**Issues faced for group:**

Language barriers

* Encourage family members to use all the languages that they speak eg they may have stopped in France or Germany
* Use google translate
* Find out if you have other people such as staff or other people that use your service that speak the same language
* Find out if there are other similar languages that families might understand eg someone that speaks Hindi may also understand Panjabi
* Try and avoid written materials if you do need to use them keep language simple and use pictures

Families accessing the provision we deliver

* Introduce yourself or deliver taster session in places familiar to the people you are working with.
* Speak to getting to local organisations, schools or charities to see if they offer free bikes, scooters.
* <https://www.rst.org.uk/what-we-do/bus-passes>
* <http://reap.org.uk/wp-content/uploads/2016/09/Concessionary-transport-for-disabled-refugees-and-asylum-seekers.pdf>

Recruiting families

* Invite families personally – don’t rely on posters as in some cultures a verbal invitation is required
* Put yourself in others shoes and think about the barriers they will face – what can you do to address them before they step through your door
* Make your offer flexible so you respond to what families want and need
* Ensure that you are well connected with services in your area

Making my offer relevant to families who may have more pressing issues

* Make your offer relevant to families – Learning Unlimited deliver a walks so families are aware of what is available in their local area. They have sessions that include food so that families have an opportunity to cook.
* Think about what families need – driving courses could combine literacy and numeracy.
* Be sensitive to family experiences
* Be knowledgeable about other services in the area such as welfare support. Consider inviting partner organisations to your sessions.

Digital barriers – knowledge/ access

* Seek partners that might be able to support with digital grants/ tools
* <https://www.ragp.org.uk/guidance/digital-inclusion/home>
* <https://www.redcross.org.uk/about-us/what-we-do/how-we-support-refugees/digital-empowerment-of-refugee-women>

Form filling where English is a 2nd language

* Speak to others to see if they can help with translation
* Do not fill in forms that is outside your area of expertise this is particularly important for any housing or benefit forms as incorrect information could have a negative impact.

Helping people understand concept of education and progression

* Use the family skills booklet to assess where your families are at and to discover information they might need – links are available in the follow up notes.
* Find out from other learners what helped them settle into the education system

Having to support so many languages

* You don’t have to have to know all languages – use body language, pictures and simple words to aid communication.
* Be aware of your local services so you can work in partnership.

Barriers families may face when accessing your services

* Confidence
* Language
* Time
* finding out about opportunities
* cultural expectations/ pressures
* financial pressures
* access to digital skills
* lack of trust
* not knowing where to get information
* time of year/ week (festivals/ Friday prayers)
* not understanding what is on offer or the benefits of participating in family learning
* lack of formal education
* not understanding word ‘bilingual’

How to overcome these barriers

* work with existing partners and organisations that work with those communities. Go to their
* environment rather than coming to ours.
* speak to people who have lived experience
* help with form filling to support people and build trust
* informal coffee mornings to build up relationships
* can give compassion and time
* think about other language skills that people can utilise
* translate flyers to help people understand what they are engaging in
* partner with organisations that may be able to offer devices
* use festivals and celebrations to engage with people
* being clear and using simple language
* being open with people - bring and share and coffee mornings
* use individual invitations in some cultures unless you are personally spoke to you are not really invited
* use culturally appropriate greetings
* pronounce names correctly
* ask about the family rather than just saying 'good morning'
* good local signposting knowledge know where to refer people onto
* build flexibility into offer so you can respond to individual needs
* know where the local food/ hygiene bank is
* put yourself in their shoes and think about what they would want
* give people the opportunity to express who they are. Ask them what they are good at, what they enjoy etc Readdress the deficit model. Use the culture wheel or the plurilingual portrait to help you understand this.
* Invest the time in people to understand them

Key words important to working with families – **dignity and identity**. As families:

* Are often dependent on charity
* Have little control over their life
* May have experienced trauma
* May have left everything behind
* Have no family or friends
* Have very few means of expression – language, culture, food customs, celebration
* Are experiencing a culture shock

**National help**

<https://www.redcross.org.uk/get-help/get-help-as-a-refugee>

Guide for new refugees: <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/962463/English_only_-_web_accessible.pdf>

<https://www.refugeecouncil.org.uk/our-work/refugee-resettlement/>

Medical support: <https://www.bma.org.uk/advice-and-support/ethics/refugees-overseas-visitors-and-vulnerable-migrants/refugee-and-asylum-seeker-patient-health-toolkit/overcoming-barriers-to-refugees-and-asylum-seekers-accessing-care>

**Want to help?**

<https://www.refugee-action.org.uk/heres-can-help-refugees/>

<https://www.gov.uk/help-refugees>