

## Policy and research

Policy briefings are handy summaries of current legislation and how it affects refugees wishing to teach or schools wishing to support them.

### [Every language matters](#) (PDF)

An evaluation of the extent and impact of initial training to teach a wider range of world languages

This Ofsted Report evaluates the strengths and weaknesses of initial teacher training in languages other than French, German, Irish, Spanish and Welsh. The report has been produced at a time when numbers of pupils taking languages at GCSE level are falling but schools are being encouraged to take on a wider range of world languages. It describes good practice in training and teaching. The term 'community languages' is used in the report where the majority of the learners have an affinity with the language through their ethnic background. The report highlights the role of Refugees into Teaching in providing support and training for suitably qualified refugees to become teachers with qualified teacher status. [2008]

### [Integration: employment and training](#)

Refugee Council and University of Birmingham research report on Refugees' Experiences of Integration: Policy related findings on employment, ESOL and vocational training

This policy report provides a literature review of the issues related to asylum seekers' and refugees' access to employment, ESOL and vocational training, an overview of the current policy provisions in these areas, a summary of relevant research findings from the main report, and recommendations for policy changes. [November 2007]

### [Refugee employment](#)

Refugee Council's Response to the Green Paper 'In work, better off: next steps to full employment'

The Refugee Council's response welcomes a number of proposed initiatives, particularly on the greater flexibility and tailoring of services around individual training and employment needs. It also raises a number of concerns in light of the distinct barriers refugees face in accessing employment. [October 2007]

### [Equality and diversity policy briefing](#) (PDF)

Promoting an inclusive curriculum, good race relations and community cohesion are key duties for schools. Many schools and local authorities recognise the importance of encouraging greater diversity of staff in schools, including refugee teachers. This policy briefing from the Refugees into Teaching project outlines the role refugee teachers and support staff can play in helping schools fulfil these statutory duties and enrich the learning environment. [May 2007]

### [Systems assessment](#) (PDF)

Mapping and Analysis of Systems for Assessment and Recognition of Overseas Qualification and Experience in England  
This report by the Refugee Assessment and Guidance Unit (RAGU) was produced following research into the assessment and recognition of international qualifications and experience in the area of employment and education. The report is commissioned and funded by Ufi (advice-resources). [March 2007]

### [Emigration from Zimbabwe: migrant perspectives](#) (PDF)

This article by Alice Bloch explores migration from Zimbabwe to the UK and South Africa and the experiences of the receiving countries from the perspective of the migrants. It provides a critical examination of the impact of structural barriers in both the UK and South Africa on the economic experiences of migrants. The effects of immigration status, due to the exclusion of asylum-seekers in the UK and the presence of undocumented migrants in the UK and South Africa are explored in relation to employment and remittance activities. [February 2006]

### [Rebuilding lives - groundwork](#) (PDF)

Progress report on refugee employment

This report by the National Refugee Integration Forum sets out the progress that has been made since the publication of the Government's strategy on refugee employment in March 2005. Working to Rebuild Lives explained the measures that were required to overcome the barriers that refugees faced in the UK labour market, and presented a new framework for partnership with the voluntary sector. [June 2006]

### [Career interruptions and labour market outcomes](#) (PDF)

This Lancaster University paper is part of the Equal Opportunities Commission's Working Paper Series. This investigation is supported by the European Social Fund, and it examines ways in which enhancing flexibility in the labour market can yield benefits to both employers and employees - enhancing productivity for businesses and extending the menu of working patterns in ways that fit in with workers' lifestyles. [2006]

### [Skills audit of refugees](#) (PDF)

This research report by the Immigration Research and Statistics Service of the Home Office explores the skills and qualifications of refugees in the United Kingdom. This was the largest ever skills audit of refugees undertaken in the UK. Over 3,700 questionnaires were posted to people who received a positive decision on their asylum application between November 2008 and February 2003 and 2,000 completed questionnaires were returned. [2004]

### [Opening doors for refugees working in education](#) (PDF)

Refugee Teachers Task Force conference report

The report was drawn up by the Refugee Teachers Task Force, assembled by the Employability Forum, and it considers ways of overcoming the barriers faced by refugee teachers in accessing jobs in education and unlock the skills that they can bring to the workforce. It makes recommendations to the Department for Education and Skills to give recognition and support for an infrastructure based on regional hubs, ensuring that refugee teachers receive the advice and support they need to adapt their qualifications and find employment and also to support the development of these hubs. [November 2006]

### [Working to rebuild careers](#) (PDF)

An assessment of the provision to assist refugees seeking employment in the East Midlands

The East Midlands Consortium for Asylum Seekers and Refugee Support (EMCARS) commissioned NIACE to undertake this assessment of provision supporting refugees seeking employment. This report documents the findings and makes recommendations to be adopted within the East Midlands area but that may be relevant for other regions of the UK also. [2006]

### [Valuing skills and supporting integration](#) (PDF)

This report is based on the lessons learned by NIACE when undertaking skills audits and developing methodologies to overcome the barriers to education, training, employment and integration faced by asylum seekers and refugees. It makes a number of key recommendations around access to work and training on the basis of evidence gained through skills audits of around 600 asylum seekers. [2005]

### [HERAN conference report](#) (PDF)

Initiatives in higher education for refugees and asylum seekers.

This is the report from the first conference of the network, HERAN (Higher Education for Refugees and Asylum seekers Network), which was held at the Graduate Centre at London Metropolitan University on 11th May 2005. The conference was organised by RAGU (Refugee Assessment and Guidance Unit) who were also responsible for setting up the network. [2005]

### [Positively Plurilingual](#) (PDF)

The contribution of community languages to UK education and society

This booklet presents some key findings from the National Centre for Languages (CiLT) 2005 survey of community languages in Britain. CiLT aims to show how developing this asset is consistent with a wide range of existing social and educational policies, and their intention is to inform the work of policymakers throughout the UK. [2005]

### [The development potential of Zimbabweans in the Diaspora](#) (PDF)

The aim of this research by Alice Bloch was to obtain a profile of Zimbabweans in the United Kingdom and South Africa in terms of their skills base, transnational links and interest in contributing to development and is part of the International Organization for Migration (IOM) research series. [January 2005]

### [Bolton Employment Project](#) (PDF)

Project Report

Refugee Action's Manchester office delivers a diverse and comprehensive service across Greater Manchester to refugees, asylum seekers and those who support them. The smaller Bolton office is home to the Gateway team as well as the employment project. This document reports on the impact that the project has had on refugee communities and the lessons learned from it. [2004 - 2005]

### [Refugee employment strategy](#) (PDF)

Working to Rebuild Lives – A Refugee Employment Strategy; Department for Work and Pensions

This strategy paper summarises the achievements made as a result of the Government's work and its partners in increasing the number of refugees in work and outlines the collective approach needed to give refugees better employment chances. This paper introduced measures to move more unemployed refugees into Jobcentre Plus support quickly after they receive refugee status; and to ensure that Jobcentre Plus gives them the help they need to find sustainable work. [2005]

### [Making it work](#) (PDF)

Refugee employment in the UK

This Institute for Public Policy Research working paper by Alice Bloch begins with the premise that getting refugees into employment, and particularly into employment that matches their skills, is one of the most important aspects of the process of integration. It presents an analysis of the position of refugees within the UK labour market, explores factors that affect participation and suggests ways of improving access for refugees. [March 2004]

[Partners in education](#) (PDF)

Schools and refugee communities in Islington

This report includes the results of qualitative research into the needs of refugee children in schools in Islington. The Ethnic Minority Achievement Service (EMAS) of CEA @ Islington commissioned the research from the Refugee Assessment and Guidance Unit (RAGU) of London Metropolitan University (London Met). [May 2003]

[Missed opportunities](#) (PDF)

A skills audit of refugee women in London from the teaching, nursing and medical professions.

This report, produced in association with the Refugee Women's Association, examines the skills available among refugee women in London in the teaching and medical professions. It records the levels of employment among the women in their countries of origin and looks at the problems they have faced in continuing their chosen professions in this country, despite the demand for teachers, nurses and doctors. [2002]

[The professional capacity of nationals from the Somali regions in Britain](#) (PDF)

Report to Refugee Action and IOM

The aim of this study by Alice Bloch and Gaby Atfield was to investigate the professional capacity of Somali nationals living in Britain. The study set out to examine the skills, qualifications and employment experience that refugees brought with them on arrival to Britain and had obtained since living here. The context of the study is to facilitate the voluntary return of Somali nationals and to provide assistance for reintegration based on self-identified needs. In order to match potential job and training opportunities in the Somali Regions with existing skills and experience the study set out to obtain a profile of Somali nationals living in Britain. [May 2002]



In order to download any documents marked (PDF) you will need Adobe Reader. You can get this for free on the [Adobe website](#)

---

©2009 British Refugee Council 2007 (Refugees into Teaching project)  
Built on [OneStopCMS](#)

[Sign In](#) [Sign Up](#)