strong links with the General Teaching Council of Scotland (GTCS), Anniesland College (as an ESOL provider), Glasgow City Council and Bridges, a specialist placement provider. The project is funded by the Scottish Government and services include:

- Registration onto the national database of refugees in Scotland (167 registered – October 07)
- Specialist advice and guidance
- Support into re-qualification and employment
- Short training programmes
- Work placements (2 days per week for one term)

3.3 RAGU at London Metropolitan University

The Routes into Employment in Education programme ran from 2002 to 2006. The key aim was to prepare participants for work in support roles in schools. Sessions were delivered by RAGU and the University's Department of Education and placements were supported by the local borough's EMAS team. It received funding from the LSC and Jobcentre Plus and services included:

- A 6-month University-accredited programme. Three modules at certificate level including introduction to the Education system and curriculum, employability workshops and communication skills.
- A six-week placement in school

- Specialist advice and guidance
- Support into re-qualification and employment

3.4 Empower Teachers Ltd

Empower Teachers are a teacher training and recruitment agency based in Stratford, East London and currently delivering the Refugee Teacher Training Project. The main aim is to familiarize refugee teachers to the UK education system in order to enhance their employability. The programme is funded by the London Development Agency and services include:

- 30 days familiarization training including the UK education system, employability and ICT training.
- Work placement in school (2 days per week for one term)

3.5 Refugees into Jobs

The Access to Work for Refugees programme was delivered by RIJ from 2003 to 2005. Funded by the Home Office Challenge fund and the Sainsbury Fund, this project was divided into primary and secondary intakes and focused on securing placements in school. RIJ continue to support refugee teachers as part of their programme with other professionals.

Services include:

- Specialist advice and guidance
- Support into re-qualification and employment
- Volunteer placements in school

3.6 Empowering Learning Ltd

Empowering Learning are an education consultancy focusing on the recruitment, training and long-term placement of Overseas-Trained Teachers (OTT) living in the UK. The Gateway into Teaching programme ran from 2001 to 2004 and although mainly aimed at refugees also included non-refugee participants. They continue to support refugees into placement and employment and provide the following services:

- Career planning, advice and guidance
- Combined training and placement programme
- Support into employment and re-qualification

3.7 Adult Education Service, Coventry

The programme for teachers forms part of a wider project called Refugees into Work and includes new migrant as well as refugee participants. It aims to develop new

services to provide support into training and employment. Funded by the Neighbourhood Renewal Fund. Services include:

- Familiarization courses
- NVQ2 Teaching Assistant courses
- Advice and guidance

3.8 Barnet College

The ESOL for Overseas Teachers programme includes both refugee and non-refugee participants. It provides training to Skills for Life level 2 ESOL and also preparation for IELTS exams. Many individuals use this as preparation for applying to PGCE programmes.

3.9 Birkbeck College

The Passport to Teaching Plus programme aims to enable refugee teachers to gain the qualifications necessary to teach in Further Education. Funded by the Home Office Challenge Refugee Integration fund, content includes:

- Stage 1 and 2 training (enabling participants to teach in FE part-time)
- Stage 3 training (full FE teacher status)
- English for Academic purposes
- Career Development workshops
- Work placements

3.10 Refugee New Arrivals Project

Based in Sheffield this organization provides specialist support for refugee teachers as well more general advice and training for refugees. Services include:

- Running a refugee teachers support group
- Providing support into work placements in school

3.11 Education Leeds

Th Utilising the Skills of Refugees project provided recognized qualifications for working as teaching assistants and supporting qualifications in other skills. It was funded by the LSC and fair play Partnership until July 2006 but training still continues and includes:

- NVQ 3 Teaching Assistant
- ECDL
- OCR Literacy level 2
- OCR Numeracy level 2
- Foundation Certificate in Health and Safety

3.12 RETAS, Leeds

The Asylum Seekers' Public Speaking and Advocacy course was run as part of the EASI Development Partnership. It provided volunteers with a short training course, which prepared them to deliver training sessions on the facts about asylum and to give personal testimony to young people in informative teaching sessions at schools.

The training included:

- presentation and public speaking skills
- using PowerPoint
- the importance of advocacy
- teaching skills
- refugees' and asylum seekers' rights and entitlements

4

Outcomes



4. Outcomes

Statistics gathered by projects show how hard it is to progress individuals into meaningful employment but also demonstrate the difficulties in tracking client progression. An individual may attend a number of programmes from different providers before reaching their target training or employment. This is particularly true of London where there are a number of organizations offering training and support for refugee teachers. Also, the mobility of refugees means that a large percentage lose contact with the training provider and eventual destinations are not known. Consequently, the following figures are approximate and should be read as a guide rather than firm statistical evidence.

There has been a total of around 650 contacts with training providers although the number of actual individuals involved could be significantly lower due to double counting. Most of these are initial contacts for advice and guidance and registration onto databases. Some of these will have decided not to pursue a career in education or taken up training or employment in other fields.

About 300 have attended specialist training ranging from ESOL and familiarization courses to integrated bridging programmes and work placements. There are 91 confirmed employment outcomes with most in support roles in schools including teaching assistants and learning mentors. 16 have studied to achieve Qualified Teacher Status (11 PGCE in England, 5 PGDE in Scotland) and 19 for PGCE post compulsory. In this case, the numbers may be higher as one respondent had only anecdotal evidence but stated that a *large percentage* of participants had moved onto PGCE programmes. Also, exact figures about those who successfully completed courses and achieved QTS are not available. Eight individuals are recorded as teaching as unqualified teachers under the four year rule¹ but numbers for fully qualified teachers in permanent employment have been difficult to find. Some of those who have achieved QTS are working as supply teachers but are unable to secure permanent posts.

¹ The four-year rule for overseas trained teachers (OTTs) states that you can teach for up to four years before you have to be awarded QTS. The four years start from the first day that you teach in a mainstream school in England, and includes any time out of service.

5

Challenges

- 5.1 A changing labour market
- 5.2 The complexity of the system
- 5.3 Lack of resources
- 5.3 Issues facing project participants
- 5.4 Project-based funding
- 5.7 Unrealistic expectations

5. Challenges

This section looks at the difficulties faced by providers in trying to meet the aims of their respective programmes.

5.1 A changing labour market

Two respondents noted the change in labour market conditions over the last few years and the corresponding competition for posts. Three years ago when many of these projects were being developed there appeared to be a shortage of teachers and much of the discussion was about utilizing the skills of refugees who were already in the UK rather than recruiting overseas. (It should be noted that due to the lack of firm statistical evidence it is still not known how many refugee teachers there are in the UK. Consequently, how far training and employing refugee teachers would go to meet the skills gap is not known.) Many of the refugee teachers we do know about have particular skills in the areas of maths and science where skills shortages are still reported. However, anecdotal evidence suggests that competition for jobs is still high and that refugee applicants may lack the jobsearch skills or face prejudicial treatment during the application process. In this situation one interviewee noted that *our teachers will be pushed to the back of the queue.*

5.2 The complexity of the system

The choices facing a refugee teacher can be bewildering which may deter some potential applicants or send them down the wrong training route. There are six main training paths into teaching in schools in England and Wales to suit different situations. While this provides flexibility of access it can be difficult for careers advisers to provide suitable guidance and support for clients. Individuals may also need to get a statement of equivalence for their previous teaching qualification and then go through a re-qualification process. In addition to gaining QTS there are other options available including a range of school support roles that could offer a way into employment and the possibilities of working in FE. Consequently, individuals may need to be made aware of a wide range of options before they can make an informed decision.

In Scotland the situation is more straightforward but in many respects more rigid. Here the General Teaching Council for Scotland is responsible for registering teachers and is the sole route into teaching in school. On completion of teacher training, graduates are guaranteed a job for one year and gain provisional status. At the end of this year the GTCS makes a decision about whether to grant full teacher status based on their performance in this probationary period.

Here, the problem is for overseas qualified teachers who don't have to gain Scottish qualifications but are finding it difficult to secure supply teaching to cover their probationary period.

5.3 Lack of resources

Some organisations are attempting to meet a local need with little funding and limited access to resources and information. In one case they are relying on volunteers with specialist knowledge to provide support and training. For those with funding there was sometimes an under-estimation of the amount of time needed for administration and pastoral support. One co-ordinator noted that a colleague *doesn't have time to spend with clients because she's processing invoices*. Another respondent also complained about the targeting of current resources into unneeded research saying that there was *too much emphasis on building up data and not enough action*.

5.4 Issues facing project participants

The barriers to training and employment facing refugees have been well-documented over the years so I will not cover these in great detail. They include lack of language skills, information, understanding of the labour market and UK qualifications as well as social issues such as racism, poor housing and subsequent health and mental health needs.

The level of English language was identified as the most important factor in determining the success of individuals in accessing training or employment. For teaching more than any other professional field, apart from health, use of language is of the utmost importance. Individuals have to be able to communicate effectively with children in classroom situations as well as with colleagues, parents and other outside agencies. This is a formidable range of skills even for a native speaker. One interviewee highlighted the need for classes in *professional social language* to help individuals attune themselves to the nuances of staffroom as opposed to classroom language. It is clear that a range of communication skills training is required for any course working with refugee teachers.

Another key issue is the development of an understanding of the culture of teaching in the UK and the teaching and learning strategies employed in UK schools. Teaching cultures in Africa, the Middle and Far East where many refugees originate can have very different approaches to teaching and assessment from the UK. Those with extensive overseas experience may find the transition to UK culture more problematic than those with little or no teaching experience in their own country.

Other issues that respondents identified include time keeping and poor performance on placements. These can be the result of poor motivation and lack of confidence and can lead to regular absenteeism on courses and consequent disruption of programmes. Regarding placements in schools, it was noted that clients need to be proactive and exploit the opportunity to demonstrate their skills effectively. As potential referees or even employers, schools need to see what participants are capable of. However, participants lacking confidence may underperform in a pressurised school situation. Conversely, some respondents also had examples of individuals overstepping boundaries and the agreed parameters of the placement. This is usually due to misunderstandings that can be overcome by re-iteration of placement guidelines but in some circumstances placements had to be ended.

5.5 Project-based work

Being funded for short-term projects also presents its own problems. Organisations are faced with the prospect of continually looking for funders to keep programmes going. If new funders are found they may have different criteria that affect what the programme is able to offer, if they are not found then programmes have to close down. This obviously impacts greatly on the ability to deliver a consistent service. In addition, setting up effective systems can sometimes take up the first year of a project and it can be time consuming to continually set up new systems to comply with new criteria.

5.6 Unrealistic Expectations

This can be linked to earlier points about the labour market, unreliable statistics and funding criteria. Projects may be working to achieve an unrealistic set of targets particularly regarding participants entering employment. While there is undoubtedly a pool of skilled refugee teachers and others who want to work in education, it does not mean that there are corresponding employment opportunities in this area. The high competition for teaching jobs in schools, the lack of funding for support roles and the recent cutbacks in FE teaching are indications that even with all the right training and experience, individuals will find it hard to move into suitable roles.

6

Lessons and recommendations

- 6.1 The importance of partnerships
- 6.2 Developing an understanding of UK educational culture
- 6.3 Flexibility of work with schools
- 6.4 Providing suitable language training
- 6.5 Providing reliable advice and guidance
- 6.6 Providing pastoral and administrative support

6. Lessons and Recommendations

This section reflects on how organizations responded to the challenges they met and the lessons they learnt in the process.

6.1 The importance of effective partnerships

When asked for recommendations about delivering successful programmes for refugee teachers all respondents put the establishment of good partnerships at the top of the list. This reflects the range of specialist input required to enable individuals to progress into relevant employment. These may differ slightly from project to project depending on their aims but broadly speaking partnerships could include any combination from the following:

- Refugee agencies for specialist IAG and other support
- Refugee agencies, community organizations and others for referrals
- Local authority childrens' services as potential employers or placement support
- Schools and colleges or placement brokers for work placements.
- ESOL / EAP / Communication skills training
- ITT providers for familiarisation and bridging courses and entry onto recognized ITT programmes leading to QTS
- FE providers for training in support roles and related work
- Teacher registration bodies

Some projects may be delivering one or two of these services while others may have connections with several partners in the sector. All of them noted the importance of identifying the right partners during the planning stages and the need to map the demand locally with some initial research. Good partnerships help providers to focus on the real issues, set realistic targets and monitor project progress. Once the programme is running, maintaining personal links through regular communication was also seen as crucial for the purposes of advocacy and referral.

6.2 Developing participants' understanding of UK educational culture

Familiarisation with the organisational structure and guiding ethos of education in the UK is an essential component of all training programmes. Refugee teachers will have experienced a range of different teaching cultures in their own countries and will need to adapt to new ways of thinking to work effectively in English schools. Although a lot can be learned in class-based sessions, work placements offer the best opportunity to experience first hand how schools operate and what teaching and learning strategies are employed. The work placement can often be the central element in an individuals decision-making process, showing how teaching is delivered, what other roles there

are, how schools are organized and also the relationships between staff, children and parents. A successful placement may also lead to an offer of work with the school and be a source of future references.

6.3 Flexibility of work with schools

Many of the programmes contacted included the provision of placements in schools. Working with placement providers always presents challenges in terms of the burden of work you are placing upon them. Schools in particular are often stretched to capacity in providing placements for recognized ITT programmes and supporting other staff. With short placements, respondents found it was advisable to keep them as simple as possible with the minimum of paperwork and supervision required from the school. This has to be balanced against placement aims and providing a worthwhile experience but once a school has agreed in principle to take a placement it should be relatively easy to negotiate the terms of an agreement. In this, providers need to be specific about the aims of the programme and both participants and schools need to agree to set guidelines so that all stakeholders know what is involved. For placements linked to recognized qualifications and ITT the process may be more straightforward as schools or colleges will understand the context. One respondent suggested making a one-off payment to schools to help support work placements.

6.4 Providing suitable language training

As stated earlier, excellent communication skills are a prerequisite for a teacher and some form of English language training should be a feature of all programmes. One project was concerned solely with ESOL and provided accreditation in skills for life and IELTS, both useful qualifications for moving into further training. Providing accredited English language qualifications can be a useful and attractive addition to training programmes for refugee teachers. Several respondents felt that lack of good language skills was the main barrier facing their clients.

Beyond the acquisition of good spoken and written English lies an area where there is far less provision and fewer resources. Whereas most courses focus on the nuts and bolts of language e.g. grammar, syntax, vocabulary etc. there is very little on the higher skills needed that encompass other facets of communication such as cultural context and social language. There is a need for resources to be developed in this area to enable a smoother transition for individuals into the working environment.

6.5 Providing reliable advice and guidance

Due to the range of possible training and employment opportunities in education as well as local labour market conditions, advisers need to have access to reliable up-to-date information. The range of information needs to include social support services, links with local training providers, refugee organizations and employers, information on routes into careers and an understanding of current legislation.

6.6 Providing pastoral and administrative support

Delivering successful programmes involves more than the delivery of course content or suitable advice and information. Any organisation working in this sector has to have

an understanding of the issues facing refugees and the context of their daily lives. A certain amount of pastoral care is inevitable given the multiplicity of issues that refugees have to deal with. An understanding and sensitivity to these matters is essential for all those working with refugees.

Another aspect of programme delivery is the time allotted to administrative work. Project funders often ask for a range of documentation relating to expenditure, registration and progression and the additional requirements for childcare and travel can place significant administrative demands on an organization. Time and funding needs to be in place for the efficient management of administrative requirements so that staff have sufficient time to work directly with project beneficiaries.

7

Current initiatives

- 7.1 Refugees into Teaching
- 7.2 Refugee Teachers Hub pilot programme
- 7.3 Refugee Teachers Network

7. Current initiatives

As well as the responses of individual organizations other recent initiatives are looking at new ways to respond to the needs of refugee teachers.

7.1 Refugees into Teaching

Three aspects of this national programme are worth highlighting as positive responses to some of the challenges described earlier.

- **The National Database**

This provides a central record of refugee teachers in the UK and allows subscribers to join an e-network and receive regular newsletters containing details about events and training.

- **The Standard Assessment Tool**

The online tool aims to provide accurate, up-to-date information on routes into careers in education from nursery to HE. Individuals can input personal details of experience and qualifications and use this to explore the opportunities available.

- **Free equivalency assessment**

NARIC are providing free equivalency assessments for participants who are looking to re-qualify in the UK. They have also conducted research into the top 10 refugee producing countries to provide a more comprehensive service.

For further details contact Fiona Prendergast at fiona.prendergast@refugeecouncil.org.uk

7.2 The Refugee Teachers Hub pilot programme

Funded by the Department for Children, Schools and Families the hub aims to bring together training providers, employers, IAG providers and employment brokers to deliver an integrated programme for refugee teachers. The hub will provide a clear route for individuals to progress through to relevant training and employment. This three-year pilot programme will run in London but it is hoped that it will provide a template for future, similar programmes across the UK.

7.3 The Refugee Teachers Network

The refugee teachers network aims to link up providers outside London to share ideas and good practice and develop resources. A network co-ordinator, to be based in Leeds, will be the focus for the network activity.

For further details about the hub and the network contact Beryl Randall at b.randall@employabilityforum.co.uk

Glossary

DCSF	Department for Children, Schools and Families
EAP	English for Academic Purposes
IELTS	International English Language Testing System
ITT	Initial Teacher Training
NARIC	National Recognition Information Centre
OTT	Overseas Trained Teacher
PGCE	Postgraduate Certificate in Education (England)
PGDE	Postgraduate Diploma in Education (Scotland)
QTS	Qualified Teacher Status
RAGU	Refugee Assessment and Guidance Unit
RiT	Refugees into Teaching
RiTeS	Refugees into Teaching in Scotland
TDA	Training and Development Agency for Schools

Appendices

1. Training Provider information Form
2. Statistical information on programmes
3. Training provider contact details

APPENDIX 1: Routes into careers in education for refugee teachers



Training provider information form

Contact information

Project name								
Organisation								
Address								
Telephone								
Fax								
Email								
Website								
Contact name(s)								
Type of Organisation (tick box)	Statutory/ Public	<input type="checkbox"/>	Voluntary/ Community	<input type="checkbox"/>	Private	<input type="checkbox"/>	Other	<input type="checkbox"/>

Programme information

To enable us to gather more detailed information about programme content leaflets can be sent to us in the SAE which you will shortly receive.

Date started	
Funder	
Number of programmes delivered	
Total number of participants (2001 –2006)	
How many project hours per participant?	
Length of course	

Outputs and outcomes

What qualification is awarded?

Qualification	Please tick	Please specify type and level of qualification. E.g. NVQ3 Health and Social care
Nationally accredited qualification		
Locally accredited qualification		
Certificate of attendance		
Other		
None		

What percentage of participants

	Percentage	Does not apply / Do not know
Got a qualification?		
Got a PT job in education?		
Got a FT job in education?		
Got other employment?		
Progressed to related training?		
Progressed to other training?		
Other?		

Client information

Gender

Please state the number of men and women who have attended your programme.

Men Women

Countries of Origin

Please state the number of clients by country of origin. Use the right hand columns for countries not listed.

Country	Number	Country	Number
Iraq			
Iran			

Afghanistan			
Sri Lanka			
Somalia			
Zimbabwe			
Turkey			
D.R. Congo			
China			
Ex-Yugoslavia			

Prior experience

Please state the number of clients by prior teaching experience.

Nursery / Childcare	
Primary	
Secondary	
Higher Education	
Vocational / Professional training	
No previous experience in teaching	
Other	

The 'Partnership for Refugee Employment through Support, Training and Online learning (PRESTO)' Development Partnership is part funded by the European Social Fund under the **Equal** Community Initiative Programme



APPENDIX 2: Statistical information on programmes

Table showing refugee teacher projects in the UK 2001 - 2007

Project	Organisation	Period	Description	No. of participants	Male	Female	Qualification
Refugee Teacher Training Project	Empower Teachers	Mar 2006 ongoing	Training and placement programme for OTTs	105	63	42	Cert. of attendance
Access to work for Refugee Teachers	Refugees into Jobs	2003 - 2005	Familiarisation and placements	60 IAG			Cert. of attendance
Utilising the Skills Of Refugees	Education Leeds	Dec 2004	Training for teaching assistants to work in local schools	10	6	4	NVQ 3 TA ECDL OCR literacy 2 OCR Numeracy 2
Refugees into Teaching	Refugee Council	Jun 2006	IAG, national database, familiarisation courses	DB - 170 IAG - 37			
Refugees into Teaching in Scotland	University of Strathclyde	Feb 2005 Ongoing	Orientation courses and database	DB - 167	39	60	
Passport to Teaching Plus	Birkbeck College	Jan 2006 Dec2006	1 yr adapted PGCE	17	9	8	PGCE in LLL
Routes into employment in schools	Refugee Assessment and Guidance Unit	2002 – 2006	6 month orientation with placement in school	69	27	42	University Certificate
Refugee New		April 2005	Only one project but	Network – 33			

arrivals project			continuing service.	Placements -29			
Gateway into Teaching	Empowering Learning	2001 to 2004	15 week training and placement	108 (some non-refugees)			
ESOL for OTT	Barnet College	Sep 2003 ongoing	1 yr ESOL and education programme	72 (approx)	? (36)	?(36)	ESOL level 1 or 2 IELTS

Main countries of origin of participants

on UK training courses 2001 - 2007

(excluding IAG and database statistics)

	Country	Number
1	Somalia	37
2	Zimbabwe	35
3	Iraq	28
4	Iran	23
5	Ex –Yugoslavia	22
6	DRC	17
7	Sri Lanka	15
8	Aghanistan	12
9	Turkey	11
10	Pakistan	7

APPENDIX 3: Training provider contact details

Training Provider Contact Details

Project title	Contact details
Refugees into Teaching (National)	<p>Fiona Prendergast Refugee Council 240 – 250 Ferndale Road London SW9 8BB</p> <p>Tel: 020 7346 1166</p> <p>Email: fiona.prendergast@refugeecouncil.org.uk</p> <p>Website: www.refugeesintoteaching.org.uk</p>
Refugees Into Teaching in Scotland (RITeS)	<p>Stewart Simpson University of Strathclyde Department of Childhood and Primary Studies Room 201, Crawford Building, 76 Southbrae Drive Glasgow G13 1PP</p> <p>Tel: 0141 950 3104</p> <p>Email: stewart.f.simpson@strath.ac.uk</p> <p>Website: http://www.strath.ac.uk/cps/rites/</p>
Routes into Employment in Schools for Refugees (London)	<p>Andrew Clarke Refugee Assessment and Guidance Unit London Metropolitan University 236 – 250 Holloway Road London N7 6PP</p> <p>Tel: 020 7133 2110</p> <p>Email: andrew.clarke@londonmet.ac.uk</p> <p>Website: www.londonmet.ac.uk/ragu</p>
Access to Work for Refugee Teachers (London)	<p>Fahira Mulamehic Refugees into Jobs 3-7 Lincoln Parade Preston Road Wembley Middx HA9 8UA</p> <p>Tel: 020 8908 4433</p> <p>Email: fahira.mulamehic@brent.gov.uk</p>

Gateway to teaching (London)	Lynne Hannigan Empowering Learning Ltd, Zetland House 5/25 Scrutton Street London EC2A 4HJ Tel: 0207 739 1144 Email: info@empower-learning.co.uk Website: www.empowering-learning.co.uk
Refugee Teachers Training Project (London)	Lubna Lone Empower Teachers Ltd 107 - 109 The Grove Stratford London E15 1HP Tel: 0845 451 4511 Email: info@empowerteachers.co.uk
ESOL for Overseas Trained Teachers (London)	Gemma Baker Barnet College Grahame Park Way Colindale LondonNW9 5RA Tel: 0208 266 4382 Email: gemma.baker@barnet.ac.uk
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Utilising the Skills of Refugees (Leeds)	Julie Noble Education Leeds 10th Floor West 110 Merrion Centre Leeds LS2 8DT

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