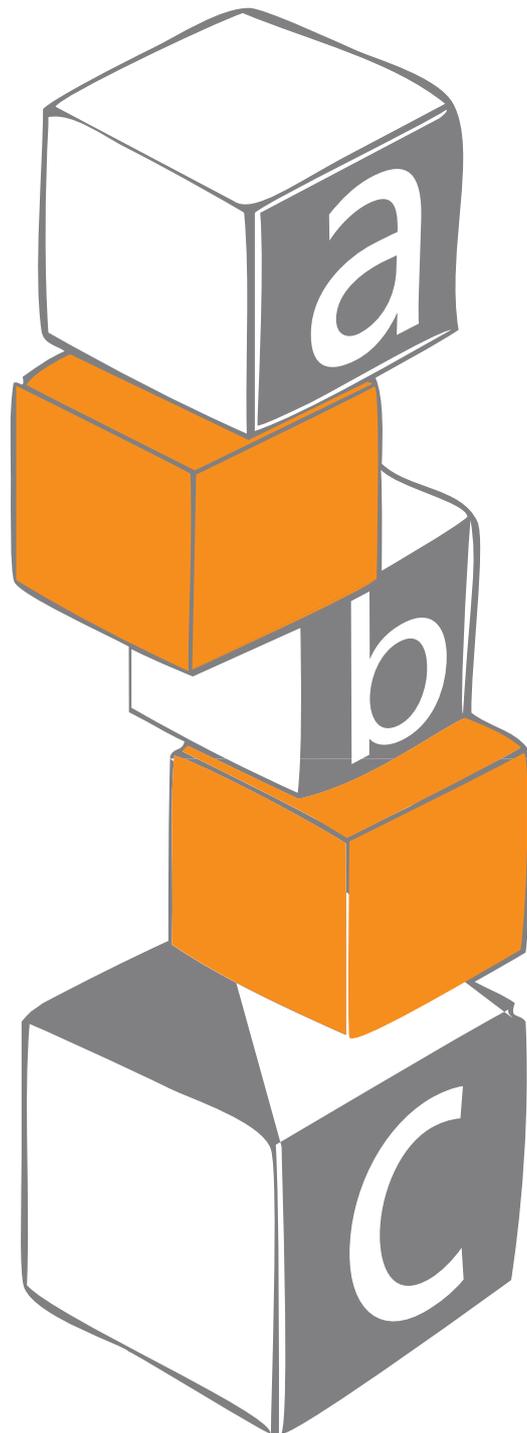


integrating new migrants communicating important information

part three: involving community stakeholders



part three: involving community stakeholders

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In order to develop information resources that meet identified needs, it is vital to talk to potential users, members of both the target community and organisations.

During our work, we talked to community stakeholders and held focus groups, drawing on our extensive experience of facilitating community engagement, because we thought this was the most appropriate method of engagement for our project. Appropriate involvement of community stakeholders in your project may go beyond this, of course.

This part is not intended to replace existing guidance on community or user engagement published by other organisations. Rather, it provides useful tips for involving community stakeholders, and tools you can use to conduct your own focus groups.

Our focus groups were held with Russian speakers and we have included the bilingual materials we used.

 This part should be read in conjunction with part two which includes a section on involving organisational stakeholders, and a plan for developing an information resource that includes engagement with target users.

To get the best out of it, this part should be read in conjunction with  part one,  part two and  part four.

We use this symbol  to indicate where you should consult other sections or chapters.

2 our approach

As explained in part two **i**, involving migrants is crucial to developing information resources which meet needs and reflects current thinking about what welcome information should be provided, particularly as we found little evidence of their involvement in welcome information resource production.

We recommend engaging with migrants using participatory approaches to get the best results. As part of this project, we organised two focus groups involving migrants, with the assistance of two migrants' support organisations, KLARS (King's Lynn Area Resettlement Service) and Keystone Development Trust's migrant-run META project in Thetford, Norfolk.

The two focus groups comprised 1) people who had recently arrived in the UK and 2) those who had lived in the UK for over six months. They advised us of the subjects that it would be most useful to have in welcome information resources, what the resource should look like, and their experiences of seeking and receiving information.

There was a strong consensus of opinion about the top 20 topics (**i** see the section in part two) and the first level of content. Further work would be required to develop and test the lower, more detailed, levels of content. There was evidence that a tiered approach to providing information might be most appropriate, with more detailed information and a wider range of subjects made available outside welcome information resources. This may well be through a national, regional or county-wide coordinating resource.

working in partnership

We recommend working with a migrant support organisation as they are the people on the ground with the requisite local knowledge and the trust of the target community. You will need to provide them with the information they need to set up the focus groups and resource them to set up the groups for you. The purpose of working in this

way is to make the best use of local knowledge in choosing an appropriate venue trusted and used by the target community, and to respect the role played by local community support organisations. It also provides an existing route into the local community which helps to ensure that the focus groups are well attended, and access to a local, qualified interpreter from the community, someone with whom participants would be familiar.

In our case, the cost of the venues, refreshments, vouchers and interpreters was borne by Fens Rural Pathfinder; naturally, commissioning organisations should bear these costs. You should consult the community support organisation on the best time to hold the focus group, which in our case transpired were 7–9pm on a Sunday and a weekday evening. The materials should all be translated into the target language – do not assume that stakeholders will be sufficiently proficient or confident to participate in English in this kind of setting.

Through local migrant support organisations, we organised focus groups which were held in venues used by migrants (a community café and a support organisation-owned venue). Material was provided in their languages of choice. Everything we said was translated by an interpreter. We allowed extra time in the programme for the translation to be given. Refreshments were provided. The sessions were structured and interactive, so that participants had time and space to work together and to make their comments, whilst each section of the programme had a logical output that would tell us what we needed to know.

At the end, people's time and travel were acknowledged by our giving each participant a £15 voucher for a local store; the vouchers were purchased by the support organisations to ensure that the stores were the most appropriate ones.

participation

The focus group should be designed to be as interactive as possible, in line with good practice in community action research. You will need to use an experienced facilitator with good facilitation skills. After a very brief explanation of the project and reason for the focus group, each section of the agenda (included in this section) consists of pair or small group work facilitated centrally by the facilitator but otherwise self-organising by participants supported by the interpreter. This means that participants are provided with the materials they need to tell you what they want to say about information, and the agenda should be kept flexible in order to create the space for participants' input in the areas they feel are more important.

We found that the most effective group work happens in a single-language group that takes place independently of other local organisational activity (such as information talks or English classes) so that people come to the session reasonably fresh, do not have to leave early, and the results are as unbiased as possible.

It was clear that participants had definite views on how information resources should be provided and what they should contain; we therefore recommend that producers give consideration to working directly with migrants in the design and dissemination planning phases of welcome information production. There may be potential for migrants to develop welcome information resources for themselves, for example in a social enterprise; however, the best environment for this kind of development would be with well-developed and appropriately supported community organisations.

Attendance and participation levels in the focus groups were high, as was the quality of information gleaned. By working through support organisations, we were able to make arrangements that made sense locally in terms of

time and place, and it provided an opportunity for the support organisations and migrants to be paid for the consultation in which they participated. We believe it also demonstrated that the work of support organisations is both valuable and valued.

i The focus group materials and details of how to use them are reproduced below.

aim and objectives

The aim of the focus groups is to involve up to 12 migrants (in each group) in shaping the generic information resource. The objectives of the focus groups should be to:

- prioritise information subject areas (employment rights, housing, etc)
- find out where and how migrants were getting the information they needed
- find out what works from the users' perspectives.

what we did

The first part of the session consists of a series of cards in English and the target language (**i** we have included in this part tested specimens in Russian and English), with a subject on each card, eg, rights at work, welfare benefits, etc, colour coded according to the macro subject area. Participants are asked to prioritise these by numbering them, with 1 being the most important (you should check that the number one would be viewed as being most important in the participants' culture). Ask people to work on the priorities in twos or threes in order to maximise participation levels. The results should then be collated, and the most popular six subjects identified, discussed, and agreed. Later you can use the numbers people have written on the cards to determine which subjects are in the top 20, top 40, etc. To reduce printing costs, ask the first group to number the cards on the left-hand side; analyse the responses and cut off the numbers so that you can re-use the cards for the second focus group. Take spare blank cards so that people can

write down any subjects that you have not provided.

The next part of the session asks people where they are getting the information they need and whether these sources are effective. Participants fill in an information sheet in their own language (these can be translated by the interpreter and sent on to you after the event). **i** We have included the information sheets we used in the focus groups.

Finally, participants are asked to create a list of six words that best describes their ideal information resource. Participants are given the option to respond in their own language or English, or to draw a picture or diagram. Responses in languages other than English can be translated for you later by the interpreter. **i** We have included the task sheets we used in the focus groups.

In the second focus group we chose to test the theory that more established migrants (in the UK for over six months) might have a different view of the information needs of new arrivals, as they would be reflecting on their past experience from a position of greater knowledge. We found that the results were different from the views of new arrivals, and so you could consider emulating this approach. The format and organisation of the focus group is the same as the earlier one. To get comparable results, you should test with people from the same or similar cultural background as before.

Aim for a maximum of two hours as participants' might be tired from shift work and in any case have to fit the focus group into their schedules. Moreover, the best quality input is often achieved from a relatively brief intervention while people are fresh and focused. In each case provide refreshments and comfort breaks, and be prepared to start late and/or finish early depending on the group.

One of our concerns was how comprehensible the

subject area designations would be to participants in translation. Only one of the subject areas appeared to have been interpreted in different ways; this was 'social care' which appeared to have been interpreted as meaning social security. We therefore omitted social care from the analysis of priorities.

dialogue and feedback loop

At the end of each focus group, explain to participants what will happen to their feedback. Communicate the outcome of the work through the community support organisation you use, as there is sometimes little if any follow-through after a focus group has taken place, which may contribute to the impression that communities are consulted but not necessarily listened to. Participants should be given store vouchers in acknowledgement of their time (we suggest £15–£20), purchased locally by the support organisation to ensure that the vouchers are the most relevant.

The tools we used and tested are set out below.

i See the section on Copyright in part two.

3 tips for involving community stakeholders

- Work with local support organisations to help you set up focus groups with community stakeholders.
- Acknowledge the help of, and dignify, support organisations by resourcing them to set up focus groups and by taking their advice on the best time and place to do group work.
- Acknowledge the participation of community stakeholders by providing appropriate vouchers for local stores (these could be purchased on your behalf by the support organisation).
- Work with single-language community focus groups and have an interpreter present.
- Use participative methods in focus groups rather than structured questionnaires, and use an experienced facilitator. Invite people to draw as well as write, if they prefer.
- Utilise existing opportunities for engaging with stakeholders.
- Get help and advice from your steering group (or use an existing multi-agency grouping).
- If there are other agencies developing welcome information in your region, consider bringing them together to share learning and test draft resources; this will reduce the number of consultations taking place with stakeholders.
- Consider setting up a community panel of migrants or another mechanism to test the resource and give you feedback on its effectiveness when in use.
- Use qualified people to translate your materials and interpret for you; do not assume that migrants will have the requisite proficiency or confidence in English to participate in that language, even if they have been in the UK for some time.
- Ensure that stakeholders and the organisations that have helped you are aware of the outcomes of the consultation; this shows respect, demonstrates to them the value of stakeholders' participation, and shows that organisations listen and act on what they learn.
- Beyond consultation, you may wish to engage community stakeholders with the appropriate skills in designing or writing the resource or in preparing a web-based resource. There are also community-based consultants and evaluators you might wish to work with.

4 focus group materials

organisers' equipment and preparation list bring to the venue:

| migrant support organisation | information resource developers |
|--|---------------------------------|
| 12 x photocopies translated agenda | pens |
| 12 x photocopies translated presentation | post-its |
| 40 copies of 'information form' | A3 paper |
| five x sheet for 'words' exercise | tape + glue |
| | copies of organisers' agenda |
| | lap top |
| | screen |
| | projector |
| | cable |
| | six copies of presentation |
| | flip chart + paper + pens |
| | copies of subject cards |

preparation:

- ensure the support organisation has organised an accessible venue with appropriate refreshments
- set out four tables (one for facilitator and interpreter, three tables for four participants at each table)
- set up PowerPoint projector
- set up flipchart
- on each table put the agenda, post-its, pens, tape, glue.

organisers' agenda

information resource focus group
location, date, time

18.35 welcome and presentation

18.45 card game

With neighbour make a list of priorities, no. 1 being the most important.
Distribute card game sets.

19.00 full group session – agree on priorities

19.10 Explain 'Where is the information' exercise

Give each table six information sheet forms. Each priority goes on one sheet. Ask people to work in groups of up to four.

19.15 comfort break

19.30 where is the information

Work in groups of four and discuss where they got the information, or if they did not get it, write down what was (not) useful or helpful. Encourage honest responses!

20.00 feedback

20.10 words

Ask them with their neighbour to write down six words that would describe their ideal pack.
Distribute words sheet, one per participant.

20.20 Thanks and close

participants' agenda

information resource focus group programme
location, date, time

- 18.35 welcome and introductions
- 18.45 card game
With your neighbour make a list of priorities, no. 1 being the most important.
- 19.00 full group session – agree on priorities
- 19.15 comfort break
- 19.30 where is the information?
Work in groups of four on where you got the information, or if you did not get it, write down what was (not) useful or helpful. Let us know your experiences!
- 20.00 feedback
- 20.10 six words
With your neighbour write down on the sheet six words that would describe your ideal information pack.
- 20.20 feedback, thanks and close

prioritise the subjects: card game exercise in pairs
subject area cards, English and Russian version
(colour-coded according to macro subject area)
They are designed to be printed and cut into strips.

Adult education and training
Образование для взрослых и
стажировка

School places
Места в школе для ребенка

English language learning
Изучение английского языка

Childcare
Присмотр за ребенком

Pre-school places
Детские дошкольные
учереждения

Family services
Услуги для семьи

Keeping in touch with family
Поддерживание связи с семьей

Local area map
Карта местности

Domestic abuse
Бытовое оскорбление

British seasons and weather
Британские времена года и
погода

**Rights to bring your family to
the UK**
Право на въезд вашей семьи в
Британию

British time and holidays
Британское время и праздники

Local area background
Предварительная информация
о местности

Computer access
Доступ к компьютеру

Driving in the UK
Вождение в Британии

Welfare benefits and social security
Государственное пособие и социальное обеспечение

Telephones and mobile phones
Стационарные и мобильные телефоны

National insurance and tax
Номер социального страхования и налоги

Public transport – buses
Общественный транспорт – автобусы

Pensions
Пенсии

Public transport – trains
Общественный транспорт – поезда

Sending money home
Отсылание денег домой

**Money, bank accounts, credit
and debt**

Деньги , банковские счета ,
кредит и задолженность

**Recreation and leisure
facilities**

Места для отдыха и
развлечений

Lost and found property

Утеряное и найденное
имущество

Meeting places

Места встреч

Shopping

Покупки

Racial harassment

Рассисткое преследование

**Community groups and
centres**

Общины и центры их собрания

Returning home

Возвращение домой

Sexual harassment
Сексуальное домогательство

Interpreters
Переводчики

Libraries
Библиотеки

What to do if someone goes missing
Что делать если пропал человек

Religion, belief and worship
Религия, вера и богослужение

Dentists
Стоматологии

Where to get advice and information
Где получить совет и информацию

Doctors
Доктора

Hospitals
Больницы

Drugs, alcohol and tobacco
Наркотики , алкоголь и
курение

Staying safe
Оставаться в безопасности

**Help for people who are ill or
disabled**
Помощь больным и инвалидам

Fire safety
Пожарная безопасность

Mental and emotional health
Психическое и эмоциональное
здоровье

Social care
Социальная помощь

Sexual health
Сексуальное здоровье

Getting a job
Получить работу

Housing in the UK
Жилищные условия в Британии

Volunteering
Добровольная работа

Homelessness
Бездомность

Trade unions
Профсоюзы

Housing: overcrowding and repairs
Жилищные условия:
перенаселение и ремонт

Household services (waste disposal, recycling etc)
Коммунальные услуги (вывоз и переработка мусора)

British political system and voting
Британская политическая система и голосование

British culture and diversity

Британская культура и ее
разновидность

Statutory organisations
Законодательные организации

Discrimination
Дискриминация

TV licences
Телевизионная лицензия

**Rights to live and work in the
UK**
Правила проживания и работы
в Британии

Information for women
Информация для женщин

State services and emergencies
Государственные аварийные
службы

Information for women
Translation to come

where is the information? exercise in small groups

information sheet English version (one sheet per subject)

| | | |
|---|------------------------------------|---|
| priority | where did you get the information? | <ul style="list-style-type: none"> • was it helpful, useful, accessible, understandable? • if not where did you look/ask? • tell us your experiences! • if you think you do not need this information, let us know. |
| have you got any suggestions about sub-headings? (For example a sub-heading to housing could be homelessness) | | |
| priority | where did you get the information? | <ul style="list-style-type: none"> • was it helpful, useful, accessible, understandable? • if not where did you look/ask? • tell us your experiences! • if you think you do not need this information, let us know. |
| have you got any suggestions about sub-headings? (For example a sub-heading to housing could be homelessness) | | |

| | | |
|--|---|---|
| <p>priority</p> | <p>where did you get the information?</p> | <ul style="list-style-type: none"> • was it helpful, useful, accessible, understandable? • if not where did you look/ask? • tell us your experiences! • if you think you do not need this information, let us know. |
| | | |
| <p>have you got any suggestions about sub-headings? (For example a sub-heading to housing could be homelessness)</p> | | |
| <p>priority</p> | <p>where did you get the information?</p> | <ul style="list-style-type: none"> • was it helpful, useful, accessible, understandable? • if not where did you look/ask? • tell us your experiences! • if you think you do not need this information, let us know. |
| | | |
| <p>have you got any suggestions about sub-headings? (For example a sub-heading to housing could be homelessness)</p> | | |

where is the information? exercise in small groups
 information sheet Russian version (one sheet per subject)

| | | |
|---|------------------------------------|--|
| <p>Приоритет</p> | <p>Где вы получили информацию?</p> | <ul style="list-style-type: none"> • Было ли это полезно, практично, доступно и понятно? • Если нет, где вы искали / спрашивали? • Расскажите нам о вашем личном опыте. • Пожалуйста, скажите нам если вам не нужна определенная информация. |
| | | |
| <p>Есть ли у Вас какие-либо предложения насчёт подраздела. (Например, подразделом для жилья может быть бездомность)</p> | | |
| <p>Приоритет</p> | <p>Где вы получили информацию?</p> | <ul style="list-style-type: none"> • Было ли это полезно, практично, доступно и понятно? • Если нет, где вы искали / спрашивали? • Расскажите нам о вашем личном опыте. • Пожалуйста, скажите нам если вам не нужна определенная информация. |
| | | |
| <p>Есть ли у Вас какие-либо предложения насчёт подраздела. (Например, подразделом для жилья может быть бездомность)</p> | | |

| | | |
|---|------------------------------------|--|
| <p>Приоритет</p> | <p>Где вы получили информацию?</p> | <ul style="list-style-type: none"> • Было ли это полезно, практично, доступно и понятно? • Если нет, где вы искали / спрашивали? • Расскажите нам о вашем личном опыте. • Пожалуйста, скажите нам если вам не нужна определенная информация. |
| | | |
| <p>Есть ли у Вас какие-либо предложения насчёт подраздела. (Например, подразделом для жилья может быть бездомность)</p> | | |
| <p>Приоритет</p> | <p>Где вы получили информацию?</p> | <ul style="list-style-type: none"> • Было ли это полезно, практично, доступно и понятно? • Если нет, где вы искали / спрашивали? • Расскажите нам о вашем личном опыте. • Пожалуйста, скажите нам если вам не нужна определенная информация. |
| | | |
| <p>Есть ли у Вас какие-либо предложения насчёт подраздела. (Например, подразделом для жилья может быть бездомность)</p> | | |

six words to describe the ideal information resource
exercise in pairs
(English and Russian versions)

Words

Write down six words which describe your ideal welcome pack

СЛОВ

напишите 6 слов, которые характеризуют идеальный пакет-приглашение

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INVESTOR IN PEOPLE

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