Asylum Seeking and Refugee Children and Young People

national children's bureau

Developing good practice training pack

Sheree Kane

NCB promotes the voices, interests and well-being of all children and young people across every aspect of their lives.

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This training pack is dedicated to all those hard-working professionals across the UK who tirelessly work to meet the needs of asylum seeking and refugee children and young people.

March 2006

Introduction

The ‘Asylum seeking and refugee children: developing good practice’ project of the National Children’s Bureau was funded by the Department for Education and Skills (DfES). The aim of the project was to improve practice in assessing and planning for separated and unaccompanied children and young people. The work has concentrated on developing practice around the statutory assessment and planning processes, including core assessment, needs assessment, pathway planning and care planning for looked after children and young people.

The knowledge and skills required to work with asylum seeking and refugee children and young people is changing rapidly.

There is plenty of literature and research looking at the problems facing asylum seeking and refugee children and young people. There are also studies looking at what children’s services are *not* providing. Though both types of study are useful, they don’t necessarily help practitioners in their day-to-day work with children and young people.

A common theme amongst those working with asylum seeking and refugee children and young people is the feeling that wider child care legislation and policy seems to neglect the impact of immigration legislation and policy on the services and support they are striving to provide.

Practitioners and managers find it difficult to translate what is expected of services and support for looked after children and care leavers, with that required for asylum seekers and refugees.

Practitioners and carers need to have access to information on practical tools so that their day-to-day practice is more effective; their confidence levels are raised; and their work is grounded in research, applicable theories and modelled on 'what works'.

The whole focus of the Asylum seeking and refugee children: developing good practice project is on identifying what works, looking at what constitutes good practice and establishing how best to build on it.

This training pack is the culmination of the training, practice development work, and research that has taken place during the life of the project. It is intended neither to duplicate other training resources nor to provide the ultimate training manual on every aspect of working with asylum seeking and refugee children and young people. Instead, this pack aims to provide additional materials that you can draw upon to help you when developing, in others, professional knowledge and skills for working with asylum seeking and refugee children and young people.

Sheree Kane, Principal officer

National Children’s Bureau, March 2006

About this pack

Who the pack is for

The pack is designed to enable trainers to run a complete training session for professionals working with asylum seeking and refugee children and young people. It can also be adapted for use by managers, supervisors and facilitators who wish to use certain parts of the pack as stand-alone exercises.

What's in the pack

The complete programme and materials for the:

One day course on Assessment – Basic and Intermediate

One day course on Planning – Basic and Intermediate

Two-hour course on Caring for the carers of asylum seeking and refugee children

Appendices:

1. Action plan

2. Sample evaluation form

Training and information on immigration legislation and policy, and the implications for child care practice

The Asylum seeking and refugee children: developing good practice project has provided training on the legal context and implications of immigration legislation during its direct work with local authorities.

These activities and presentations have been omitted from this pack as immigration legislation and policy may change prior to publication.

A key area that participants may wish to know about is the legislation and how it affects their practice and the children and young people they work with. In which case, when you come to do your training, either put together a presentation on legislation and policy as it stands or refer participants to relevant websites or organisations who may be able to provide up-to-date information on immigration matters. It must be stressed that any information that is presented has to be current and accurate.

There are a number of sources of information on immigration legislation and how it might affect child care practice, including the following:

Children's Legal Centre
Refugee and Asylum Seeking Children project
www.childrenslegalcentre.com

ICAR
The Information Centre about Asylum and Refugees in the UK
www.icar.org.uk

ILPA
Immigration Law Practitioners Association
www.ilpa.org.uk

Immigration and Nationality Directorate (IND)
Tel: 0870 606 7766
www.ind.homeoffice.gov.uk

Refugee Council
Tel: 020 7346-6700
Email: info@refugeecouncil.org.uk
www.refugeecouncil.org.uk

Notes for trainers

These notes are to assist prospective trainers in planning training sessions on working with asylum seeking and refugee children and young people. The intention is to highlight the general issues to consider when planning, delivering and evaluating a training session. It is not a definitive guide to training. These notes are based on experience and learning gained while planning and delivering training in the NCB Asylum seeking and refugee children: developing good practice project.

These notes also provide information on how to use the training materials that accompany this pack. The training programmes and activities can stand alone. Instructions are given in this pack on how to adapt the activities and presentations to your own purposes or setting.

In order to make effective use of this pack, the trainer should recognise and subscribe to the key principles of this course, given below. Following these are the main issues to consider in planning and delivering training.

Key principles of this course

1. *Asylum seeking and refugee children and young people are children and young people first, regardless of their immigration status* (International Save the Children Alliance and UNHCR *Separated Children in Europe Programme: Statement of good practice* 2004).

2. *The best interests of children and young people are the primary consideration* (Children Act 1989; International Save the Children Alliance and UNHCR *Separated Children in Europe Programme: Statement of good practice* 2004) and, as the DOH/SSI (1995) state all children and young people have *an absolute right to care and protection*.

3. Asylum seeking and refugee children and young people, or any other child/young person who has immigration issues, do not come from a homogenous group and there is diversity amongst those from the same community or family. It should be recognised, therefore, that every child and young person is unique with their own individual needs, identity, experience, strengths and capabilities.

4. Asylum seeking and refugee children and young people have the same essential needs as children and young people everywhere but will have additional needs as a result of:

- their experiences and care before arriving in the UK
- their journey or transit to the UK
- their arrival in the UK as unaccompanied minors acclimatising and settling in the country without the safety net of their families, significant

carers, communities and friends they have been used to until they became separated children
- being in care
- experiencing, sooner or later, the transition to adulthood and independence as care leavers
- the immigration process and its subsequent impact
- the possibility of not being able to remain in the UK and having to return to their country of origin.

5. The approach to the training assumes an awareness and understanding of, and commitment to, anti-discriminatory and anti-oppressive practice.

6. These children and young people should not be seen or treated as mini-adults because of the journey they have made to the UK, or because the experiences they may have been through are difficult to comprehend or beyond one's own experience and understanding. Nor should these children or young people be seen as necessarily either victims or resilient because of their experiences or reactions to situations past, present or future – as this denies the uniqueness of the individual who does not always follow a predictable pattern in every given situation.

7. We never stop learning. No one knows everything there is to know about working with asylum seeking and refugee children and young people, and knowledge in this area continues to develop. Training should alert participants to this and recognise that professional development is an on-going exercise.

8. We recognise that asylum seekers and refugees are not a homogenous group; this also applies to the participants of each training session. Even if training is being run within a small team working in the same area, there will be diversity and differences of opinion. Respect should be shown by listening to others; and, although there may be disagreements, constructive debate and feedback should recognise differences in opinions, experience and ways of working.

9. Create an atmosphere that enables everyone to voice their feelings and opinions and to be heard. Finlay and Reynolds (1987) suggest that:

attention to details like proper introductions, opportunities to warm up, encouraging participants to build on what they already know, not making assumptions about their ignorance or apathy, can all contribute to an atmosphere of trust.

It is also important to employ different mechanisms to enable participants to have the opportunity to participate fully, for example by having smaller group discussions or tasks involving talking one-to-one.

The trainer has to be mindful of ensuring that all participants feel they have an opportunity to express their views and opinions yet not feel forced to speak in front of others.

The use of evaluation techniques (such as written feedback at the end of the session) provides other opportunities for everyone to be heard.

10. Confidentiality should be respected during the course of the training unless to do so would put a child, young person, participant or other at risk. When discussing case studies or organisational practice, ensure that the details of people and organisations remain anonymous (for example, by using a different name to protect a case study identity).

Key issues for trainers

1. There has to be an awareness of the emotional impact that training in this area can have. If the trainer has delivered a particular training programme many times, it is easy to become anaesthetized to the subject matter and not recognise that, for participants, this may be a new area or a new way of looking at things that might bring up issues or feelings on either a personal or professional level.

2. Training provides the opportunity to discuss issues affecting asylum seekers and refugees in the current climate. This may be difficult for participants as it raises ethical dilemmas, practice and policy issues, which are complex and difficult to reconcile.

An example of this is the dual effect of paralysis and mirroring. For example, look at the situation of young people who have not been recognised as refugees. Although there may be the possibility of deportation and a return to their home country, a common response for these young people is to avoid talking about the subject. An uncertain future can lead to thinking only in the here and now, an avoidance of planning too far ahead, or an inability to plan for the future whatever the outcome. To think about the future might bring up negative feelings, worries, fears and anxieties about having to leave the UK. For some young people this can result in a form of paralysis – while actively suppressing thoughts about the possibility of deportation, their fear can seep into their consciousness and actively prevent them from carrying out their usual activities.

This can affect their education, for example a capable student’s school attendance may start to fall off and they may find it difficult to concentrate on their studies.

Practitioners and managers in the field can find themselves mirroring this response by planning only for an outcome that they have control over; or not planning at all because they cannot contemplate the future. In training, these participants may find it difficult to explore the reality of the situation or to look at the range of practical solutions that can be used to address the possible outcomes for the young person.

3. For some participants the subject matter may raise questions as to the work they are doing and the values and principles that should underpin their work. On a positive note, this re-evaluation and time for reflection within a

safe learning environment might help practitioners and managers to realise that they are not alone, and that there are many dilemmas and issues yet to be resolved, if ever, in this area.

4. This area of policy and practice raises more questions than answers at present. Trainers need to recognise that no training programme will provide all the answers or solutions to current practice in the care of asylum seeking and refugee children and young people in the UK. This may continue for the foreseeable future, as immigration legislation and policy continue to conflict with child care legislation and policy, and the principles of all professionals who care for, educate and protect asylum seeking and refugee children and young people.

Most importantly, you need to enjoy what you are doing and be excited about contributing to the development of professionals in the field. There are some tough challenges for professional training and development. There are no easy answers or quick fixes to the dilemmas and debates that arise in identifying and meeting the needs of this group of children and young people. This is an important part of the preparation.

How adults learn: making the most of training programmes

In order to be an effective trainer and facilitator, you need to understand how adults learn. There are many books and resources available on the subject that can provide in-depth knowledge on how to enhance the learning experience you provide.

This section will look at one of the key factors in adult learning to consider when planning and delivering a training programme: motivation.

Motivation appears to be a key factor in how participants engage in any form of adult learning, including structured training programmes. As Knowles (1973) points out, adults are more motivated to learn if the knowledge is useful to their professional role. When participants clearly see the benefits of learning, their learning and concentration seem to be better.

Participants will need to see that the programme on offer is directly applicable to the work they are doing, and that your programme will address the gaps in their knowledge. The content of your programme may validate what some participants are already doing in practice or confirm their views and knowledge. Therefore it is important to know your audience, even if it is just their job titles and a rough idea of their responsibilities. This will help you to decide at what level to pitch your training programme to maximise the opportunities for motivation and learning. It will also assist you in choosing which activities and presentations to use from this training pack.

Different methods in training

Adults learn in different ways, which is key to making the most of your training session. To assist you in ensuring that everyone gets something out of the session, use different training methods, vary the pace of the session and ensure there are adequate breaks at the appropriate times.

Any planned programme of training, whether the session is a day, half-day or shorter, should also have a combination of presentation and participatory activities. The day training programmes in this pack illustrate combinations of those factors.

The different methods you could employ include:

- simulated activities, such as role-play
- case study activities
- quizzes
- straightforward presentation of a given topic using overhead slides or PowerPoint
- video extracts
- small group activities and discussion
- facilitated discussion
- handout materials on the training itself, research and practice guidance
- further reading material
- audio material.

The activities have been designed to address different learning styles so as to provide a range of resources for you to use creatively and to stimulate creative thinking amongst your participants.

Participants should not only learn from you as the trainer but should also have the opportunity, through the activities and discussions, to learn from other participants. Where training events bring together professionals – whether from the same profession or from different agencies, organisations or authorities – there is maximum opportunity for learning, with the added bonus of opportunities to network and improve working relationships.

As well as developing new skills and knowledge, training should help participants identify transferable skills and knowledge. The aim of this is to increase the confidence of the participants in current knowledge and skills which can be applied to this area – such as theories around loss and separation, child protection, working with diversity, anti-discriminatory and anti-oppressive practice. The aim is also to reinforce the fact that asylum seeking and refugee children and young people are children and young people first, with essential needs that are the same as those of any other child or young person.

Blocks to learning

Even with a small group there will be diversity in terms of learning styles, knowledge and experience, both personal and professional. We all bring to training a different view of the world – which may have to do with gender, culture, race, religion, age, class, sexuality, politics, professional practice, beliefs, life experience – that might inform our thinking and possibly our practice. Although this can be very positive and provide others with new ways of thinking, sometimes the personal areas of our lives, our identity, our experiences and so on can create a block to learning or to seeing things in a different way.

There will be times when no amount of professional development activity will move individuals from their ‘ruts’, and sometimes views and opinions have become so entrenched that it can go unnoticed by the individual themselves. Professionals with common goals or functions, such as a staff team, can also be affected by this. In such a case, more work will need to be done on change management and on developing self-awareness and reflection before tackling, head on, the issues of improving practice with children and young people if future training is to be successful or effective.

Most trainers have to address blocks to learning, even if only to explain a task or activity again, answer questions for clarification or explain the conclusions of an activity or task.

You might find that some participants have perceptual blocks to learning, described by Meggison and Boydell (1979) as *not being able to see the wood for the trees*. If this is the case and the participants do not understand the tasks or are getting confused about the information being given or asked of them, you may need to be more flexible in your approach by switching to alternative tasks. That does not mean you give up on the outline structure of your day or the areas you were planning to cover. Nor does it mean that you end the session there and then. In this training pack there are alternative activities, presentations and case studies, which you can use if you need to alter the day as planned.

If just one or two individuals are finding the session difficult, you could team them up with participants who are able to help steer them through the activities.

If at the end of your training sessions the participants find it difficult as a group to think ahead to the next stage of their learning or to look at positive solutions for developing their practice, then you may wish to include an additional task. In the Planning course training materials in this pack you will find an activity that looks at obstacles and solutions. Although it looks specifically at obstacles to planning, you could adapt it to deal with the obstacles and solutions that the group is having difficulty with.

Target groups

This pack has been designed for training a range of different professionals working with asylum seeking and refugee children and young people. The training materials have been tested on a multi-agency, multi-disciplinary audience.

There are of course arguments for having specific training aimed at specific groups, for example at social workers, teachers, health care professionals, foster carers, independent reviewing officers, senior managers. However if we are looking to improve practice in the assessment, planning and service delivery to asylum seeking and refugee children and young people, then serious consideration needs to be given to running a multi-disciplinary or multi-agency event. A holistic assessment, plan or service would not be conceived solely by one person, let alone one agency. In order to successfully identify and meet the needs of children and young people it has long been recognised within the wider sphere of childcare that different professionals and agencies need to work together.

How to use the pack

The training materials have been designed and laid out in this pack to enable you to run a complete training course.

Each training course in this pack follows the same format.

1. The title of the training programme
2. Length of programme
3. Aims and learning objectives of the training programme
4. Target group
5. Numbers of participants
6. Programme with timetable
7. Trainer's preparation – what you will need
8. The complete training programme with Trainer's notes – an explanation of each activity or presentation, and accompanying tasks or presentation, in the running order of the programme
9. Evaluation
10. Suggested reading material and resources handout, where applicable

Although not explicit in the training programmes, you are expected in your introductions to cover matters such as health and safety for participants; general housekeeping, such as toilet facilities; and to establish ground rules, if you are not using the specific activity in this pack that covers ground rules. You are also expected to give a brief summary of the programme you will be using and information on lunch and break times.

Each activity has been written as a standalone, so the order of the activities and presentations can be altered to suit a trainer's customised programme.

A learning and action plan for individual learning

A Learning and action plan has been devised as a tool to help participants organise their thoughts on what they are learning and the key issues for practice that they take from the training course. This should be given out at the start of the training programme. Time should be given at the end of the programme for participants to consider what they have learnt and what action they need to take to integrate their learning into their practice. The Learning and action plan can be found in Appendix 1 at the end of the pack.

Evaluation

To ascertain whether your training has met its aims and objectives and increased learning amongst the participants, it is essential to incorporate an evaluation activity into your training. If you are an experienced trainer you may have your own evaluation tools. At the end of the pack, in Appendix 2, you will find a sample of an evaluation form to give out to participants.

Information from participants' written evaluations should help you to think about how you might deliver the training in future: any changes you might make, what worked well, and to identify what further training might be needed.

Complimentary training materials

Although this pack contains a range of training programmes and staff development materials, it is not an exhaustive programme of training. The aim is not to duplicate training materials that are already available but to provide additional resources for you to use.

There is a shortage of training materials specifically looking at the holistic needs of asylum seeking and refugee children and young people that can be adapted for use with a wide audience. The following are suggested as complementary training programmes, which you might find useful and which this pack builds on.

Unaccompanied Asylum Seeking Children: A training pack (DOH/SSI 1995)

This pack was created by the Department of Health (DOH) and Social Services Inspectorate (SSI) and published in 1995. It comes in a ring binder folder together with practice guidance. The pack was intended as an introductory training course for field social workers, their managers and social care professionals in residential establishments but, as it states, could be relevant to a wider range of professionals including foster carers, interpreters, education, health and housing personnel, senior managers and policy makers.

The pack is arranged in easy-to-read sections. It covers the refugee context, refugee experience, the legal framework, cross-cultural communication with unaccompanied children and young people, how to respond to the needs of children and young people, networking and partnership, quality, closing and an action plan.

The section on the legal framework is now out of date. The section on how to respond to the needs of children and young people entitled 'The care response' is also out of date in parts, as it pre-dates many changes in child care legislation and policy that have had a major impact in the way assessment, plans and services are carried out.

There are key practice points that would still apply today. The other sections could be adapted for current training courses. The section on cross-cultural communication, an area that continues to present challenges, is particularly relevant.

There are activities in each section of the pack. They can be used as a series to form one training day or used as stand alone activities. The material is straightforward, easy to understand and use, and comes with photocopiable handouts and five presentations.

Fostering Unaccompanied Asylum Seeking and Refugee Children: A training course for foster carers **(Kidane and Amarena 2004)**

This publication provides a complete introductory two-day course for trainers to use to prepare foster carers to support asylum seeking and refugee children. The target group is foster carers who have experience in fostering and have completed foster care preparation courses.

The training materials cover the following areas:

- Introduction to the course
- The unaccompanied refugee context
- Understanding the experiences of refugee children
- Understanding the feelings and needs of unaccompanied refugee children
- Preparing to help unaccompanied refugee children cope with their experience
- Preparing to help meet the practical needs of unaccompanied refugee children
- Preparing young refugees to leave care
- Caring for carers

The training material comes in downloadable pdf format and includes clear guidance to trainers on how to run the session, a timetable and pointers for practice.

The training materials cover a wide range of areas and, although intended as a two-day course, the activities within it could be used as stand-alone ones.

Although much of the legal and social policy content is still valid, there have been some changes in both childcare and immigration legislation and policy since it was published. The bulk of the material, however, still continues to have relevance for practice.

Looking After Unaccompanied Asylum Seeking and Refugee Children: A training course for social workers **(Kidane and Amerena 2005)**

This publication provides a complete introductory one-day course (or two half-day courses) for trainers to use with social workers.

The training materials cover the following areas:

- Introduction to the course
- Understanding the unaccompanied and refugee child context
- Understanding the legislation that governs unaccompanied asylum seeking and refugee children
- Assessing unaccompanied asylum seeking and refugee children's needs and identifying appropriate services
- Building professional partnerships, networking and action planning in work with unaccompanied asylum seeking and refugee children

This publication follows the same format as the BAAF training course for foster carers, as detailed above, and has similar drawbacks in terms of the legal and social policy information.

Terminology used in this pack

This training pack has been devised for those who work with asylum seeking and refugee children and young people who are unaccompanied. In this pack these children and young people may also be referred to as separated children or unaccompanied minors.

Separated child or unaccompanied minor The *Separated Children in Europe Programme: Statement of good practice* (International Save the Children Alliance and UNHCR 2004) states that:

> Separated children are children under the age of 18 years old who are outside their country of origin and separated from both parents, or their previous legal/customary primary caregiver.

Asylum seeker SSI/DOH (1995) states that an asylum seeker is: *someone who has left their country and is seeking refugee status.*

Asylum SSI/DOH (1995) describes asylum as: *the protection granted to refugees by a government*; and where governments *grant leave to enter or remain as a refugee.*

Refugee The 1951 *United Nations Convention on Refugees* defines a refugee as someone outside his or her own country:

owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion

(Article 1A (2))

Displaced person SSI/DOH (1995) describes a displaced person as: *someone who has left their home in fear, but has not crossed an international border.*

Economic migrant SSI/DOH (1995) describes an economic migrant as: *someone who has left their homeland to find work and hopefully, a better standard of living in a new country.*

References used in the *Notes for trainers*

Children Act 1989. Norwich: The Stationery Office.

Finlay, R and Reynolds, J (1987) *Social Work and Refugees: A handbook on working with people in exile in the UK*. Cambridge/London: National Extension College/Refugee Action.

Knowles, M (1973) *The Adult Learner: A neglected species*. Houston: Gulf Publication.

International Save the Children Alliance and UNHCR (3rd edn, 2004) *Separated Children in Europe Programme: Statement of good practice.*

Meggison, D and Boydell, T (1979) *A Manager's Guide to Coaching*. London: British Association for Commercial and Industrial Education, 15–16.

Rodgers, A (2nd edn, 1996) *Teaching Adults*. Milton Keynes: Open University Press.

SSI/DOH (1995) *Unaccompanied Asylum Seeking Children: Training pack*. DOH, ii .

Thompson, N and others (2nd edn, 1994) *Practice Teaching in Social Work***.** Birmingham: Pepar.

UN (1951) *United Nations Convention on Refugees* 1951.

Course on: Assessment of asylum seeking and refugee children and young people

Length of programme

One day

Aims

To provide an introduction to assessing the needs of asylum seeking and refugee children and young people

Learning objectives

By the end of the session the participants will have considered:

- the needs of asylum seeking and refugee children and young people
- the context of assessment
- the context of the 'child-ecological approach' to assessment
- how to get the information for assessment by interviewing children and young people
- how to engage children and young people in the assessment process
- a plan for further development of assessment skills.

Target group

Those that directly carry out assessments and those contributing to the statutory assessment processes and their managers, independent reviewing officers, foster carers, residential staff, education and health staff with responsibilities for looked after separated children.

Numbers: 15. You can increase or decrease the number of participants although, to allow adequate time for feedback, 20 should be your maximum.

Suggested programme structure and timetable

9.15	Introductions and housekeeping	(15 min)
9.30	Icebreaker activity A	(25 min)
9.55	Presentation – Context of assessment	(1 hour max)
11.00	Break	(15 min)
11.15	Activity – Context of the child	(20 min)
11.40	Presentation – Context of the child	(50 min)
12.30	Lunch	(1 hour)
1.30	Recap and questions from the morning	(10 min max)
1.40	Case study – Asking the questions	(30 min)
2.10	Case study – Role-play	(50 min)
3.00	Break	(15 min)
3.15	Feedback and discussion	(20 min)
3.35	Learning – Action plan and evaluation questions	(25 min)
4.00	Close the session	

Trainer's preparation: what you will need

- Powerpoint presentation and a computer or OHP slides and overhead projector
- Flip chart paper and pens
- Handouts for the activities
- Handouts for further reading
- Handout on action plan

Introduction

If you intend to give out packs to accompany this course, ensure that they are distributed at the start of the course. You may wish to include any activities or presentations that you use, and any handouts for further reading.

There is a Learning action plan in Appendix 1, for participants to organise their thoughts and write down any issues that are raised. Participants should be encouraged to record their thoughts throughout the day as there will be a task at the end of the day to look at how they might deal with any of the issues raised or incorporate ideas into their future practice.

Trainer's checklist of areas to cover

- Introductions
- Housekeeping: Health and safety issues, toilets and son on
- Ground rules
- Summary of programme, including breaks and lunch timings

Note: You will need to cover ground rules in your introduction if you decide to go with the suggested programme structure and use Icebreaker activity A.

Should you chose to use the alternative activity, Icebreaker activity B, this will cover the issues of ground rules (see the following section for details). You will need to allocate an extra 15 minutes to the programme to allow for this.

Icebreaker activity

There are two icebreaker activities to chose from:

- Icebreaker activity A (including an alternative form)
- Icebreaker activity B.

Icebreaker activity A explores the experiences of asylum seeking and refugee children and young people and takes 25 minutes and Icebreaker activity B explores ground rules and the issue of communication.

Icebreaker activity A: The experiences of asylum seeking and refugee children and young people

Trainer's background notes

Many asylum seeking and refugee children and young people have to flee their homes without much warning, sometimes without any knowledge of where they are going, what they might need for their journey or even whether they will ever see their families and friends again. They may have been in real danger and packing might have been done in a hurry. For some it may be many years before they see their home country again; others may never return. Many children and young people will lose contact with family members and may never learn if they are still alive or of their whereabouts.

These are some of the experiences that children and young people who come to the attention of a children's service (social services) or asylum team here in the UK go through.

Most of the participants on the course will have had experience of packing for a holiday or a break with family or friends. Knowing the destination, the weather and the facilities at the destination can all help to determine what you might need for the trip. If the holiday is to a destination outside the UK, which you've never visited before, you might consider taking additional money or a credit card as backup. The major difference between going on holiday or a break and that of travelling as an asylum seeking or refugee child or young person – is that you know you will definitely be returning home.

The aim of this activity is to get participants to think about their own experiences of going away somewhere and that of an asylum seeking or refugee child or young person and to explore the differences and the issues raised. The activity is also meant to be an icebreaker, to get participants talking to each other in groups.

The issues and feelings raised by this activity may be outside the experience of many of the participants on the training course but it is possible that some participants will have been asylum seekers themselves. For them, the activity may trigger associated feelings and memories of those times. This may not be the case but it is something to be aware of. For participants who have experienced loss in a different way, such as sudden bereavement – not seeing a close relative again – this may also trigger feelings and memories associated with that time.

The activity therefore needs to be handled sensitively, with verbal recognition given to the issues and feelings that might be raised by it for anyone who has direct experience of fleeing their country, home or family, or who has experienced separation and loss.

For this activity you may wish to use visual aids to help participants, for example travel bags and suitcases. If you have a large group this may not be practical.

Time required

Small group activity	5 min
Feedback and responses	5 min
Trainer – aims of the exercise	5 min
Brainstorm of issues raised	10 min
Total	25 min

What to do

1 Ask the group to form smaller groups and arrange for each group to go to a different part of the room.

2 Explain to the participants that you will be coming round with instructions but they are not to disclose these instructions to other groups. Tell them that they will have 10 minutes to complete the task before giving feedback on it to the rest of the group.

3 Hand out Scenario 1 to two groups, and Scenario 2 to two groups. As you do so, explain to each group in turn that they need to come up with a list of items in response to their scenario, which they will give as feedback to the others, but that they must not disclose the name or details of the scenario.

Handout A1

Scenario 1

You have to leave the country immediately. You will be killed if you stay. You have to pack a bag. You will not be returning. You are going alone.

Task

In your group, decide what things you would take with you and why. Make a list of the items for when you give feedback to the rest of the group.

When you give your feedback **do not** repeat the scenario given to you, just give the list of items.

Time allowed

You have 5 minutes to complete the task.

Handout A2

Scenario 2

You are going on holiday for a week to a country you've never been to before. You've only got a small bag, so be sensible what you pack.

Task

In your group, decide what things you would take with you and why. Make a list of the items for when you give feedback to the rest of the group.

When you give your feedback **do not** repeat the scenario given to you, just give the list of items.

Time allowed

You have 5 minutes to complete the task.

Feedback

4 Once the five minutes are up, reconvene the full group. Ask each small group in turn to give feedback on the list of items they would take with them.

5 Explain to the group how you used two different scenarios, giving them the details of each, and the purpose of the activity (see Trainer's background notes on page 23).

Brainstorming as a whole group (10 minutes)

6 To finish this activity ask participants whether, on hearing the scenarios and the feedback, there are any issues that need to be considered when assessing the needs of these children and young people.

Alternative form of Icebreaker activity A

Instead of using the two scenarios in Icebreaker activity A – the experiences of separated children and young people, you could omit scenario B and get all the groups to concentrate on scenario A and what they would do if they had to leave their country.

You may chose instead to use Icebreaker activity B (The contract exercise), which follows. This covers ground rules and provides insight into the issue of language barriers and communication.

Icebreaker activity B: The learning contract

Aim

The learning contract activity has a dual purpose, as:

- a tool for addressing ground rules
- an experiential activity (though this is not explained to participants until towards the end of the activity).

The experiential aspect of the activity is to provide insight into the experiences of asylum seeking and refugee children and young people whose first language is not English, and to highlight communication and understanding as a key issue for participation.

Time required

10 minutes

What you will need

- Copies of the English and Turkish versions of the ground rules (if there are Turkish-speaking participants, you may wish to use the made-up language version instead of the Turkish one).

Background notes

Ground rules should be addressed at the start of the training programme. Where ground rules are verbally agreed and not written down there is a risk that both the trainer and participants will forget what was agreed. Even when they are written up, usually on flip chart paper, there is a chance that they won't be seen for the rest of the day. There is not always an appropriate space to put up them up for all to see.

Having a written copy of the ground rules provides participants with the basis on which the group can agree or add further ground rules as required. It also gives participants their own copy to refer back to throughout the day.

For the purpose of this activity, the learning contract has been translated into English and Turkish. There is an additional learning contract that has been made up (not a real language) should you prefer to use it.

To get the most out of this activity, by providing participants with experiential learning, make copies of both the English and Turkish versions of the contract. Then, throughout the activity, the trick is to act as if everyone can understand what has been written (as if you had handed out the English version).

The point of the activity is to provide participants with insight into what it might be like for children and young people whose first language is not English. Participants should be asking a number of questions. Although it should be common practice to have interpreters and translations to ensure clear communication and understanding, are these facilities used for every phone call, letter, written document, assessment, plan and so on?

Even when a child or young person's first language is English or they speak fluent English, do they always understand everything that is written: the content of their assessments, their plans, the review decisions made? And what about the spoken word, or the words communicated through Braille or sign language?

Many children and young people, regardless of fluency in English, countersign documents such as their assessments and plans on the basis of trust or what's expected or, in some cases, so as not to prolong a meeting or discussion. Do professionals always check out that children and young people understand, beyond asking the questions 'Do you understand?' or 'Do you have any questions?'

It takes time and patience to find out whether children and young people truly understand.

What to do

1 Hand out the Turkish version of the ground rules to participants. As you distribute them, inform participants that the handout being passed round covers the basic ground rules for the course and should be straightforward. Inform participants that you would like the whole group to sign up to this contract.

2 Ask whether the group has any questions, or whether anyone disagrees with what has been written or has anything to add.

3 If participants are quiet and raise no questions, ask if the whole group can read Turkish. The chances are that most people won't be able to (if there are Turkish-speaking participants, you should be using the alternative made-up language version, instead).

4 Hand out the English version of the learning contract and explain the aims of this activity (see Trainer's background notes on page 23).

5 Summarise the learning points as follows.

- Communication should be in accessible and appropriate language that the child and young person understands.
- There should be routine use of interpreters and translations.
- It is important to check thoroughly whether what has been communicated has been understood as you intended, so as to avoid misunderstanding, misinterpretation and to maximise participation.

Versions of the contract

There are versions of the Ground rules in:

- the English language
- the Turkish language
- a made-up language.

It is important not to alert participants to the fact that other versions exist, so they are not labelled or numbered according to sequence or language. Instead, for your information, they are respectively:

- Contract
- Anlaşma
- Contrejij.

Handout A3

Contract

We hope you enjoy the training session.

There are some rules we would like you to agree to.

1) Please give respect to each other and any differences in opinion.

2) Respect confidentiality when sharing information.

3) We are all here to learn.

4) If you don't understand, we can get an interpreter.

Sign:

Sign:

Date:

Handout A4

Anlaşma

Umariz eğitim seminerinden memnun kalirsiniz.

Sizinde onaylaminizi umduğumuz bazi kurallarimiz var.

1) Lűtfen bir birimize ve fikirlerimize saygili olalim.

2) Lűtfen bilgi paylaşimina ve gizliliğine saygi gősterelim.

3) Hepimiz burada őğrenmek için bulunmaktayiz.

4)Eğer anlamakta zorlanirsaniz tercűman sağlayabiliriz.

Imza:

Imza:

Tarih:

Handout A5

Contrejij

Imajinaj de legnios triesemestre.

Del losje adriam delso profesijojeă.

1) Prejaverą vos deparaveî seminaj kranvajủế.

2) Harijmas depraraję̉ ặŷerajobin confesraja.

3) Del barajrami.

4) Krasnji craĝra proscrevą deslama interpreter.

Ópriva:

Ópriva:

Tulja:

Presentation: The context of assessment

Trainer’s background notes

The following notes provide background information and reading for your presentation. You may wish to add your own examples to further illustrate the points made.

The main aim of the presentation is to provide participants with the context of the assessment process and how this relates to separated children and young people. Throughout this presentation, it is important that participants are made aware that assessment processes have to be understood in the context of the Integrated Children’s System (ICS) which will determine assessment processes from 2007.

There are ten slides in this presentation. The following pages contain the notes to each slide and what they are describing. The presentation is available in PowerPoint and pdf format from www.ncb.org.uk/arc

1: The assessment of separated children and young people

Is the introductory slide to the presentation.

2: Context of assessment

Introduces this particular presentation.

3: Assessment framework triangle

Shows a diagram of the assessment framework to remind or inform participants which areas should be covered when assessing a child in need and what constitutes a holistic assessment of a child. (Use the terms 'domain' and 'dimension': i.e. domains are on diagonals close to the triangle; and the dimensions are shown alongside each domain.)

The *Framework for the Assessment of Children in Need and their Families* was published in 2000 to provide a:

> systematic way of analysing, understanding and recording what is happening to children and young people within their families and the wider context of the community in which they live
>
> (Department of Health 2000 p. viii)

Howarth (2001) described the framework as providing a:

> conceptual map for undertaking assessments of children in need and their families, which ensures that practitioners, managers and policymakers maintain a child focus, irrespective of how the world of the child changes and develops over time

The domains and dimensions of the assessment framework will be incorporated into the Integrated Children's System (ICS) that all local authorities will have to work to from 2007. This is the context in which we look at all children who are defined as 'children in need' under the Children Act 1989. Separated children ('unaccompanied minors' as they are also more commonly known) are, by definition, children in need.

4: Assessment framework – Domains and dimensions

Picks out the keys points behind the assessment framework.

The assessment framework, as previously stated, currently applies to all children in need. The main reference in the assessment framework guidance that relates to asylum seeking children (unaccompanied or with their families or main caregiver), comes under the heading of *Assessment of children in special circumstances*. It clearly states that these children require *particular care and attention* during the assessment process.

5: Assessment framework guidance

The assessment framework guidance looks extensively at what is meant by each domain (child's developmental needs; family and environmental factors; and parenting capacity) and dimension (the specific areas to address in each of the domains).

There is no additional guidance written as to how these domains and dimensions might be applied to asylum seeking and refugee children (separated or accompanied by family). The only reference to these children, under the heading of 'Assessment of children in special circumstances' in the guidance (Department of Health 2000) suggests that those undertaking assessments of these children should refer to the *Separated Children in Europe Programme: Statement of good practice* (1999). This statement of good practice was produced by the International Save the Children Alliance and UNHCR (United Nations High Commissioner for Refugees) and has since been revised. The latest edition came out in 2004. The *Statement of Good Practice,* although a helpful guide to the needs of these children, is not in itself a guide on how to adapt the assessment framework.

6: Using the assessment framework

There are references made to the assessment framework in research and studies (mostly conducted by the voluntary sector). They have tended to concentrate on the issue of children and young people accessing services – including having an assessment carried out under the assessment framework – as opposed to looking at the content of those assessments. One might hypothesise that this type of research is influenced by the campaigning agenda of the organisations involved. However, Stanley (2001) and Kidane (2001) did provide a brief overview of what additional areas might need to be considered in assessment of children in need. Hayes and Humphries (2004) explored the assessment framework in some more detail, looking at key aspects of the framework: resilience and protective factors, child development, and the potential of the assessment framework. Further details can be found with slide 7.

7: Supplementing the assessment framework

This slide provides three examples of authors who have talked about the assessment framework and given guidance on what additional areas and needs might be considered when assessing the needs of a separated child.

Selam Kidane, a consultant with BAAF (British Association for Adoption and Fostering), was herself an unaccompanied child seeking asylum back in the 1980s and has written a number of publications on asylum seeking and refugee children, about their needs and how services should respond to those needs. In *Food, Shelter and Half a Chance* (2001) Kidane goes through the domains and dimensions of the assessment framework and provides advice on what the additional needs might be and areas to consider.

Kate Stanley (2001) suggests that good practice is when all case assessments, reviews and planning processes include at least the following:

- personal and family history
- exile history and it's effects
- contact with family, friends and community
- legal and immigration status
- education/employment history and plans
- health – physical and emotional
- language, religion and diet
- placement plans
- physical resources (such as clothes)
- leaving care plans, where appropriate
- support for carers.

In his discussion of the assessment framework, Grady (2004) looks at asylum seeking children in the context of being with their families here in the UK. Although there may be differences between the needs of asylum seeking children in their families and the needs of unaccompanied or separated children, Grady raises some important considerations.

First, he raises the issue of resilience and protective factors. He suggests that:

> what is clear is that we cannot take the position that all asylum seeking children are by nature resilient

and that this has to be taken account of in the assessment process. Second, he questions how child development might be assessed and the additional factors that should be considered. He states:

> for children who have experienced (possibly) multiple traumatic losses and find themselves in a strange culture it would be unrealistic to expect their behaviour to follow 'normal' patterns.

Grady sees the assessment framework as a positive tool for:

> providing indicators of the likelihood of children being exposed to risk, either through material circumstances or the effects of family life on parenting capacity and the development of children.

Full references for the publications detailed on slide 6 [Stanley (2001) and Kidane (2001) Grady (2004)] can be found on the handout of further reading at the end of this presentation.

8: Issues for assessment of asylum seeking and refugee children and young people

Slides 8 and 9 highlight the key issues pertaining to the assessment of separated children and young people for participants to consider.

First, the issue of the child being the main source of information. This will be explored in more depth during the next activity (The context of the child). At this stage it is worth advising participants that you will be looking at sources of information for assessments later in the session.

Second, there will be separated children and young people who can speak fluent English, but for the majority, language will present an added dimension to assessments. You may need to use interpreters and to have written material translated. Communicating new concepts like assessment, planning, review, and placement in a way that a child understands will not be easy. The child's world and understanding of the world is explored further in the next activity and presentation.

9: Issues for assessment of asylum seeking and refugee children and young people

In talking about the relationship between the child and the social worker, Kohli (2002) suggests that:

> Silence can be a predominant feature of their relationship. Trust comes slowly, sometimes over years. Information emerges in dribs and drabs.

There may be many reasons why a child does not or cannot reveal details about themselves, their families or their experiences, such as:

- a fear of being sent back to their country of origin
- mistrust or confusion over what a social worker actually represents
- feelings of trauma, grief or loss
- fear of traffickers, for example if the child has been trafficked and is still in contact (involuntarily) with the traffickers
- not knowing the answers to the social worker's questions.

Whatever the reason, the issue of silence will have an impact on the information gathered for an assessment. By not recognising the issue of silence there is a risk of misinterpreting the situation and formulating an uninformed opinion about a child and their life.

The following is an example of this.

A social worker finds that the child he or she is working with has not given much information and seems very reluctant to talk about anything personal. The social worker tells a colleague that the child seems to be hiding something, and that they are probably not a genuine asylum seeker and telling lies.

Without awareness that there may be legitimate and understandable reasons as to why children may be silent, a social worker could jump to the wrong conclusions. If the social worker thinks negatively about the child and their motives, there is a high risk that this will influence the assessment and planning process, and the services and support that are offered. It certainly won't help the relationship and could be detrimental to the child, if this is the only person that they have to depend on.

10: Some messages from young people

Slides 10, 11 and 12 highlight messages from research with young people about the assessment process.

11: Some messages from young people

Messages from young people continued.

12: Some messages from young people

Messages from young people continued.

13 Helpful words from the Refugee Council

Shows a direct quote from the Refugee Council as a helpful message to those working with separated children and young people.

References used in the Trainer's background notes to *Presentation: The context of assessment*

Dennis, J (2005) 'Talking about asylum seeking children' in Cooke, E (ed) (2005) *On New Ground: Supporting unaccompanied asylum seeking children and young people.* Audio Series 9, Research into Practice. Order from www.rip.org.uk/publications

Department of Health (2000) *Framework for the Assessment of Children in Need and their Families.* London: Stationery Office.

Grady, P 'Social work responses to accompanied asylum seeking children' in Hayes, D and Humphries, B (ed) (2004) *Social Work Immigration and Asylum: Debates, dilemmas and ethical issues for social work and social care practice*. London: Jessica Kingsley.

Howarth, J 'Assessing the world of the child in need', in Howarth, J (ed) (2001) *The Child's World: Assessing children in need.* London: Jessica Kingsley.

International Save the Children Alliance and UNHCR (3rd edn, 2004) *Separated Children in Europe Programme: Statement of good practice.*

Kidane, S (2001) *Food, Shelter and Half a Chance: Assessing the needs of unaccompanied asylum seeking and refugee children.* London: BAAF.

Kohli, R (2002) 'Social work with unaccompanied asylum seeking and refugee young people', *Forced Migration Review,* 12, February, 31–3.

Melzak, S (2005) 'Talking about Asylum Seeking Children' in Cooke, E (ed) (2005) *On New Ground: Supporting unaccompanied asylum seeking children and young people.* Audio Series 9, Research into Practice. Order from www.rip.org.uk/publications

Stanley, K (2001) *Cold Comfort: Young separated refugees in England*. London: Save the Children.

Activity: The context of the child

Trainer's background notes

One of the key principles of the assessment framework is that children and young people have to be understood in the context of the environment they are growing up in (Department of Health 2000). The main aim of the activity is to provide an introduction thinking about the child's environment and what that actually means when we assess separated children. The activity is followed by a presentation on the ecological approach to assessment – seeing the child in context.

Time required for the activity

Small group exercise 10 min

Feedback 10 min

Total 20 min

What to do

1 Divide the group into smaller groups.

2 Explain to the groups that they will be given a question to discuss and will need to record their responses in order to give feedback to the whole group later.

3 Give the groups the statement: 'When we make assessments of children and young people, their needs have to be understood within the environment they are growing up in.' Then ask them:

- What does this mean?
- What is their environment?

4 Tell them they have 10 minutes to discuss and record their answers.

5 Once the 10 minutes is up, take the feedback from the small groups. Allow 10 minutes for this.

6 Present slides 1 to 12, using the trainer's notes as guidance.

7 See the Recap and questions section for the session to follow lunch (if you are following the outlined programme).

Presentation: Seeing the child in context – the ecological approach to assessment

Trainer's notes

The following notes provide background information to the presentation on the ecological approach to assessment. It is advisable that you familiarise yourself with the presentation and the following notes.

The aim of the presentation is to provide participants with an understanding of what an ecological approach to assessment is, and how it relates to asylum seeking and refugee children and young people. It should provide participants with a framework for looking at these children and young people in context. This presentation provides a summary of the points made by Kane (2006), which is also available on the NCB website. All the references for the presentation are in the handout for this course at the end of this programme.

There are twelve slides in this presentation. The following pages contain the notes to each slide and what they are describing. The presentation is available in PowerPoint and pdf format from www.ncb.org.uk/arc

1: The ecological approach to the assessment of asylum seeking and refugee children and young people

The introductory slide to the presentation.

2: Key principles of the assessment framework

The assessment framework clearly states that assessments should be ecological in their approach and this slide explains what ecological means.

3: What is the child's environment?

Explains what is meant by the child's environment – what someone would look at if they were looking at a child in context.

4: What does it mean when we assess asylum seeking and refugee children and young people?

The second bullet point is followed by dashed points on the next slide. The points are self-explanatory.

5: What does it mean when we assess asylum seeking and refugee children and young people?

Follows on from the previous one and is self-explanatory.

6: The overall context for looking at the holistic needs of separated children

Describes what we should be looking at when we look at an asylum seeking or refugee child in context. There are four distinct but interrelated areas that provide the context for the child, all of which may have affected, or continue to affect and influence, the child's developmental needs and behaviour. Slide 7 will go into more details as to what each area means.

7: Life in the country of origin – the child's life experiences

Slides 7, 8 and 9 provide a list of areas that you might consider when looking at a child in context in terms of their life experiences and the environment of their country of origin.

8: Life in the country of origin – the environment

Follows on from 7.

9: Life in the country of origin – the environment

Slide 9 follows on from 8.

10: Relevance of knowing about the child's life and context in the country of origin

This quotation explains the relevance of finding out information about the child's country of origin, their life experiences and environment. Without knowing this information the assessment would be based solely on the context of living in the UK, and the wrong conclusions could be reached in terms of a child's needs.

The example below will help you to understand the concept but could be given as an example to participants during your presentation. The example demonstrates how looking at both contexts – the country of origin and the UK – can inform the assessment and plan.

Example

A 17-year-old comes to the UK. He does not speak English. A place is found at college but he does not attend. On further exploration, it comes to light that he has not been to school for many years. Up until he left his country of origin he had been working on the land with his father and uncles. This was the family's expectation.

If we looked at his needs solely in terms of living in the UK, the immediate need would be to learn English. A place on an ESOL (English for speakers of other languages) course might be presumed to be an appropriate course of action. However, in looking at the young person's experiences in his country of origin, it seems that the family's expectation was for the young man to work. Having not been in any form of structured education for a long time, it may not be surprising that there may be difficulties. The young man may not have literacy skills in his first language, which would make it difficult to learn a second language using conventional English-language teaching methods.

If his needs were looked at again using the knowledge of both contexts – within the UK and his country of origin – learning English might still be a priority but the means of addressing this might be different. Gaining literacy skills through an induction into a structured education programme would have to be considered. Topping this up with work experience or vocational training in agriculture might also help to build the young man's confidence and develop skills that might be useful both here in the UK and, should he have to return to his country of origin, back home.

11: The journey

Is about the journey, also referred to as the ‘flight’ or ‘transit’. This is the journey or flight from the country of origin to the UK (which is not always a straight route). A child may have been in a refugee camp before coming to the UK. This period of time is often described as the most dangerous. Those fleeing persecution may have to do so in secret, without official travel documents and some may have to use illegal, sometimes unconventional, means to flee their countries such as hiding in the back of lorries. Some people have died on the flight from their country of origin. Some may suffer health problems as a result of this journey. These may be emotional, physical or psychological. Often these children do not know where they are going to end up and this may be the start of their experience as a separated child, away from their families, care givers, communities, having to look after themselves and keep themselves safe from potential exploitation and harm.

12: What will happen next?

Introduces the slide 13, which examines the options in more detail.

13: What next... in more detail

Once a child or young person arrives in the UK, they will need help and support to integrate and settle into life and possibly into the care system if there is no one else to look after them. Unless a child or young person is able to stay in the UK *indefinitely*, it cannot be assumed that a child will be able to stay in the UK long-term. This uncertainty, and the consequences of immigration on services and support, all have an impact on a child’s development needs and ability to integrate and settle in the UK. Some children may have to return to their country of origin at some point (whether this be as children or when they reach adulthood). These are factors that have to be considered in assessment and planning for children and young people.

Finding out about a child’s country of origin not only helps to provide context for the child in the ‘here and now’ but will also provide the context for plans to address the possibility of a child having to return to their country of origin, if this is the eventual outcome.

Often the issue of returning home has been seen as something negative and an area that social workers commonly wish to avoid. However the Children Act 1989 states:

> It shall be the general duty of every Local Authority to safeguard and promote the welfare of children within their area who are in need; and so far as is consistent with that duty, to promote the upbringing of such children by their families, by providing a range and level of services appropriate to those children’s needs.

(Children Act 1989 S.17 (1))

If we apply the principles of the Children Act 1989, then it would seem appropriate to attempt to locate a child's family. Once the child's family is found, if it is considered to be in the best interests of the child to be reunited with their family, then this should be facilitated. This raises a serious issue over the role and responsibility of social workers. Should social workers be actively and routinely tracing families? You may wish to pose this question to the group during the presentation.

14: Potential sources of information

Slides 14 and 15 provide a list of potential sources of information that might assist in providing context to a child. Participants may think of other examples that could be added to the list.

15: Potential sources

Continues from slide 14.

16: In summary

Slides 16 and 17 summarise the key points made during the presentation.

17: In summary

Continues from slide 16.

Recap and questions from the first part of the training

If you have decided to follow the suggested programme outlined in this pack, a break for lunch would follow your presentation on the Context of the child. Following lunch, you should begin the next part of the programme with a quick recap of what has been covered so far and a summary of what the programme will cover in the afternoon. This time also provides a good opportunity to answer any outstanding questions that participants might have from the first part of the training programme.

Remember that you don't have to have all the answers. It is okay *not* to know the answers to participants' questions and it's advisable to be honest about this. One way to deal with questions that you may not have answers for is to put them out to the wider group to answer. The question raised may be an issue that the participants could write in their learning action plan, as something to find out about after the training session.

The next part of the training will look at a case study in depth. The first activity will explore what issues arise from the case study and what additional information they would need to find out if they were doing an assessment on this case. This is followed by a role-play activity using the same case study.

Case study: Asking the questions

Trainer's background notes

This activity is about getting participants to think about what they need to know to inform their assessments.

There are three case studies and you need to select one to use in this activity and the next.

This activity can be done individually, but it is recommended that it be done in small groups to maximise learning.

Time required

Small group discussion 20 min

Feedback 10 min

Total 30 min

What you will need

- Copies of the selected case study (one per participant)
- Flip chart, paper and pens

What to do

1 Divide the group into small groups and provide the case study, flip chart paper and pens.

2 Invite the groups of participants to read the case study and consider what additional information they need to find out in order to inform their assessment and make a holistic assessment of need. Ask them to record their thoughts so as to be ready to give feedback in 20 minutes' time.

3 After 20 minutes, reconvene the group and invite participants to give feedback on their decisions. Write their ideas up on the flip chart. Allow about 10 minutes for this feedback session.

Case study 1

Anna

Anna is a 17-year-old young woman from Albania. She came into the country as an unaccompanied minor.

She says that her parents are dead and that a relative paid for her to come to the UK as she was being targeted by traffickers in Albania. Anna says she has no relatives in the UK.

She was brought to Children's services by an Albanian speaking man in his 30s, who said that he found her wandering the streets and took her in. He says he is unable to continue providing a roof over her head as he has his own problems with immigration and is living in one room.

Anna speaks no English but, in the social worker's opinion, appeared hesitant to speak in front of the male interpreter.

Anna says that she wants to get her own place and be by herself. She says that all she needs is money to feed herself and she will be okay.

Her health history is not known, but she has been complaining about toothache.

Case study 2

Hosi

Hosi is 15 and from Angola. He came to Britain as an unaccompanied minor.

Hosi's mother died of a sudden illness many years ago and so he was brought up by his father and maternal grandmother.

When his father was picked up for being involved in political activities against the Angolan government, his grandmother told him to leave the village immediately. She was unable to leave with him because of her own physical health.

Having fled his village in just the clothes he was standing up in, Hosi did not know where he was going to go. He was picked up by troops and taken to a refugee camp where he spent a year. Hosi is reluctant to talk about his time in the refugee camp and has only said that he was beaten regularly and food was scarce.

From the camp he came to Britain. However little detail is known about this.

Case study 3

Beti

Beti is a 12-year-old girl from Ethiopia who came to Britain as an unaccompanied minor.

She is an Orthodox Christian from the Oromo clan. She comes from a close-knit family and has an older brother and sister. Back in Ethiopia she loved going to school and had aspirations to be a doctor.

Beti's parents were both involved in politics, in the struggle for the liberation of the Oromo people. The family was arrested and split up. Beti was placed in a prison cell. She was beaten and raped on a daily basis and interrogated about her family's involvement in politics. This went on for several weeks.

She managed to escape, although little is known about this. A relative helped plan her escape out of Ethiopia. She had no idea where she was going and has seemed bewildered since her arrival in the UK.

Beti has hardly eaten and appears constantly tired.

Case study: Role-play

Trainer's background notes

For this activity you need to use the same case study as for the previous one.

This activity centres on the role-play of an interview scenario between a child and a social worker. It should be undertaken in groups of three: one to take the role of the child, another the social worker and the third to act as an observer of the role-play.

The aim is not to play out a whole assessment, as there is not time, nor should it cover a whole interview as the role-play should only last 20 minutes. The aim of the activity is to provide an opportunity for experiential learning – to explore some of the issues that might arise in the assessment and interview process.

This is not an easy activity. It is important to stress to participants that the role-play is not about creating the perfect interview but to learn about the issues. It is also important that any feedback given by the 'observer' is not personal criticism about someone's interview technique, but is instead about what they have learnt from the role-play.

Time required

Getting into role 10 min

Role-play 20 min

Debrief 5 min

Small group discussion 10 min

Break 15 min

Feedback/discussion to the larger group 20 min

Total (excluding break) 1 hour 5 min

What you will need

- Participants will need their copy of the selected case study from the previous activity; have spares to hand

What to do

1 Divide the group into smaller groups of three. Any additional people can join other groups as additional observers.

2 Check that everyone has a copy of the case study used in the previous activity. Inform the participants that they will be doing a role-play of this case study.

3 Invite participants to select their roles: one should play the role of child, another the social worker, and the third act as an observer of the role-play.

4 Read out the scenario to the participants.

Scenario

This is the first meeting between the child and the social worker. The main purpose of the meeting is to gather information to inform the child's assessment. Although the child in the case study does not speak English, for the purpose of this activity you should assume that the discussion between the social worker and the child is being simultaneously translated.

5 There is a set of instructions for each of the three roles. Give these out to the participants according to their selected role. Explain that they have 10 minutes to consider them before the start of the role-play and that they must not show them to those playing other roles.

The child

Consider the case study and think how you might respond if you were the child in the case study.

The social worker

Consider the case study and think about what you need to find out to inform your assessment, what questions you might ask and how you might engage with the child.

The Observer

Consider the case study and record what you think the issues might be for an initial interview and for completing an assessment of need. During the interview itself, you need to record what issues arise.

6 After 10 minutes preparation, explain that they will have 20 minutes for the role-play. Advise them that you will give them a 5-minute warning towards the end of the task, so that they can bring their role-play to a close at the end of the 20 minutes.

7 Invite the participants to start the role-play.

8 Give the participants a five-minute warning before the 20 minutes are up. Stop the role-play at the end of the 20 minutes.

9 Ask participants to each spend five minutes quietly recording their thoughts about the interview. Explain that this is a time to debrief and get out of the role, that they should feel free to write whatever comes to mind and that the debrief will not be shared with the rest of the group.

10 Staying in their small groups, invite participants to discussing what they have learnt from the activity. Allow 10 minutes for this.

11 Give the group a break – so that participants can properly debrief from the activity.

12 Reconvene the group. Give participants the opportunity to offer as feedback what they have learnt from the activity. Allow up to 20 minutes for this. If the group appears tired or there is little feedback, you could start the next activity and so finish early.

Activity: Learning and action plan and Evaluation form

Trainer's background notes

At this point in the programme, you should refer participants to their learning and action plan (Appendix 1).

During the course of the training (as indicated at the start) participants should have been noting down any key issues or points of learning on their learning and action plan. If they have forgotten, it is not a problem. Time is allocated now for participants to reflect on what they have learnt throughout the course; what action they need to take to incorporate their learning into practice; and to record any areas that they need to find out about or do more work on.

As well as the learning and action plan (which participants take away with them), you should also use this time for participants to fill in the evaluation of the training itself. A sample evaluation sheet can be found in Appendix 2.

The aim of evaluation is for participants to offer their views on how the training has gone; whether it has met its aims and objectives and covered key areas of learning; suggest ideas as to how training might be improved, and so on. If the evaluation identifies further training needs, this can be given as feedback to the relevant organisation, department or team.

Once the learning action plan and evaluation have been completed, you should close the training with a summary of the main areas covered in the course. If time allows, you could ask if there are any further questions or issues that have come out of the day.

Time required

25 minutes

What you need

- Participants should have their learning action plan with them (with some comments already recorded on them, preferably) but have spares to hand (see Appendix 1)
- A copy of the evaluation form for each participant (see Appendix 2)

What to do

1 Remind participants of the purpose of the Learning and action plan. Hand out fresh copies to those without their own.

2 Explain that they now have time to reflect on what they have learnt throughout the course; what action they need to take to incorporate their learning into practice; and to record any areas that they need to find out about or do more work on. Ask them to record this on the plan.

3 Hand out the evaluation forms and explain that it is for participants to offer their views on how the training has gone; whether it has met its aims and objectives and covered key areas of learning; suggest ideas as to how training might be improved, and so on.

4 When the 25 minutes is up, summarise the main areas covered in the course. If time allows, invite participants to raise any further questions or issues that they wish to discuss.

Handout: Training of assessment of asylum seeking and refugee children and young people

Further reading

Children Act 1989

Dennis, J (2005) 'Talking about asylum seeking children' in Cooke, E (ed) (2005) *On New Ground: Supporting unaccompanied asylum seeking children and young people.* Audio Series 9, Research into Practice. Order from www.rip.org.uk/publications

Department of Health Social Services Inspectorate (1995) *Unaccompanied Asylum Seeking Children: A Practice Guide.* London: HMSO.

Department of Health (2000) *Framework for the Assessment of Children in Need and their Families.* London: Stationery Office.

Grady, P 'Social work responses to accompanied asylum seeking children' in Hayes, D and Humphries, B (ed) (2004) *Social Work Immigration and Asylum-Debates, Dilemmas and Ethical Issues for Social Work and Social Care Practice*. London: Jessica Kingsley. Chapter 8, 132–150.

International Save the Children Alliance and UNHCR (3rd edn, 2004) *Separated Children in Europe Programme: Statement of good practice.*

Kane, S (2006) *The Ecological Approach to the Assessment of Asylum Seeking and Refugee Children: The social worker's guide to looking at the child in context.* London: NCB (downloadable from www.ncb.org.uk).

Kidane, S (2001) *Food, Shelter and Half a Chance: Assessing the needs of unaccompanied asylum seeking and refugee children.* London: BAAF.

Kohli, R (2002) 'Social work with unaccompanied asylum seeking and refugee young people', *Forced Migration Review,* 12, February, 31–3.

Melzak, S (2005) 'Talking about Asylum Seeking Children' in Cooke, E (ed) (2005) *On New Ground: Supporting unaccompanied asylum seeking children and young people.* Audio Series 9, Research into Practice. Order from www.rip.org.uk/publications

Richman, N (1998) *In the Midst of the Whirlwind: A manual for helping refugee children.* London: Save the Children.

Rutter, J (2001) *Supporting Refugee Children in 21st Century Britain: A compendium of essential information.* Stoke-on-Trent: Trentham Books.

Rutter, J (2003) *Working with Refugee Children.* Joseph Rowntree Foundation.

Social Services Inspectorate and Surrey County Council (1995) *Unaccompanied Asylum Seeking Children: A training pack.* Department of Health.

Stanley, K (2001) *Cold Comfort: Young separated refugees in England*. Save the Children.

Wade, J, Mitchell, F and Baylis, G (2005) *Unaccompanied Asylum Seeking Children: The response of social work services.* BAAF.

Course on: Planning for asylum seeking and refugee children and young people

Length of programme

One day

Aims

To provide an introduction to the needs of asylum seeking and refugee young people leaving care and to the concept of parallel planning.

Learning objectives

By the end of the session the participants will have considered:

- why plans should be made
- the needs of asylum seeking and refugee young people preparing for adulthood and leaving care
- the legal context for leaving care
- planning for a range of outcomes
- a model for identifying needs, outcomes and services that address a range of outcomes
- the need to make parallel plans, to cover a young person being allowed to remain long-term in the UK or having to return to their country of origin at some point.

Target group

Those who are involved in planning and providing services for asylum seeking and refugee young people.

For example: personal advisors; social workers; support workers; key workers; foster carers; residential staff working with young asylum seekers and refugees who come under the provisions of the Children (Leaving Care) Act 2000; managers; supervisors who support those front-line staff; independent reviewing officers; health, education, and housing professionals; professionals from the voluntary and private sectors who contribute to planning and service provision; children's rights workers and participation workers; and youth justice workers.

Numbers: 15. You can increase or decrease the number of participants although, to allow adequate time for feedback, 20 should be your maximum.

Suggested programme structure and timetable

9.15	Introductions and housekeeping	(15 min)
9.30	Icebreaker activity – Why plan?	(10 min)
9.40	Feedback	(10 min)
9.50	Presentation – Leaving care and transitions	(1 hour)
10.50	Break	(15 min)
11.05	Activity – Obstacles and solutions	(35 min)
11.40	Presentation – Needs, outcomes and services	(20 min)
12.00	Case study – Part one, Identifying the needs and outcome	(45 min)
12.45	Feedback	(15 min)
1.00	Lunch	(1 hour)
2.00	Recap and questions from the morning	(10 min)
2.10	Case study – Part two, Identifying services	(50 min)
3.00	Feedback and discussion	(20 min)
3.20	Learning – Action plan and evaluation questions	(10 min)
3.30	Close the session	

Trainer's preparation: What you will need

- PowerPoint presentation and computer or OHP slides and overhead projector
- Flip chart paper and pens
- Case study
- Handouts for the activities
- Handouts for further reading
- Handout on action plan

Introduction

If you intend to give out packs to accompany this course, ensure that they are distributed at the start of the course. You may wish to include any activities or presentations that you use, and any handouts for further reading.

There is a Learning action plan in Appendix 1, for participants to organise their thoughts and write down any issues that are raised. Participants should be encouraged to record their thoughts throughout the day as there will be a task at the end of the day to look at how they might deal with any of the issues raised or incorporate ideas into their future practice.

Trainer's checklist of areas to cover

- Introductions
- Housekeeping: Health and safety issues, toilets and so on
- Ground rules
- Summary of programme, including breaks and lunch timings

Icebreaker activity: Why plan?

Trainer's background notes

The aim of this activity is to get participants thinking about the topic of, and the reasons behind, planning. Confusion can arise in practice because of a failure to understand the reasons for planning. It is also important to note that planning is not an isolated activity. A plan is part of the process of identifying needs; the outcomes you wish to achieve; and the action that needs to be taken, or service that needs to be put in place, to meet a particular need and intended outcome. This is explored further in the trainer's background notes for the presentation on Identifying needs, outcomes and services for the case study activity and can be found on page 75**.**

Time required

Small group activity	5 min
Feedback and responses	5 min
Total	10 min

What to do

1 Ask the group to form pairs and provide each pair with a flip chart and pens.

2 Write up the questions: Why plan? What's the purpose?

3 Ask them to consider the questions and to note their responses for feedback to the group at the end of the activity. Tell them they have five minutes to complete the task.

Presentation: Planning for leaving care and transitions

Trainer's background notes

The aims of the presentation are to provide a legal and social policy framework for the area of leaving care and transitions (the period of moving from childhood to adulthood) and to get participants to think about the key issues to consider when planning for leaving care and adulthood with asylum seeking and refugee young people. There are detailed background notes to each slide and this is intended to give you wider knowledge and understanding. You would not be expected to go through all the issues discussed in the Trainer's background notes during your presentation but there may be key issues or anecdotes that you wish to use. This is intended to be a one-hour presentation.

This presentation can be a stand-alone activity. If you choose to use it on its own, it is advisable to end with time for discussion. This would provide an opportunity to look at the issues raised by the presentation concerning practice.

There are 14 slides in this presentation. The following pages contain the notes to each slide and what they are describing. The presentation is available in PowerPoint and pdf format from www.ncb.org.uk/arc

1: Planning for leaving care and transitions

The introductory slide to the presentation.

2: Planning – Research informing national policy and legislation

This presentation starts by providing an overview of the reasons why the Children (Leaving Care) Act 2000 was created and what research was saying at the time about what was happening to care leavers. Although there was a sizeable number of asylum seeking and refugee young people living in the UK prior to the Act coming into force, there was no reference made in research, policy or law to asylum seeking and refugee young people. The major research and policy drivers concerned indigenous care leavers, children either born in the UK or who were permanently living in the UK. The outcomes for care leavers in the UK on every level were poor in comparison to those young people who were in the community and not part of the care system.

3: Planning – Policy context

Slides 3 and 4 go together. They identify the major documents that influenced and informed the creation of the Children (Leaving Care) Act 2000.

4: Planning – Policy context

Continues from slide 3

5: Planning – Aims of the Children (Leaving Care) Act 2000

Summarises the main purpose and aims of the Children (Leaving Care) Act 2000

6: Planning – Eligibility criteria

Slides 6, 7 and 8 go together. They list the different categories of young people who will be entitled to services and support under the Children (Leaving Care) Act 2000. If a young person, who is eligible under the Children (Leaving Care) Act 2000, wishes to leave care and to no longer be looked after or accommodated, this change of status would have to be considered at a review meeting. The review would have to consider all the evidence from those concerned with the young person and seek the full participation and views of the young person as to whether it is in their best interest to be de-accommodated, and to no longer be looked after or have services and support provided to them as a relevant young person under the Children (Leaving Care) Act 2000.

7: Planning – Eligibility criteria

The majority of unaccompanied minors will fall into the category of eligible (as long as they fulfil the criteria). However, there may be a small number of young people who arrive in the country less than 13 weeks before their 18th birthday (ADSS 2005). Even if these young people are looked after under section 20 of the Children Act 1989, they will not become eligible under the Children (Leaving Care) Act 2000 definition and will therefore not be deemed ‘former relevant’ young people when they turn 18. They may, however, be deemed ‘qualifying children’ under section 24 of the Children Act 1989 and as such be entitled to ‘advice, assistance and befriending’.

8: Planning – Eligibility criteria

Slide 8 goes with 6 and 7.

9: Planning – Entitlements and services

Lists the key entitlements and services under the Children (Leaving Care) Act 2000. All asylum seeking and refugee young people who come under the umbrella of the Children (Leaving Care) Act 2000 should get the same entitlements and services as any other care leaver. The following details what these entitlements and services actually mean (bullets on the slide correspond to numbered bold subheadings).

1. Needs assessment A needs assessment forms the basis of the pathway plan. As a looked after child, an eligible child will have had a needs assessment done in order to formulate their care plan. The needs assessment should then form the basis for the assessment required under the Children (Leaving Care) Act 2000. In accordance with the Children (Leaving Care) Act 2000 (Regulation 7 (4)), the needs assessment should look at:

- the child’s health and development
- the child’s need for education, training or employment
- the support available to the child from members of his family and other persons
- the child’s financial needs
- the extent to which the child possesses the practical and other skills necessary for independent living
- the child’s needs for care, support and accommodation.

A needs assessment should be completed within three months of a child becoming eligible. The young person is central to both the needs assessment and pathway plan – young people should be actively involved. Regulation 6 of the Children (Leaving Care) Act 2000 makes it quite clear that local authorities have to take all reasonable steps to ensure that young people’s views and wishes are taken account of in the assessment, planning and review process. As well as a statutory requirement, it also makes good practice sense as the

DOH (2001) states: *Clearly the further the young person can be involved in the process the more successful it will be.*

One of the key areas of a needs assessment is that of practical independent living skills. Some asylum seeking and refugee young people will have gained some practical skills within their family and their country of origin, but may need assistance in translating these skills to living in the UK.

Some young people may not have basic practical skills or knowledge about, for example, self-care, household tasks, basic health and safety, and how to operate equipment in a home, such as a cooker or washing machine. Stanley (2001) asked why assumptions were made about young people's abilities and suggests that:

> possibly there is an assumption that because young separated refugees have shown great ingenuity and maturity in making the journey to the UK they must have other life skills to match.

The point to bear in mind is that the needs of asylum seeking and refugee young people have to be considered on an individual basis and no assumptions can be made about what they can or cannot do.

2. Pathway plan and reviews The pathway plan details how each need identified in the needs assessment is to be met, the timescale for meeting the needs, and who is responsible for carrying out the action required to implement the plan. The pathway plan also identifies what the outcome should be and the progress to be achieved by the next review or other specified date. Within the pathway plan, the contingency plan identifies alternative arrangements, in case the pathway plan falls through or cannot be financed. For further details and information on pathway planning, see the ICS (Integrated Children's System) website at www.everychildmatters.gov.uk/socialcare/ics/

All children and young people who are looked after will already have a care plan, personal education plan and health plan in place. The pathway plan builds on the existing care plan and other relevant plans, then becomes the care plan for the child when they attain care leavers status as defined under the Children (Leaving Care) Act 2000. As Burrows (2005) clearly points out:

> pathway planning was always intended to be an extension of care planning – the reassessment of needs at 16 and the related development of the pathway plan should be approached with exactly the same thoroughness and attention to detail as care planning

The pathway plan is not static. It should change over time, as the young person moves towards and into independence and adulthood. Pathway plans should be reviewed regularly: as Regulation 9 (2) makes clear the responsible authority shall arrange a review (a) if requested to do so by the child or young person (b) if it, or the personal advisor, considers a review to be necessary and (c) in any case, at intervals of not more than six months.

3. Personal advisor Every young person who is eligible for services and support under the Act should have a personal advisor. This person can be, for example, a social worker, support worker or connexions worker. The function of the personal advisor is to provide advice (including practical advice) and support. They may participate where applicable in assessing the young person's needs, preparing the plan to meet those needs and in reviewing the plan (Children (Leaving Care) Act 2000 regulation 12(c) (d). Participants should be made aware of the Caerphilly Judgement, which highlighted the issue of personal advisors. For an overview of the judgement and its implications for leaving care services, a recommended read is Burrows (2005).

4. Accommodation This means that young people should be provided with suitable accommodation. Suitable accommodation is defined in the Children (Leaving Care) Act 2000 Regulation 11 (2) as accommodation that: *in so far as reasonably practicable is suitable for the child in light of his needs, including his health needs.*

In planning for the majority of the wider care-leaving population for whom immigration is not an issue, the main aim would be to reach the point at which the young person was able to live independently in the community. This may come through one placement that prepares the young person for this transition or through a series of different types of placements or 'stepping stones', such as foster care to semi-independence to independent living. Although the same approaches might be used to help young people develop their independence skills, one has to take account of the fact that the young person may not remain in the UK for the long term. The Association of Directors of Social Services (ADSS 2005) recommends that until such time as the outcome of the immigration process is clear, young people should be prepared for living in the UK and also develop the skills that will: *give them the best chance to thrive in their country of origin.* Plans around accommodation or placement have to take this into consideration.

5. Assistance with education, training and employment Pathway planning should enable young people to make the most of educational and training opportunities and build on the progress they have made whilst they have been looked after. Should a young person be considering employment rather than going on to further or higher education, the pathway plan should detail what needs to be done to assist the young person's employability and in reaching their aspirations and goals.

An important note to consider is that unaccompanied asylum seeking children and young people have no automatic right to work in the UK. The child or young person's social worker or personal advisor should check the current situation with regards to rights to work through the Home Office website and seek advice from the relevant services such as Connexions and the Job Centre.

Another important issue to be aware of, as highlighted by the ADSS (2005), is that some young people may seek employment not only to accrue money for themselves but also to send to their families back home. In attempts to accumulate money, young people may be working unlawfully or in unregulated and potentially dangerous employment.

There are anecdotal stories of where local authorities have suspected that young people are working because of some of the following signs.

- The young person may have an increase in wealth, for example an increase in their finances or possessions (such as mobile phones, designer clothes), which their subsistence payments from the local authority would not have covered.

  This is also cited (Somerset 2004) as an indicator that raises concerns about children and young people being trafficked and being subject to exploitation in the UK, for example through sexual exploitation. The increased wealth may also be an indicator, if the young person has not been forthcoming about how they have acquired the additional finances or possessions, of other illegal activities such as drug dealing.
- The young person may be away from their placement for long periods of time and, although it has been assumed that they are not working, training or in education, when an educational or training opportunity is identified the young person is not available.
- The young person does not collect their subsistence payment on a regular basis. One might assume that they are deriving their income from a different source.

All young people need to know their rights and entitlements with regards to work and the opportunities available to them. It is even more important that young people who are unaccompanied minors know the full facts about working legally and about their rights with regards to health and safety.

It is also important for participants to be aware of the possibility, as raised by local authorities' anecdotal cases, that some young people may be working to pay back traffickers – described by Mullenger (2000), Bindman & Doezema (1997) as 'debt bondage'. It maybe difficult to ascertain information about what these young people are doing, and who is involved, because of the issues around trafficking.

There are a number of challenges in planning for education and training with asylum seeking and refugee young people: access to post-16 education; ensuring that their needs and abilities are adequately assessed; and balancing the uncertainty of how long a young person might be in the UK with ensuring that they are given opportunities to reach their full potential and achieve their aspirations.

Appa (2005) highlighted the problem of expectations and guidance given, stating:

> there are cases of UASC (unaccompanied asylum seeking children) being steered into more vocational courses rather than academic ones which they feel able to take. This happened regardless of the fact that

> these students are academically able and excel in particular subjects. This approach squanders the talents of gifted students and ignores their needs and long-term aspirations for the future.

The ADSS (2005) makes it clear that social workers and personal advisors have to understand the interaction between pathway planning and the immigration process and, therefore, suggest that:

> great care will be needed to manage the levels of uncertainty involved without causing the young person to abandon their education or career goals. It would, however, be a professional failing to simply proceed as if there are no barriers for a UASC in making long-term education and career plans based on continuing residence in the UK.

You may want to inform participants that a new website was launched in February 2006 by the Home Office highlighting the work of the National Refugee Integration Forum (NRIF), which explores ways of improving refugee integration. The first sections of the website to go live cover educational issues, including detailed advice and information about learning for 16–19-year-olds. This covers issues that could inform the needs assessment and pathway plan, such as access to services, pathways to higher education and employment, and helping young people to reach their full potential. It is an informative website pulling together clear guidance and examples of good practice with regards to education and learning for refugee young people.

Voluntary work is another area that can create opportunities for young people to increase their skills, knowledge and experience in preparation for the world of work or as an addition to their studies, especially if only part-time. Participants can find lots of help and guidance on this from a variety of sources, including RAGU (Refugee Assessment and Guidance Unit), which provides information on education and preparation for employment, and the Evelyn Oldfield Unit.

6. Keep in touch The local authority has a duty to keep in touch with care leavers. The level of contact should be flexible and responsive to the needs and circumstances.

7. Vacation accommodation The local authority has a duty to provide ‘relevant’ and ‘former relevant’ young people with suitable vacation accommodation, if term-time accommodation is not available.

8. Financial assistance The local authority has the primary support role of providing financial assistance to ‘relevant’ young people (those who left care between 16 and 18) as they are not entitled to claim benefits unless they are a single parent or claiming disability benefits. For those over 18, the sources of finance available to them will be dependent on their immigration status. The ADSS publication (2005) is recommended as it gives a clear outline of the entitlements and sources of support available to young people for the different immigration status/immigration case outcomes.

10: Planning – Asylum seekers leaving care

Slide 10 highlights the issues affecting asylum seekers leaving care, which slides 11 to 17 go on to explain in more detail.

11: Planning – Child care legislation and immigration

Reconfirms the message that a local authority has a duty to provide leaving care services and support to all those young people who are eligible for services. The question is often raised as to whether leaving care support would always be available to young people regardless of their immigration status. Slide 11 explores this issue and the possible exclusion from leaving care provision.

12: Planning – Exceptions and issues

'LAs' stands for 'local authorities'; read it out as such so participants know this. There are no current statutory duties to follow through once a young person has been deported. Which raises the question of whether or not it would be 'best practice' for a corporate parent to check that a young person was okay having left the country. This may be a question that you could pose to participants.

There is confusion over the interpretation of immigration laws and this is affecting how leaving care services operate. There have been differences in practice between local authorities, depending on how they interpret when leaving care services can be withdrawn because of a young person's immigration status. The Children's Legal Centre produced a report (2005) stating that some local authorities had been withdrawing services if a young person failed to make an in-time application for a extension to their leave.

If a child or young person has been granted leave for a specific time, say until 18, in order to stay in the country legally the child or young person has to apply for an extension of their leave before their current leave expires. For example, if Miklovan has been allowed to stay in the country until his 18th birthday, then he would need to see a solicitor before his 18th birthday to apply for an extension to stay beyond his 18th birthday. If the application is made before his current leave runs out then he would be in the UK legally; but if Miklovan had not done anything and his 18th birthday passed, that would mean his leave would have expired. As the Children's Legal Centre (2005) suggests, some local authorities at this stage would have withdrawn leaving care services.

The issue of when leaving care services and support might or should end for those former unaccompanied minors reaching the end of the line of their immigration case – which means their asylum case has been turned down and they have no further rights of appeal – is, at time of writing, a potentially grey area. The interpretation of immigration laws and statutory guidance, as the ADSS (2005) states in its transition guidance, is not a matter of consensus amongst local authorities and the immigration service. The ADSS goes on to state that:

> the group responded to this problem by recommending that the IND [Immigration and Nationality Directorate of the Home Office] review the current statutory guidance in light of the reported problems and difference of opinion. The recommendation has been accepted and a working party that includes national and local government and non-governmental organisations is due to address this issue.

Given that the situation is likely to change at some point – with clarification on the roles and responsibilities for leaving care services and support to former unaccompanied minors who have come to the ‘end of the line’ (that is, their asylum case has been turned down and they have no further rights of appeal) – it is advisable to read the following note.

Important note

You should check the position on immigration legislation and leaving care provision when you come to do the training and update the slide accordingly. See the Notes for Trainer’s section in the introduction to the pack to find out where you can get up-to-date legal information.

13: Planning – Human rights test

Slides 13 and 14 look at how you decide whether your actions are compliant with Human Rights legislation.

14: Planning – Human rights test

Slide 14 expands on information in 13.

15: Planning – Refugees

Slide 15 is followed by a ‘however’ clause in slide 16. In 2005, the government published a five year strategy for dealing with immigration, asylum and migration called *Controlling our Borders: Making migration work for Britain*. The plan provides the new model for managing asylum.

The 1951 United Nations Convention defines a refugee as someone outside his or her own country:

> owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion
>
> (Article 1A (2))

Those who are recognised as refugees will be granted temporary leave, initially, to stay in the UK. They will be able to work, access benefits, housing and so forth. The Home Office (2005) makes it clear that refugees:

> will be encouraged to find work and participate in local communities during their temporary leave. This will ensure they make a full contribution to the UK while here and that they have the skills to benefit their country if they are able to return.

16: Planning – Refugees

This follows on from slide 15. HOWEVER: Government will review the situation in the refugee's country of origin and if, after five years, the situation in that person's country had not improved then permanent status would be granted. In other words, the person would be able to remain in the UK for the long term, and be eligible to apply for British citizenship. Otherwise they would need to return to their country of origin.

17: Planning – Impact on planning for refugees

For children and young people who seek asylum in the UK and are recognised as refugees, it will be five years before they are able to get permanent status and know that they can stay indefinitely in the UK. This could raise long-term levels of uncertainty. Will this level of uncertainty have consequences for their emotional, physical and psychological well-being? Young people who are recognised as refugees will be able to access services and support like any other person in the UK. However, one might suggest that parallel planning will still need to take place as, until the five years as a refugee in the UK have passed, permanency is not guaranteed.

If a young person comes into the country after their 16th birthday, they will not know whether they can stay in the UK permanently until after their 21st birthday. Under the Leaving Care Act 2000, support and services can be provided to a former relevant young person (see slide 5 for definition of 'former relevant') until they reach 21, or beyond if they are in education.

Young people will need support to prepare for all eventualities right up until a) they are given permanent status or b) they have to leave the country as they are no longer considered refugees by the UK or c) the leaving care support services stop, if this comes before the five years as a refugee have passed.

18: Planning – Care planning for asylum seeking and refugee children and young people

Given that we cannot be certain what the future will hold for asylum seeking and refugee young people, or where they will be living long term – whether in the UK or back in their country of origin – planning has to consider a range of different possible outcomes.

Different terms have been used to describe this type of planning, such as dual care planning and contingency planning.

In the Joint Chief Inspectors (2005) report they state that the ADSS advocate a ‘twin track approach’ to pathway planning for every eventuality. They themselves recommend that parallel pathway plans should be developed for all unaccompanied minors who have been given discretionary leave to remain in the UK to age 18, so as to take account of the uncertainty of what the final immigration decision might be.

Given the new asylum model (as described in slide 15), one would suggest that this parallel planning should apply not just to those children and young people whose claim for asylum has not been accepted but to *all* refugee children and young people, as the future for them is not definite for at least five years.

19 Planning – Concluding slide

The presentation has identified that parallel planning (planning for different outcomes) is appropriate and necessary. How this is done will be considered during the rest of this training course.

Activity: Obstacles and solutions activity

Trainer's background notes

This activity looks at the obstacles to planning for asylum seeking and refugee children and young people and gets participants to think about possible solutions to those obstacles.

Identifying obstacles is the easy part. Concentrating solely on obstacles would simply confirm the difficulties faced in practice, without taking any responsibility for resolving some of those difficulties.

There are barriers to service provision and support that cannot be solved by practitioners and managers alone. However, many perceived obstacles can, with thought and creativity, be diminished or even made to disappear.

There are two parts to this activity. If participants identify an obstacle, they have to come up with solutions. This activity is best done within small groups to facilitate discussion and problem-solving.

All the groups should give feedback on their responses at the end of the activity. Make it clear that, if participants do not come up with one or more solutions to a barrier they identify, they cannot report this back to the wider group during the feedback part of the activity.

If participants struggle with this activity, during the feedback you could facilitate a discussion as to why this was the case and get participants to reflect on what they found difficult.

Time required for the activity

Small group discussion 25 min

Feedback 10 min

Total 35 min

What to do

1 Divide the group into smaller groups and provide them with flip chart paper and pens to record their responses.

2 Ask participants to think about what obstacles there are to planning for asylum seeking and refugee children and young people, and to record them on the flip chart paper. Tell them they have five minutes for this part of the activity.

3 After five minutes, ask the groups to swap the flip chart paper containing their responses with that of another group.

4 Ask the groups to write two column heads on a fresh sheet of flip chart paper, as shown below.

Obstacles	Solutions

5 Ask them to consider the obstacles listed on the flip chart paper they have been passed, and to devise solutions. Explain that they should use the two columns to record their solutions alongside the obstacles.

6 Tell them that they will be giving their responses as feedback to the group in 20 minutes time and that, if they do not come up with one or more solutions to a barrier they identify, they cannot give feedback on it.

7 After 20 minutes, invite each small group to give feedback on their obstacles and solutions. Record all the obstacles and solutions on flip chart paper as you receive them, so that the whole group can see them.

Presentation: Needs, services and outcomes

Trainer's background notes

When making assessments and plans for separated young people, one has to take account of both childcare and immigration legislation and policy as was demonstrated in the last presentation (leaving care and transitions). These young people come with diverse needs, from a wide range of countries and regions, and with different and unique experiences. Understanding where the young person has come from, how they see the world, how their environment has shaped their life experiences and development this far, makes the job of assessment and planning both exciting and a lot of work.

Although working to timescales and getting enough information to make informed assessment and plans might be difficult, it is important to note that these processes are not one-off events. As new information comes to light, as circumstances change, the assessment and plan should be updated.

As the last presentation showed, one cannot presume that a young person will be able to stay in the country indefinitely, so one has to plan for all eventualities – including the possibility that at some point the young person might have to return to their country of origin, or choose to do so voluntarily. If the young person's family is traced, it may be in their best interest to join their family.

Unless a young person has permanent status in the UK, then a parallel planning approach has to be taken. In order to make a parallel plan, a parallel approach has to be applied to the assessment of need. So for every possible scenario, needs have to be identified and then addressed in the plan.

A model has been devised to help break down the task of assessing and planning in order to make it more manageable.

The following presentation shows a model that could help practitioners feel more confident in identifying needs and to plan more effectively. The presentation shows how to identify needs, outcomes and services. The model used in the presentation is not specific to asylum seeking and refugee young people and can be used in initial, core and needs assessments and their associated plans.

You should start your presentation with a short introduction. You could refer to the information provided in these Trainer's background notes to inform your introduction. This presentation, which should take 20 minutes, is then followed by an activity to put this model into practice in a case study.

There are five slides in this presentation. The following pages contain the notes to each slide and what they are describing. The presentation is available in PowerPoint and pdf format from www.ncb.org.uk/arc

1: Needs, services and outcomes

Introduces the presentation.

2: Needs, assessments and pathway planning dilemmas

Covers common questions that arise when considering the needs of children and young people. The task can feel overwhelming as it is not easy to identify needs in the first place. There are lots of pressures on resources and services may not be readily available. It is common for assessments to identify those needs that *fit* with an existing service or resource, which doesn't necessarily result in a holistic assessment of need.

3: Breaking down the task

This is a case study to demonstrate how needs can be misinterpreted. Here we have an example of a young man who has been having difficulties. The social worker concludes that the young man needs counselling. Is 'counselling' actually a need? It is easy to fall into the trap of describing the service a person might need, rather than identifying the need itself.

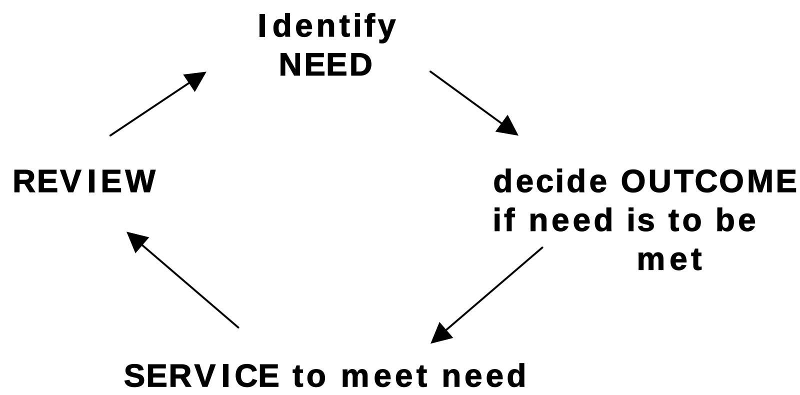
Saying that Albion needs counselling might suggest that a specialist service is required and that only someone with counselling expertise is able to offer help. It may be the case that there is a long waiting list for counselling services or no appropriate services available in the area. So if the social worker said that Albion's need is counselling, straightaway we might think that this 'need' cannot be met.

The next slide describes a model that focuses on needs-led assessments. It breaks down the task into identifying needs and outcomes and then the services to be provided.

4: The model

Slide 4 provides the basis for an explanation of each part of the model (see below).

Needs – outcomes – services model



Adapted from Care planning for looked after children project (NCB 2006).

NEED What the child and young person require to thrive, in terms of their health and development in order to maximise their opportunities to reach their full potential as they move towards adulthood.

OUTCOME What is it that will indicate that the child's need has been met? Outcomes needs to be SMART:

S specific

M measurable

A achievable

R realistic

T time-limited.

SERVICE Services to be provided or ways of meeting the identified need.

REVIEW When you examine whether the actions that have been undertaken to address the need have actually achieved the outcome you were looking for. If the need has not been met then you would need to look at another service or course of action.

It is extremely important to identify all the needs of children and young people and to record any need that has not been met.

It is suggested that you use pg 77 as a handout for participants because this will help with the next exercise.

Prior to showing participants how to use the model in the Albion case study, it is suggested that you re-use slide 3 (the original example) to remind participants of how the case was looked at before using the model and then show slide 5.

5: Case study – Using the needs–outcome–service model

Slides 5 and 6 show how you would apply the model to this case study.

6: Case study – Using the model

The service identified here is just an example of a wide range of different options that might be available if the need is properly identified.

7: Review

Slide 7 is self-explanatory.

Case study: Part 1 – Identifying the needs and outcomes

Trainer's background notes

This activity provides participants with the opportunity to practice identifying needs, outcomes and services using a prepared case study. This is part one of the activity, where participants need to identify the needs of Tooran (the subject of the case study) and then the outcomes that would result if the identified needs were met.

If you have not already done so, give participants the handout on the needs–outcome–service model and explanation, so they may refer to it if they are stuck or finding it difficult to differentiate between a need, an outcome and a service.

It is recommended that you go round the groups during this activity to check how they are doing and offer suggestions as required.

Time required

Small group discussion 45 min

Feedback 10 min

What you will need

- Copies of the case study (one per participant)
- The needs–outcome–service form on which to record their responses
- Pens

What to do

1 Divide the group into smaller groups and give a copy of the case study and the needs–outcome–services form to each participant.

2 Explain to the groups that they should read the case study then discuss what they think Tooran's needs are under each section of the form (e.g. immigration, emotional and behavioural development and support). They should then list all the needs and, for each one, go on to identify and record what the outcome would be if it were met. Tell them that they will have 45 minutes to complete the task and will then be asked to give feedback to the others.

3 Go round the groups to check how they are doing and to offer suggestions as required.

4 After 45 minutes, invite feedback on the main points raised by the case study. Bring it to an end after about 10 minutes.

5 Tell the participants to keep their forms as they will be required in Part two of the case study.

Handout: Case study – Tooran

Tooran – aged 17½

Mother – deceased

Father – whereabouts not known

Paul and Bomi – long-term foster carers

Peter – aged 3, foster carers' son

Initial referral information

Tooran is a 17½-year-old young man from Afghanistan. He came to Britain 1½ years ago seeking asylum. He was brought into the country and was left at a local shopping centre. He was picked up by the police and later taken to children's services. Tooran was accommodated in foster care. He was granted discretional leave to remain in the UK until his 18th birthday.

Family history

Tooran has no family in the UK. His mother died of a sudden illness when he was 13 years old. This came without any warning and was a massive shock to Tooran. His grandmother and two older sisters looked after him until he left Afghanistan. He was very close to his father, being the youngest child and only son. One day his father was arrested by the local police and beaten up in front of the whole village, then taken away. Tooran does not know his whereabouts or whether he is still alive. Tooran's village was later attacked and the family dispersed. He does not know where the rest of his family is or whether they are still alive.

Case information – since being in the UK

Tooran was initially placed with emergency foster carers before being placed with his current carers. He has been in the same placement with Paul and Bomi for nearly 1½ years.

Paul and Bomi come from Nigeria and have been settled in the UK for the past 25 years. Tooran is their first placement. Although they are committed Christians, they are clear they have always been willing and able to support Tooran in continuing to practise his faith. Tooran is a practising Muslim.

Tooran's first language is Pashto. Tooran could not speak any English when he first arrived. He has been attending a local ESOL (English for speakers of other languages) course for the past year and this has helped. Tooran still struggles with reading and writing but there have been great improvements in his spoken English. He also studies maths and computers. He would really like to go to university but his friends have been telling him he should do plumbing or construction, as he will be able to get a job quicker. His Personal Education Plan suggests that he will continue with his ESOL course and will be seeking careers advice from the college.

His physical health seems fine and he has had all his check-ups. Paul, Bomi and his social worker describe Tooran as polite and no problem, although concerns have been raised recently about his emotional state.

Tooran has been having difficulties sleeping in the last couple of months and has regularly been waking up screaming, waking up the rest of the house. Tooran says that he doesn’t want to see a counsellor.

Tooran likes his carers although he wishes they could speak Pashto. He misses his family and wonders if they are alright. Everything feels very different to him. He has told his carers that there is nothing to remind him of home. It’s a long time since he has spoken his first language, Pashto. He speaks English all the time. Tooran told his social worker that he has probably forgotten how to speak Pashto.

Tooran keeps his room tidy and will make snacks for himself but, overall, it’s Bomi and Paul who attend to all the household chores. Tooran gets pocket money every week and spends it on his mobile phone and going out with friends. He has made a few friends whilst on his college course. They are also asylum seekers but from Kosovo, and he has met other young Muslim men at the mosque although none are from Afghanistan.

When it comes to the placement and plans for the future, Tooran says that it is up to the social worker but he would like to stay with Paul and Bomi if that were at all possible. Tooran does not know what will happen in the future and it’s a sensitive subject. Whenever it is mentioned, Tooran starts crying and that’s usually the end of the conversation.

The foster carers have been asking what will happen when Tooran turns 18.

Handout: Leaving care – Needs, outcomes and service form

Please identify what you think Tooran's needs are. Think also about what the outcome would be if the need was met. Then consider what services and/or support might be required. This is just an activity to help you think about some of the issues.

You need to remember that, when looking at the needs of young people who do not have permanent status (are not able to remain in the UK indefinitely), a parallel planning approach needs to be applied. This needs to explore all possibilities for the young person: that of remaining long term in the UK and that of having to the leave the UK and return to their country of origin.

	Needs (short and long term)	Outcomes	Service
Immigration (including issue of voluntary returns/enforced returns and detention)			

	Needs (short and long term)	Outcomes	Service
Emotional and behavioural development and support			
Identity			

	Needs (short and long term)	Outcomes	Service
Accommodation			
Education, training and employment			

	Needs (short and long term)	Outcomes	Service
Health needs (includes mental health, leisure, hobbies)			
Practical – independent living skills			

	Needs (short and long term)	Outcomes	Service
Family and social relationships			
Financial support			

	Needs (short and long term)	Outcomes	Service
Citizenship and integration			

	Needs (short and long term)	Outcome	Service
Personal support			

Recap and questions from the first part of the training

If you have decided to followed the suggested programme outlined in this pack, then a break for lunch would have followed the Case study: Part One – Identifying needs and outcomes. Following lunch, you should begin the next part of the programme with a quick recap of what has been covered so far and a summary of what the programme will cover in the afternoon. This time also provides a good opportunity to answer any outstanding questions that participants might have from the first part of the training programme.

Remember that you don’t have to have all the answers. It is okay *not* to know the answers to participants' questions and it’s advisable to be honest about this. One way to deal with questions that you may not have answers for is to put them out to the wider group to answer. The question raised may be an issue that the participants could write in their learning action plan, as something to find out about after the training session.

Allow 10 minutes for this activity.

Case study: Part two – Identifying services

Trainer's background notes

This activity follows on from the previous one, where participants had to identify the needs and outcomes for a particular case study.

For this activity, participants should continue to use the same case study and needs–outcome–services form as for the last activity so as to build on the work they have already done.

The aim of this activity is to get participants to think creatively about how they might respond to the identified needs and outcomes. Again, you may need to refer participants to the handout on the needs–outcome–services model and explanation to remind them what is meant by service.

They will be given 50 minutes to allow sufficient time to discuss and consider all the issues. They will then be invited to give feedback on the ideas they have come up with.

Time required

Small group discussion 50 min

Feedback 20 min

Total I hour 10 min

What you will need

- Participants will need their copy of the case study

What to do

1 Divide the group into smaller groups – different from those used in the previous activity.

2 Explain to the participants that they will need to use the same case study as last time and to record additional responses on their needs–outcome–service form.

3 Ask the participants to think creatively about how they might respond to the identified needs and outcomes, that is, what services and support they would offer.

4 Tell them that they have 50 minutes to discuss and consider all the issues and will then be invited to give a summary of their responses as feedback to the wider group.

5 Take feedback from the group, allowing about 20 minutes for this.

Activity: Learning and action plan and Evaluation form

Trainer's background notes

At this point in the programme, you should refer participants to their learning and action plan (Appendix 1).

During the course of the training (as indicated at the start) participants should have been noting down any key issues or points of learning on their learning and action plan. If they have forgotten, it is not a problem. Time is allocated now for participants to reflect on what they have learnt throughout the course; what action they need to take to incorporate their learning into practice; and to record any areas that they need to find out about or do more work on.

As well as the learning and action plan (which participants take away with them), you should also use this time for participants to fill in their evaluation of the training itself. A sample evaluation sheet can be found in Appendix 2.

The aim of evaluation is for participants to offer their views on how the training has gone; whether it has met its aims and objectives and covered key areas of learning; suggest ideas as to how training might be improved, and so on. If the evaluation identifies further training needs, this can be given as feedback to the relevant organisation, department or team.

Once the learning action plan and evaluation have been completed, you should close the training with a summary of the main areas covered in the course. If time allows, you could ask if there are any further questions or issues that have come out of the day.

Time required

10 minutes

What you need

- Participants should have their learning action plan with them (with some comments already recorded on them, preferably) but have spares to hand (see Appendix 1)
- A copy of the evaluation form for each participant (see Appendix 2)

What to do

1 Remind participants of the purpose of the Learning and action plan. Hand out fresh copies to those without their own.

2. Explain that they now have time to reflect on what they have learnt throughout the course; what action they need to take to incorporate their learning into practice; and to record any areas that they need to find out about or do more work on. Ask them to record this on the plan.

3. Hand out the evaluation forms and explain that it is for participants to offer their views on how the training has gone; whether it has met its aims and objectives and covered key areas of learning; suggest ideas as to how training might be improved, and so on.

4. When the 10 minutes is up, summarise the main areas covered in the course. If time allows, invite participants to raise any further questions or issues that they wish to discuss.

Handout: References

ADSS (October 2005) *Key Transitions for Unaccompanied Asylum Seeking Children: Guidance for social workers, personal advisors and their managers working with unaccompanied asylum seeking children*. ADSS Asylum Task Force.

Appa, V (2005) *A Study on How Asylum Seekers and Refugees Access Education in Four Local Authorities in England*. London: NCB.

Bindman, J and Doezema, J (1997) *Redefining Prostitution as Sex Workers on the International Agenda.* Anti-Slavery International.

Burrows, M (2005) 'Keeping sight of care leavers: J v Caerphilly Borough Council', *Key Notes, 35, August 2005, 2–3.* See: www.raineronline.org/gen/nlcas%20keynotes.aspx and click onto the August 2005 edition.

Children (Leaving Care) Act 2000 Regulation 11 (2).

Children's Legal Centre: Refugee and Asylum Seeking Children Project (August 2005) Information note: 'Note on Home Office Position re. Schedule 3 of the Nationality Immigration and Asylum Act 2002 as it applies to Former Unaccompanied Asylum Seeking Children (UASC)'. Children's Legal Centre. See: www.childrenslegalcentre.com and go into the Refugee and Asylum Seeking Children Home Page and click on archive information.

Department of Health (2001) *Children (Leaving Care) Act 2000 Regulation and Guidance.*

Department of Health (1999) *Me, survive, out there? New arrangements for young people living in and leaving care.* London: DH

Evelyn Oldfield Unit is working in partnership with Time Bank to deliver the Time Together Refugee Mentoring Programme. The scheme will match refugees in one-to-one relationships with a UK citizen who will act as a mentor. For further information or to make a referral contact the Time Together mentoring co-ordinator on 0207 700 8130. For further details of the work of the Evelyn Oldfield Unit, see the website: www.evelynoldfield.co.uk or contact:

Evelyn Oldfield Unit
London Voluntary Resource Centre
356 Holloway Rd
London N7 6PA

Home Office (2005) Controlling our Borders: Making migration work for Britain. See www.homeoffice.gov.uk

ICS (Integrated Children's System) website at www.everychildmatters.gov.uk/socialcare/ics/ for details on assessment and planning for children and young people.

Joint Chief Inspectors (2005) *Safeguarding Children: The second Joint Chief Inspectors' report on arrangements to safeguard children.* Commission for Social Care Inspection.

Kohli, R (2002) 'Social Work with Unaccompanied Asylum Seeking and Refugee Young People', *Forced Migration Review,* 12, February, 31–3.

Mullenger, N 'Immigration and Illegal Youth Sex Workers in Italy', in Barrett, D, Barrett, E and Mullenger, N (2000) *Youth Prostitution in the New Europe.* Dorset: Russell House Publishing. Chapter 5, 57–76.

National Refugee Integration Forum, *The Integration of Refugee Children: Good Practice in Educational Settings* can be accessed from: www.nrif.org.uk/education/index.asp

RAGU (Refugee Assessment and Guidance Unit): RAGU provides information for asylum seekers on education and preparation for employment. For further details go to: www.londonmet.ac.uk/ragu/asset

Somerset, C (2004) *Cause for Concern? London social services and child trafficking*. London: ECPAT UK.

Stanley, K (2001) *Cold Comfort: Young separated refugees in England.* London: Save the Children.

Handout: Further reading

Article 3 of the European Convention on Human Rights
(now enshrined in domestic law under article 3 of the Human Rights Act 2000).

Broad, B (2005) *Improving the Health and Wellbeing of Young People Leaving Care*. Lyme Regis: Russell House Publishing.

Burnett, A and Fassil, Y (2002) *Meeting the Health Needs of Refugees and Asylum Seekers in the UK: An information resource pack for health workers.* NHS/Department of Health.

Howarth, R (2004) *Turning 18: A Reason to Celebrate? Experiences of young unaccompanied asylum seekers in transition at 18.* London: Save the Children.

Crawley, H (2004) *Working with Children and Young People Subject to Immigration Control: Guidelines for best practice.* London: ILPA.

Lawson, N (2004) *Educational Rights and Entitlements in Further and Higher Education 2004/05: A guide for refugees and asylum seekers.* Education Action International (tel. 020 7426 5800).

London Borough of Hillingdon Judicial Review, August 2003. Full text can be downloaded from www.asylumsupport.info/courtcases.htm

NASS policy bulletin 29 (support turning 18)

National Refugee Integration Forum (2001) *A Self-help Guide for Young Refugees and Asylum Seekers.* Available from www.nif.org.uk

Refugee Council Information Service (2004) *The Information Survival Kit for Anyone Working with Asylum Seekers and Refugees.*

Refugee Council (October 2004) *Welcome to the UK: A First Step – Essential information to prepare you for a life in the UK.*

Schedule 3 of the Nationality, Immigration and Asylum Act 2002 (looks at withholding social services support to young people).

Course on: Caring for the carers of asylum seeking and refugee children and young people

Length of programme

Two hours

Aims

To provide theoretical knowledge about the possible effects of caring for others and to provide the opportunity to reflect on them.

Learning objectives

By the end of the session the participants will have considered

- the challenges, risks and rewards of caring for others
- the impact of caring for others on themselves, personally and professionally
- what they need to do to look after themselves in order to continue to be effective carers
- what they should expect from their organisations to assist them in their role as carers
- their personal and professional needs now, how these are currently being addressed and what further action needs to be taken.

Target group

Anyone who provides care for asylum seeking and refugee children and young people, such as foster carers, residential workers, housing support workers, their managers and supervisors.

This programme would also be relevant to: social workers; support workers; teachers with pastoral responsibilities; managers within field social work teams; fostering teams; and anyone with responsibility for supporting and managing those who directly provide care and support to asylum seeking and refugee children and young people.

Numbers: no limit specified.

Suggested programme structure and timing

You will need a maximum of two hours to complete this programme, which comprises:

- Presentation

- Questions and discussion about the presentation
- Break
- Caring for the carers: Meeting your needs – framework activity

Allow an hour each for the work before and after the break.

Trainer's preparation: What you will need

- PowerPoint presentation and computer or OHP slides and overhead projector
- Copies of the Caring for carers: Meeting your needs framework activity
- Handouts of the presentation

Trainer's notes

The presentation can be read directly from the slides, though it is advisable to go through them a number of times to enhance the quality of the presentation. You should also consider whether there are additional examples you would like to contribute during the course of the presentation to further illustrate the points made.

The main aim of the presentation is to provide a theoretical framework to caring and to highlight the main issues for carers in terms of the challenges, risks and rewards. The presentation also raises the question of what can be done to care for the carers; and suggests ways that both carers and the organisations they work for can address these issues. The suggestions are by no means exhaustive but should stimulate discussion and questions.

The presentation can be a stand-alone exercise but it is best followed by the activity, so that participants can consolidate their learning and make concrete plans to address the issues raised by caring.

The Caring for carers: Meeting your needs activity is a straightforward task requiring participants to organise their thoughts as to their needs, both personally and professionally, and to formulate the appropriate action. It is suggested that this task be done individually rather than as a group discussion as everyone's needs will be different.

The Caring for carers: Meeting your needs framework can also be used as a stand-alone exercise and could be adapted for use for team meetings, as a tool for supervision or appraisal. The activity can also be used as a tool for carers to record any changing needs and to re-evaluate what action might need to be taken.

Handout: References

Cairns, K (2005) Presentation 3: Supporting foster care – protecting families and networks from the impact of trauma, *Research into Practice* symposia – ‘Needs and support services for specialist foster carers’ held in Birmingham, 14th June 2005. Download it from www.rip.org.uk/learning events/symposia_reports/needs_support.asp

Kidane, S and Amarena, P (2005) *Fostering Unaccompanied Asylum Seeking and Refugee Children: A training course for foster carers*. BAAF.

Perry, B (2003) *The Cost of Caring: Secondary traumatic stress and the impact of working with high risk children and families.* The Child Trauma Academy.

Pines, A, Aronson, E and Kafry, D (1981) *Burnout: From tedium to personal growth.* New York: Free Press.

Caring for the carers – Meeting your needs framework

Area	How is this need currently met?	What are my needs now?	Action to be taken
Supervision			
Support (formal and informal)			

Area	How is this need currently met?	What are my needs now?	Action to be taken
Knowledge about the needs of asylum seeking children and young people			
Training in caring for asylum seeking children			

Area	How is this need currently met?	What are my needs now?	Action to be taken
Being valued for what you do			
Looking after myself			

Appendices

1 Learning and action plan

2 Sample evaluation form

Learning and action plan

This framework is designed to note the main points for practice that you pick up during the course of the training.

Main points for practice picked up during the training	What action needs to be taken to incorporate my learning into practice?

Main points for practice picked up during the training	What action needs to be taken to incorporate my learning into practice?

# Evaluation	national children's bureau

Please take a little time to complete this form to help us ensure that our standards are maintained.

1	What was the most helpful information from the presentation, exercises and discussion?	
2	What were the key issues you took from the session?	

3	Is there any information that was not covered by the session?	
4	If you were to give a colleague **two** pieces of advice on working with asylum seeking and refugee children and young people, what would they be?	

The following is optional

Name:

Job title: