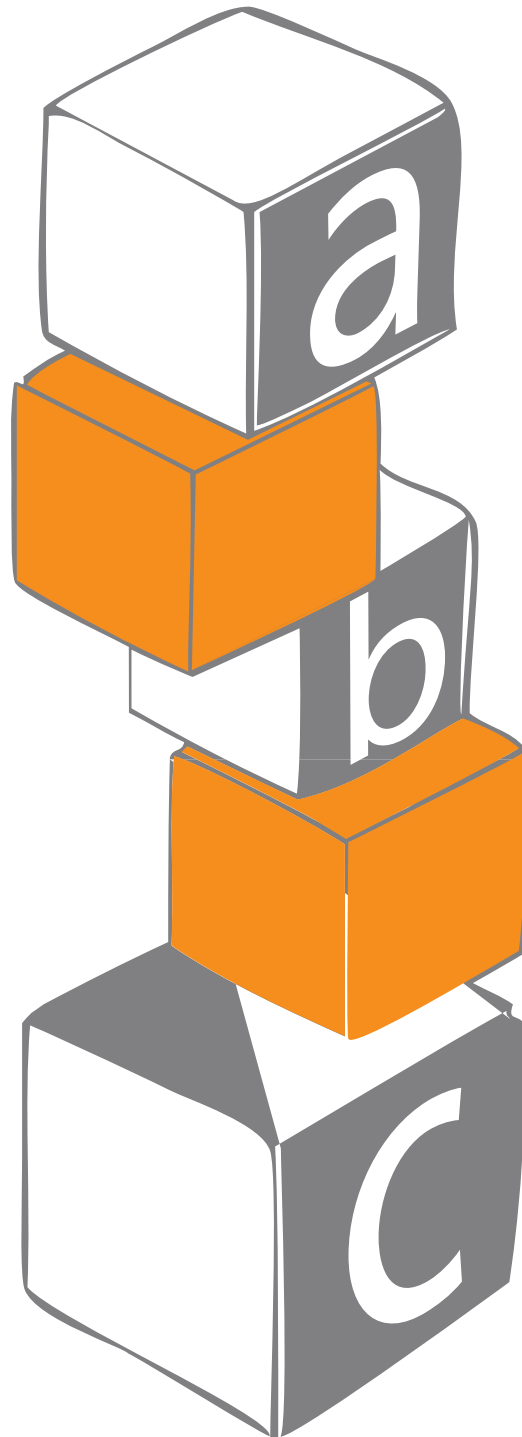


integrating new migrants communicating important information



introduction	3
what this guide is about	4
who the guide is for	4
part one: a generic information resource	5
welcome	6
entering and staying in the UK	6
working	7
somewhere to live	11
living in your community	14
money	14
learning	16
families	18
mind, body, spirit	20
emergencies and staying safe	24
transport	26
local services	27
tell us what you think about this information	29
part two: what's out there	30
1 existing information resource	31
2 outcomes of focus groups with migrants	34
3 deciding whether you should develop an information resource	36
4 the process for producing an information resource	41
5 cost of producing an information resource	45
6 what works – content	46
7 what works – format and style	52
8 consulting on and testing the resource	53
9 distributing an information resource	55

10	communications and working with the media	58
11	monitoring and evaluating information resources	61
12	keeping it up to date	62
13	towards a generic information structure	63
14	copyright	64
15	acknowledgements	65
16	further information	66
	appendix one – overview of welcome information resources	67
	part three: involving community stakeholders	77
1	introduction	78
2	our approach to the focus groups	79
3	tips for involving community stakeholders	82
4	focus group materials	83
	part four: monitoring and evaluation	99
1	introduction	100
2	the evaluation framework	101
3	tools you can use	102

All over the UK, organisations are developing information packs and websites to help people from overseas settle into their areas and better understand British society. These resources are almost as diverse as their readership, as you will see. They may be called different things, such as information resources or welcome packs. In this guide we use 'information resource' to include all of these.

In 2006, Fens Rural Pathfinder (a Defra-funded initiative in the East of England, led by Cambridgeshire and Norfolk County Councils) commissioned MENTER (the Black and Minority Ethnic Network for the Eastern Region) and Loretta Hurley Development Consultant to develop a shared welcome information resource. The idea is to make it easier to produce good quality, cost-effective and sustainable information. One of the main outcomes of the project is this guide.

This document is designed to help you get the most out of developing a information resource.

part one provides a generic information resource that can be used as the basis for an information resource in your area.


part two provides:

- an analysis of existing information resources
- a list of factors that support a successful information resource
- a decision-making self-assessment tool
- an outline plan and critical path for producing a resource.

part three provides tools and guidance for involving community stakeholders.

part four provides a generic framework to help you monitor and evaluate information resource.

We encourage learning from others. We therefore recommend that you read and use the chapters in conjunction with each other. If you do not access the relevant guidance the resource you intend to develop may not be developed, implemented or evaluated fully effectively, or you may encounter additional and avoidable difficulties during and after developing the resource.

We use this symbol  to alert you when you should consult other sections or chapters before proceeding. If you are viewing the guide online, by clicking on the symbol you will be taken to the section you wish to view.

what this guide is about

There are a lot of packs and websites and they can be difficult to find. We found that people who had produced resources had moved on and there was little available knowledge of how resources had been produced. We also found little evidence that resources had been evaluated. These factors make us wary of calling this a good practice guide.

However, before you embark on developing your own information, you might find it useful to see what other people have produced and what we found when we surveyed some of the resources that were available to us.

This illustrated guide gives examples of information produced in the UK, with a special focus on the East of England. We set out the results of our mapping survey, and suggest some key success factors for developing information. We also provide tools, frameworks and a generic information resource you can use.

who the guide is for

You might find this guide useful if you are:

- a local authority member or officer investigating the potential for developing information for your area
- a community group member wanting to produce information for people coming to live in your area
- working for an organisation that is thinking about developing, updating or upgrading information in your area
- an MP, MSP or MEP wanting to find out what information is available in the UK.




part one

a generic information resource

This generic part is provided as a framework for organisations to use to construct information resources for their geographical areas.

The generic resource is not intended to be exhaustive; organisations may wish to add or highlight subjects that are particularly relevant to people in their areas. This is one reason why we recommend that you develop and test local information resources with organisational and community stakeholders (see the accompanying part three).

In addition, laws in England, Wales, Northern Ireland and Scotland may differ in some respects, so you should check what information pertains in your area and its accuracy.

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

welcome to [local area]!

This [resource] can help you when you arrive in [local area]. It is a guide to the services that other people new to [the area] have found useful. We have done our best to make sure the information this [resource] contains is accurate. Please let us know if it is not or if you would like to see other subjects included in future editions [reference to the feedback section page]. This [resource] does not recommend any individual organisation.

[The local area] is located in [region]. You can see on the map [insert local area map] that the main towns and cities are [insert list]. There are many villages as well. [Region] is part of [insert country]. Together with England, Wales, Scotland and Northern Ireland [delete as appropriate], these countries make up the United Kingdom (UK).

further information

The local authority will usually have good e-maps of the area which you can use without charge. Contact the local authority or check out their website.

The local authorities will also hold information on all the library services and one stop shop-type services in their area.

entering and staying in the UK

Many European Union (EU) nationals have the right to enter and live in the UK. Nationals of the A8 and A2 countries that have recently joined the EU, and non-EU nationals, may have restricted rights to enter and live in the UK. You can find out about your rights at www.direct.gov.uk/en/RightsAndResponsibilities/Citizensandgovernment/DG_10015894

Immigration status and how it affects your rights can be complicated and you may need to talk to an independent immigration adviser; you can find your nearest immigration adviser by phoning CLS Direct or visiting www.clsdirect.org.uk

further information

www.direct.gov.uk/RightsAndResponsibilities

CLS Direct is a national service comprising a directory of advice providers in each area, and a website. The directory is available online or over the telephone. CLS Direct also provides telephone advice in several areas of law.

www.clsdirect.org.uk

Information is also available from the Border and Immigration Agency (BIA) at www.ind.homeoffice.gov.uk

working

rights to work in the UK

Please see the Rights Guide on page [x]. You should always check your rights. Please see the section on sources of advice.

Young people under 13 years of age can only work in special circumstances with the permission of the local authority. Between 13 and 16 they can perform only light work such as having a newspaper delivery round. When they reach 16 there is more choice in the jobs they can do. Young people over 18 years of age have the same work rights as adults.

further information

You can find out the employment rights of young people, including hours of employment and pay, online at

www.direct.gov.uk/en/YoungPeople/Workandcareers/Yourrightsandresponsibilitiesatwork/DG_066272

getting a job

You must be legally entitled to work in the UK and have, or have applied for, a valid National Insurance Number (NINO). You can apply for a NINO at some Jobcentres. You can make an appointment directly or through the NINO Contact Centre on 0845 6000 645.

worker registration

Many workers from overseas must register before they can work in the UK

www.workingintheuk.gov.uk

labour providers

Labour providers are sometimes called gangmasters. They supply workers directly to employers. Labour providers must be licensed and are subject to strict standards.

If you think you are being treated unfairly by a labour provider you can contact the Gangmasters' Licensing Authority (GLA), or you can find your nearest employment adviser by contacting CLS Direct.

further information

www.defra.gov.uk/farm/working/gangmasters

www.labourproviders.org.uk

www.gla.gov.uk. The GLA produces a pocket sized leaflet called 'Workers' Rights' which sets out the responsibilities of labour providers and of workers.

employment agencies

Employment agencies find jobs for agency workers. Companies pay the agency a fee to hire workers for them. Your contract of employment (see below) is likely to be with the agency rather than with the company where you work. You should still have an employment contract. You are entitled to holiday pay, rest breaks, the National Minimum Wage, and no unlawful deductions from wages. You are covered by Health and Safety and anti-discrimination legislation. You may be able to get sick pay and maternity pay.

If the agency does not find work for you, you can join other employment agencies.

If you think the agency is treating you unfairly, contact the Employment Agency Standards Helpline on 0845 955 5105 (0930–1630 Monday to Friday), or see an employment adviser. There is

more information about agency workers' rights at www.direct.gov.uk/en/Diol1/EmploymentInteractiveTools/DG_10028510

further information

www.direct.gov.uk/en/Employment/Employees/EmploymentContractsandConditions

Jobcentres

Jobcentre Plus is an organisation that can help you to look for a job. They have details of job vacancies and can advise on looking for work, applying for jobs, preparing for job interviews, safe job searching, and starting your own business. They can also tell you how to claim State benefits [Insert details of local Jobcentres].

further information

www.jobcentreplus.gov.uk

applying for a job

Employers will state how they want people to apply for jobs. Usually this will be either by sending in your work history, known as your Curriculum Vitae (CV) or *Résumé*, or by completing an application form.

The next stage is usually a job interview at the workplace. You will be interviewed by at least one or two people. You should expect to be asked to provide proof of your right to work in the UK.

How you present yourself at the job application and interview stages is important, and may be different from the way things are done in your home country. You can get advice on interview skills and how to write a CV from [insert details of local job-search or job skills support organisation and/or jobcentre], or by visiting www.direct.gov.uk/en/Over50s/Working/LookingForWork/index.htm or www.jobcentreplus.gov.uk/JCP/Customers/outofworkhelplookingforwork/index.html where you can find information about looking for work and search for jobs online.

further information

www.rose.nhs.uk has information for healthcare professionals.

www.direct.gov.uk/en/Over50s/Working/LookingForWork/index.htm has general information on looking for work and an online job-search facility.

The Jobcentre Plus website carries practical tips on completing application forms etc.

www.jobcentreplus.gov.uk/JCP/Customers/outofworkhelplookingforwork/index.html

employment contracts

When you start work you should be given an employment contract. An employment contract is an agreement between you and your employer. Your rights and responsibilities, and those of your employer, are called the terms of the contract. The contract does not have to be in writing, but you are entitled to a written statement of the main terms.

Employment contracts may contain terms with which you are not familiar. Various technical terms are explained online; visit www.worksmart.org.uk/jargonbuster

further information

www.direct.gov.uk/employment

www.adviceguide.org.uk/index/life/employment.htm

www.worksmart.org.uk

national insurance

Most people in the UK pay National Insurance (NI). This money is paid to the Government and contributes to State pensions, welfare benefits and the National Health Service.

National Insurance Number (NINO). You will need to have, or have applied for, a NINO to start work. You can get a NINO from some Jobcentres. You can make an appointment at the Jobcentre directly or by contacting the NINO Contact Centre on

0845 6000 645.

If you are employed, your employer will deduct the NI directly from your pay. If you are self-employed it is up to you to pay NI direct to the UK Government department.

further information

www.dwp.gov.uk

income tax

Most people in the UK pay income tax. This is based on how much you earn. If you are employed, your employer will deduct the tax due from your pay every time you get your pay. So that the right amount is deducted, you will need to be given a tax code.

If you are self-employed it is up to you to pay income tax direct to the UK Government department (HM Revenue and Customs). If you are employed and your employer is not deducting tax or NI from your pay, please seek advice from [insert details of where to get advice].

further information

www.hmrc.gov.uk

national minimum wage

Almost everyone who works in the UK is entitled to be paid the National Minimum Wage (NMW). The amount of the NMW is set by the UK Government. Minimum wage rates vary according to the age of the worker. Your employer may pay you more than the NMW.

If your employer does not pay you the National Minimum Wage, you can call the National Minimum Wage Helpline on 0845 6000 678. The information you give them will be confidential. They can help you to claim the NMW as well as any pay your employer owes you.

further information

www.adviceguide.org.uk/index/life/employment.htm

www.direct.gov.uk/employment

www.hmrc.gov.uk

www.berr.gov.uk/employment/pay/national-minimum-wage/index.html

pay slips

You should receive an individual written payslip from your employer on the day you are paid. This must show your pay before and after deductions (known as gross pay and take-home pay).

deductions from wages

Some employers may take some of your pay to cover travel or living expenses. They will need your written permission to do this. Deductions should be set out on your payslip. If you think there is a problem with deductions from your wages, you should see an employment adviser. You can also ring the National Minimum Wage Helpline (0845 6000 678).

working times and holidays

If you are employed, your working hours should be set out in your employment contract. Normally these are no more than 48 hours a week on average unless you agree to more.

There is a minimum right to four weeks' paid holiday; your employer may give you more paid holiday than this. You start building up holiday entitlement as soon as you start work. Your employer can control when you take your holiday, so you should tell your employer in advance when you would like to take your holiday. You get your normal pay when you are on holiday. When you finish a job, you are paid for any holiday you have not taken. During the day you may be paid for rest breaks; this should be set out in your contract.

There are [x] public holidays in [country]. They take place in [insert months].

further information

www.dti.gov.uk/employment/bank-public-holidays/index.html

sick pay

Your contract of employment should state how much you will be paid if you are off work because you are ill. This is known as sick pay. The minimum amount you are entitled to is Statutory Sick Pay (SSP) if you are away from work for four consecutive days or more. Your employer may pay you more than this.

further information

www.worksmart.org.uk

www.gla.gov.uk/

health and safety at work

You and your employer are responsible for keeping you safe at work. There are UK laws to promote health and safety in different kinds of workplaces and jobs. You may be required to undertake specific training, and to wear suitable clothing for the job or the workplace. You may be held liable if you do not follow the health and safety laws, which may be different to the ones in your home country.

further information

www.hse.gov.uk

harassment or discrimination at work

All employees are considered equal regardless of their gender, age, sexual orientation, race or ethnic background, disability, religion or belief. Making derogatory remarks or behaving inappropriately towards someone on the basis of any of these differences may be viewed as harassment and you can be prosecuted and given strong penalties by the courts.

If you feel that you are being harassed racially, sexually or in some other way, or that you have been discriminated against unfairly, you should get advice.

The local Racial Equality Council can give you advice about harassment and discrimination on the basis of race [insert contact details for the local REC or racial incident support project/open out

scheme].

You can find out more about unfair treatment at work at www.direct.gov.uk/en/Employment/Employees/DiscriminationAtWork/DG_10026557. You may need to talk to an employment adviser (see below).

further information

www.direct.gov.uk/en/Employment/Employees/DiscriminationAtWork/DG_10026557

Useful information on equality and discrimination can be found on the Equality and Human Rights Commission website at www.equalityhumanrights.com.

support for workers: trade unions

Trade unions are associations of workers which exist to support workers and protect their rights. Trade unions usually serve certain types of trade or industry. Every employee in the UK has the right to join a trade union.

If your employer already has one or more unions serving the workforce, you can find out about joining by talking to the trade union officer (known as a shop steward). Otherwise you can find out what trade union covers your type of employment and how to contact them at www.tuc.org.uk

further information

www.tuc.org.uk

where to get employment advice

You can find out your nearest provider of employment advice through Community Legal Services Direct (CLS Direct) by calling 0845 345 4345 or visiting www.clsdirect.org.uk. The advice provider will be able to tell you whether they can give you free advice.

If you are a member of a trade union, they may be able to give you advice. See page [x] for information about trade unions.

WorkSmart is a website providing information on all aspects of employment rights and also explains employment law jargon; visit www.worksmart.org.uk

The Trades Union Congress (TUC) website holds Know Your Rights leaflets in several languages; visit www.tuc.org.uk/tuc/rights_main.cfm

further information
www.clsdirect.org.uk

The Department for Business Enterprise and Regulatory Reform publishes employment rights leaflets for Polish and Lithuanian workers, called 'Working in the UK – Know your rights and how to get help and advice'; see www.dti.gov.uk
www.worksmart.org.uk

promotion and changing jobs
In order to progress in your job or to change jobs, you may need careers advice or further training. You can find advice on promotion and careers at www.worksmart.org.uk/career and www.learndirect-advice.co.uk. For information on learning and work you can call Learn Direct free on 0800 100 900; there are advisers who can speak various languages.

further information
www.worksmart.org.uk
www.learndirect-advice.co.uk

starting your own business
You may want to start your own business. This is known as being self-employed. It is a good idea to get advice before you start your business. You may be able to get financial or other help to start up. Business Link gives practical advice for businesses including information on starting up and grants, and online tools to help you; visit www.businesslink.gov.uk [Insert details of business and enterprise agencies].

Starting a business may affect your immigration status so you should talk to an independent

immigration adviser before you do so. You can find your nearest immigration advice provider through CLS Direct.

further information
www.businesslink.gov.uk

volunteering
You may want to give some of your time free to a good cause. This is known as volunteering. Activities you can do as a volunteer include helping older people, youth work, helping to improve the environment, mentoring, and working with animals. If you have children, there are many ways in which you can help at their schools.

Being a volunteer can help to improve your language skills and to get work experience and references. Sometimes volunteering can lead to getting paid work. The UK has many local opportunities for volunteering. [Insert details of local volunteer centres].

further information
www.do-it.org.uk is for members of the public.
www.volunteering.org.uk is for organisations.

somewhere to live
renting a home
Many people in the UK rent their homes from private landlords. Homes to rent are advertised in local newspapers. Sometimes landlords deal directly with tenants; others will deal with you through estate agents or a housing agency, also known as a lettings agency. You can get a list of housing providers from your local council [insert details of the local authority housing advice centre]; they will also be able to tell you if you are eligible for housing run by the council or a housing authority (known as social housing).

You will usually have to pay money to the landlord (known as a deposit or bond) as well as some rent in advance. This deposit should be returned to you at the end of the tenancy.

Your landlord or the agency should give you a tenancy agreement to sign. The tenancy agreement sets out the terms of the agreement between you and the landlord and your responsibilities. There are different types of tenancy and you will have different rights according to the type of tenancy. There may also be a list of items in the house; this is known as an inventory. You should keep a copy of the tenancy and proof of rent payments you make.

If you experience problems such as noisy neighbours, anti-social behaviour, or dogs roaming and fouling the area, you can report these anonymously to the local council who will take appropriate action.

You may wish to buy household contents insurance to insure your possessions against theft or damage.

further information

www.direct.gov.uk/en/HomeAndCommunity contains information about renting

where to get housing advice

Common problems with housing include landlords not providing tenancy agreements, landlords not returning deposits, too many people living in one house (known as overcrowding), and landlords not carrying out repairs to the house. If you have problems with your landlord or the tenancy agreement, the local council provides free advice for tenants [insert details of local housing advice centre]. The [housing advice centre] can also advise you if you have nowhere to live or you are about to lose your home.

You may need to talk to a specialist housing adviser if you have problems with your landlord or tenancy. You can find the nearest adviser by phoning CLS Direct or visiting their website. You can also contact Shelter, a national provider of housing advice, by ringing 0808 800 4444 (8am – midnight, seven days a week), or visit www.shelter.org.uk

further information

www.shelter.org.uk is a national charity and provides specialist housing advice.

The website has housing advice for EU nationals including A8 and A2 nationals. You can select the GB country whose housing law you want to know about. They also provide a helpline.

council tax

Council tax is a local tax which pays for services such as the police, fire service, and rubbish (waste or trash) collection. The tax is collected by the local council. Whether you own or rent a house you are usually liable to pay the council tax and you should check this. The council will send you a bill for the tax. You may be eligible to pay a reduced amount if you are on a low income or you live alone; ask the council about this. You can pay the council tax in instalments.

further information

www.direct.gov.uk/en/MoneyTaxAndBenefits/index.htm

water, gas and electricity

In the UK, mains water is supplied to all homes except homes that move such as caravans and boats. Heating and cooking is usually powered by either gas or electricity.

Water will be supplied by the local water company [insert details]. Water out of the cold tap is safe to drink unless there is a sign that says otherwise. If you have a water meter, you will pay for the amount you use. If there is no meter, you will pay a fixed amount called water rates.

There are several companies who supply gas and electricity and you can choose your supplier; you can compare their prices at www.uswitch.com. To find out which company supplies gas to your home, telephone Transco on 0870 608 1524. To find out which company supplies your electricity, telephone Energywatch on 0845 906 0708 or visit www.energywatch.org.uk. Energywatch can also

give you advice on changing your supplier.

If you live in rented accommodation, your tenancy agreement should show if your landlord will pay the water, electricity or gas bills. If not, you are responsible for these and you may be disconnected and/or fined if you do not pay these on time.

You can pay for the water and energy you use every quarter or every month. There is information on the bill about how to pay.

When you move into a new home or leave an old one, you should make a note of the electricity and gas meter readings, and of the water meter reading if you have a water meter. You should contact the suppliers and tell them you are moving house or that you have moved house. Give them the meter readings and your new address and they will send you final bills on the old accounts.

The UK Government encourages people to save water and energy. You can find out about greener living, how to save energy, and reduce your energy bills, at www.direct.gov.uk/en/Environmentandgreenerliving/Greenerlivingaquickguide/index.htm and www.energysavingtrust.org.uk

further information

www.gas-guide.org.uk

www.electricity-guide.org.uk

www.water-guide.org.uk

www.energysavingtrust.org.uk

telephone

Most homes already have a telephone line (called a landline). If you need a new line, telephone British Telecom (BT) on 150 442, or contact a cable company. When you move house you should inform the telephone supplier.

Not all people choose to have a landline. You may decide that you only want a mobile phone. There

are several commercial companies offering mobile phone packages. Some of these are 'pay as you go'; this means that you have to buy a card to put money (also known as credit) on your phone. Others have a monthly fee plus additional costs for calls that are not included in the fee. Prices differ between companies, and according to the number and time that you call. Check and compare prices before you sign a contract with a mobile phone company. Contracts are usually for a fixed period such as 12 months.

In the UK it is illegal to use a hand-held mobile phone while you are driving; if you are caught doing this you could be fined and receive points on your driving licence; points on your licence could lead to you paying more for car insurance.

Emergency calls (see the section on emergencies) are free.

waste disposal and recycling

The UK Government encourages recycling. This area has several recycling centres. You can recycle clothes, cardboard, plastic, tetrapak cartons, glass, tins, and paper. The council also collects green and food waste to be turned into compost [insert details of green collection and how to find local recycling centres].

You should put the waste you cannot recycle into the bin (trash can) or sack provided by the council. You should put the bin or sack outside your house on the evening before, or on the day on which, it is due to be collected. Rubbish should not be left out at any other time. Rubbish is collected every [two] week[s] on a [insert day].

further information

www.recycling-guide.org.uk contains details of recycling centres.

television licences

You need a television (TV) licence to use any television receiving equipment such as a TV set, set-top box, video or DVD recorder, and

computers or mobile phones that you use to watch or record programmes as they are being shown on TV.

You can do this online at www.tvlicensing.co.uk. You can also pay at a Paypoint at a shop or petrol station where this symbol is displayed:

You can be taken to court and fined if you do not have a licence.

further information

www.tvlicensing.co.uk

living in your community

Surveys have given some interesting information about what makes people feel good or bad about the area they live in. Everyone should try to be a good neighbour. You can start to do this by introducing yourself to the people who live next to you, and avoid making too much noise. One of the most common causes of complaint about neighbours is about leaving rubbish outside the house (see the section on waste disposal).

From the UK Citizenship Surveys, which are held every year, it is clear that people felt strongly that it should be the responsibility of all people living in the UK to:

- obey and respect the law
- raise children properly
- treat others with fairness and respect
- behave responsibly
- help and protect the family
- respect and preserve the environment
- behave morally and ethically
- treat all races equally
- work to provide for oneself
- help others
- vote in elections.

There are some unwritten rules of behaviour which may be important to people living in the UK,

even though not all British people obey them all the time. Failing to maintain your garden, blocking someone else's driveway with your car, failing to apologise when you bump into someone, not saying please and thank you, and pushing when there is a queue, are generally not appreciated.

The police have a role in ensuring that people behave in an acceptable way in public places. Behaving in a way that causes distress or alarm to another person is unacceptable. Some examples of unacceptable behaviour are:

- people may find it intimidating to be stared, whistled or shouted at, or followed
- do not urinate or spit in public
- do not make insulting or sexual comments
- do respect others' personal space.

It is against the law to:

- use offensive, threatening or abusive words or behaviour
- assault anyone or touch people in a sexual way without their permission
- drop litter
- vandalise property, for example by drawing graffiti on walls
- engage in begging.

further information

The Border and Immigration Agency (BIA) has published a book called 'Life in the UK: A Journey to Citizenship', 2nd edition 2007. You can purchase this book from the Office of Public Sector Information bookstore at www.tsoshop.co.uk/bookstore.asp?trackid=001261&FO=1240167

money

The UK currency is pounds sterling, symbolized by £. Euros and other currencies are not accepted. You can change money into pounds without charge at Post Offices.

getting a bank account

Banking in the UK is conducted by banks and some building societies. A bank account will enable you to pay using a plastic debit card or online, to save money and earn interest on it, or to send money home. Many employers prefer to pay wages directly into a bank account.

To open a bank account you will need proof of your identity and address. Identity cards from other countries may not be accepted. Documents that may be acceptable include passports, driving licences, birth certificates, marriage certificates, tenancy agreements, letters from landlords or employers, and payslips.

If you are refused a bank account you can complain. You can get advice on how to do this at www.banking-guide.org.uk

If you do not have a bank account, you may be able to open an account with a credit union. Credit unions are community banks or financial cooperatives [insert details of local credit union].

further information

www.banking-guide.org.uk

To find the nearest credit union, contact the Association of British Credit Unions (ABCUL), www.abcul.coop

sending money home

Some travel agencies provide a cash transfer system for sending money to another country. Post offices are located in towns and some villages; they also have banking and cash transfer services; see www.postoffice.co.uk

further information

www.postoffice.co.uk

using credit

You may wish to borrow money to pay for goods. There are several types of credit such as loans and credit cards. You should be given a credit agreement to read and sign. Interest rates vary and

can be quite high so you should compare them before signing the agreement. Borrowing from lenders who come to your home can be expensive and even risky. You can get advice on credit and debt from www.adviceguide.org.uk or www.banking-guide.co.uk

further information

www.adviceguide.org.uk is the Citizens' Advice information pages.

www.banking-guide.org.uk

financial help if you are working

If you are working and on a low income you may be entitled to financial help called welfare or State benefits. The main benefits for working people are Working Families Tax Credits, and Disabled Person's Tax Credits. These top up your income. Other benefits you may be entitled to while you are working are Child Benefit, Housing Benefit and Council Tax Benefit. You can find out about tax credits and benefits at www.direct.gov.uk/en/MoneyTaxAndBenefits

You can find out about Housing Benefit and Council Tax Benefit at the local council.

further information

The Department for Work and Pensions produces a leaflet 'Coming from abroad and getting your benefits' available in 10 languages, www.jobcentreplus.gov.uk/JCP/Customers/Leaflets_and_Guides/011720.xml.html

financial help if you are not working

If you are out of work, you may be able to claim Jobseeker's Allowance or Income Support. You can find out about these at the local Jobcentre [insert details or page number]. You can also find out about State benefits at www.direct.gov.uk/en/MoneyTaxAndBenefits

If you are too ill to work you may be able to claim Incapacity Benefit. If you become disabled you may be able to claim Disability Living Allowance. You can find out about disability benefits and how

to claim them at www.disabilityalliance.org.uk

further information

www.direct.gov.uk/en/MoneyTaxAndBenefits

www.disabilityalliance.org.uk is a national charity aimed at alleviating the poverty and improving the living standards of disabled people. The website has detailed information for organisations and disabled people. The helpline is for organisational members.

problems with money, credit and buying goods and services

If you have problems claiming benefits, or if you do not have enough money to live on, you can find a benefits adviser through CLS Direct.

If you have a problem with debt, you can find a debt adviser through CLS Direct or contact National Debtline.

If you have a problem with credit or buying goods, you can get advice on consumer rights from Consumer Direct (08454 04 05 06, www.consumerdirect.org.uk) or [insert local Trading Standards details].

further information

www.consumerdirect.org.uk

pensions

You may be thinking about saving for your retirement. A State pension depends on you having paid enough National Insurance contributions; it may not be enough for your needs when you reach retirement age. Many people save for their retirement independently of their State pension through a pension scheme. Some employers operate pension schemes. There are private pension schemes operated by financial companies. There are also stakeholder pensions which are run by the Government.

Pensions can be complicated and you should get advice from an independent financial adviser. Most towns will have companies showing the

independent financial adviser sign.

You can find out more about pensions at www.direct.gov.uk/en/MoneyTaxAndBenefits/PensionsAndRetirement/index.htm. Information on stakeholder pensions can be found from the Pension Service at www.thepensionservice.gov.uk. You can get advice on occupational and personal pensions from the Pensions Advisory Service at www.opas.org.uk

further information

www.direct.gov.uk/en/MoneyTaxAndBenefits/PensionsAndRetirement/index.htm

www.thepensionservice.gov.uk carries information about stakeholder pensions.

The Pensions Advisory Service gives free and confidential advice on occupational and personal pensions. Contact them by ringing 0845 601 2923; the website is www.opas.org.uk

learning

learning English

Improving your English language skills will help you settle in to the UK. There is evidence to suggest that those migrants who are fluent in English earn significantly more than those who are not. Having good English language skills will also help you feel more confident at work and in the community; it will also help your and your family's health and wellbeing as well as your career prospects. Eventually it can lead to a career as an interpreter and translator.

There are English language courses locally. Sometimes these courses are called ESOL, which means English for Speakers of Other Languages. Some courses emphasise English language for the workplace. These courses are called ESOL for work and may be offered by your employer or other providers. English language training is also useful for people taking the citizenship exam.

Courses vary according to length, level, and cost.

You can find out about English language courses at the local library [or insert local contact point].

further information

More information on the correlation between earnings and fluency in English can be found in ‘Guidance for Local Authorities on Translation of Publications’, which is available from the Department for Communities and Local Government website www.communities.gov.uk

pre-school

If you have children who are under five years of age, there is childcare advice and information about family services. This includes information about education and childcare for children under five. [Insert details of local children’s centre, and Office of Children and Young People’s Services (OCYPS)]. OCYPS supports children and their families by promoting child protection, supporting disabled children, helping parents get information on special educational needs.

further information

www.childcarelink.gov.uk

www.opportunity-links.org.uk for information on jobs, training and childcare.

schools

Children aged between five and 16 years must attend school. Pupils follow the National Curriculum which is divided into five stages [insert table]. Pupils do a test at the end of each Key Stage; these tests are considered to be very important.

If you have a child of school age, visit your local primary school (ages 5–10) or secondary school (ages 11–16). School staff will help you to apply by completing an admission form. You will be asked for a copy of: the passport containing the child’s details, their visa if applicable, and proof of your address.

Education at State schools in the UK is free; however, parents have to pay for school uniforms

and sports wear. Parents on low incomes can get help with these costs and with the cost of school meals. Some schools collect used uniforms which can be re-used by others.

When your child starts school, it is a good idea to ask the school about open evenings, consultations, and how the school works with parents. Most schools have a written home-school agreement that it is recommended you sign. A home-school agreement describes the way in which the school will communicate, and how teachers will work in partnership with parents to help a child learn. For example, this means that parents will attend open evenings and that the teacher will make sure that the parent fully understands the progress that their child is making.

You will also find that there are many opportunities for you to get involved in the school, for example as a parent helper in the classroom, or by joining the parent teacher association (PTA).

Parents of children with learning difficulties are supported through [insert service details].

For safety reasons, schools expect young children to be accompanied to school, and they keep front doors locked during the day. Parents are expected to take an active role in their child’s education, so there will be contact between you and the school about your child’s progress, safety and conduct.

The majority of bilingual students enjoy their time at school, but some may experience difficulties. It is important that you contact the school immediately if your child experiences things like bullying, racism or name-calling. Schools have policies and procedures for dealing with these difficulties. For advice and support on bullying or racism, contact [insert details of local equalities and diversity service].

You can get advice on the curriculum, how to get involved in the school, bullying, discipline, school

choice, and exclusion from school at www.parentscentre.gov.uk

You may need to talk to an education advice provider if your child cannot get a school place, is excluded from school, or is treated unfairly at school. You can find your nearest education advice provider through CLS Direct.

further information

www.parentscentre.gov.uk

Cambridgeshire County Council's website has a good section explaining the English school system, at www.cambridgeshire.gov.uk/education click on English Education System. The information is available in different languages.

Information about home-school arrangements is available from www.standards.dfes.gov.uk/parentalinvolvement/hsa/

post-16 education

After the age of 16 years, education is not compulsory in [country]. However, one in three young people now go on to higher education at college or university. Students can choose to continue their education or enter the workplace. If they stay on at school they will enter what is known as the sixth form, or they may attend a further education college. Families on low incomes who have a child staying on in education after the age of 16 can claim support.

adult education

A variety of study courses for adults (18 years or over) take place in local schools, community organisations, colleges and universities. Some courses may be free or you may have to pay for them. Sometimes you can get financial support while you study; the course provider can tell you more about this. There are courses on basic skills such as reading, writing and arithmetic, work-related courses, and other subjects up to postgraduate level. The local library will have

details of what courses are available, or visit the Learn Direct website, which holds details of thousands of courses across the UK – www.learndirect-advice.co.uk

[Insert details of local learning centres and the main local colleges/universities].

further information

www.learndirect-advice.co.uk

families

families in the UK

Rights to bring your family to the UK. You may have the right to bring your family to the UK. Rights can be complicated and you may need to see an independent immigration adviser. You can find an immigration adviser through CLS Direct.

If you are a student, visit the Council for International Education (UKCOSA) website for information; your college or university may also provide information – www.ukcosa.org.uk

further information

www.ukcosa.org.uk

Rights to have children in the UK. If you wish to start a family in the UK you may. There is no upper limit to the number of children you are allowed to have. The average number of children per family in the UK is two.

if you are pregnant

If you think you might be pregnant, you can buy a pregnancy testing kit at a pharmacy or supermarket.

If you are pregnant, you should make an appointment to see a doctor (see the section on doctors). You will be offered scans, tests and healthy living advice during your pregnancy. In the UK women usually have their babies in hospital, although home births can be arranged. It is common for the father to attend the birth, but only if the mother wishes him to be there.

If you thinking about terminating the pregnancy

(abortion is legal in the UK), you can discuss this confidentially with your doctor.

When your baby is born, you must register your baby with the Registrar of Births, Marriages and Deaths (the Registry Office) within six weeks of the birth. The address of your local Registry Office is [insert details].

Women who are expecting a baby have a legal right to time off work for antenatal care, and at least 26 weeks' maternity leave. Some women may also be entitled to maternity pay, but this depends on how long they have been working for their employer. Fathers who have worked for their employer for at least 26 weeks are entitled to two weeks' paid paternity leave when the child is born. It is important to tell your employer well in advance.

further information

The Family Planning Association (FPA) gives advice on contraception and sexual health. Their helpline is 0845 310 1334; website www.fpa.org.uk

The National Childbirth Trust gives information and support on pregnancy, childbirth and early parenthood; their website is www.nctpregnancyandbabycare.com

For advice on maternity leave, maternity pay, paternity leave, and financial help associated with having a baby, visit www.direct.gov.uk/en/Parents/Moneyandworkentitlements/index.htm

children's rights

A person is considered a child if they are under 16 years of age. A young person is usually considered to be someone who is between 16 and 24 years of age. Children and young people have rights in the UK. You can find out about children's rights and responsibilities at www.direct.gov.uk/en/Parents/ParentsRights/DG_4003313

For young people's rights to work, please see the

section on working in the UK.

further information

www.direct.gov.uk/en/Parents/ParentsRights/DG_4003313

looking after children

Most parents want to do their best for their children, but sometimes family life can be difficult. Advice for parents can be found at www.parentlineplus.org.uk or by phoning free on 0808 800 2222.

Young babies and children up to five years of age are seen regularly by a health visitor at home or at a clinic. You can ask the health visitor for advice about caring for your child.

You can find out about parental responsibilities at www.direct.gov.uk/en/Parents

Children under 16 should not be left at home alone. It is an offence to leave a child alone if doing so puts the child at risk. The National Society for the Prevention of Cruelty to Children recommends that children under the age of 13 are rarely mature enough to leave at home unsupervised; children under the age of 16 should not be on their own overnight; babies, toddlers and very young children should never be left on their own. If you decide to leave a child alone, you should:

- 1 leave a contact phone number and make sure you are able to answer it immediately
- 2 make sure the child knows how to make a phone call
- 3 if you are using a mobile phone, ensure there is sufficient credit and battery power
- 4 explain to the child how to stay safe, for example not opening the door to strangers
- 5 make sure potentially dangerous objects are out of reach
- 6 leave clear instructions about what to do in an emergency

- 7 tell the child what time you will return, and do not be late
- 8 give them some basic rules about what they can and cannot do while you are away
- 9 teach them basic first aid
- 10 make sure they are happy to be left alone – if they are not, you should get a childminder.

If you need a childminder, you should use a registered childminder or a day-care centre such as a nursery. Centres and childminders should be registered with Ofsted; you can find out if they are registered at www.ofsted.gov.uk. Your local council will have a list of registered childminders, nurseries and day-care centres.

You will need to pay for childcare but you might be able to get help with this. Find out more at www.direct.gov.uk/en/Parents/Childcare

If you are worried about the safety of a child, you can get advice online at www.direct.gov.uk/en/Parents/Yourchildshealthandsafety/index.htm, by telephoning Parentline, or contact [insert details of local child protection agency].

If you drive a car and you have a baby or a young child, you should fit a car seat suitable for your child's height and weight. The seat should meet the safety standards. Try before you buy and ask the retailer to show you how to fit the seat and fasten the safety straps correctly. You can find more advice on child car seats at the government website www.thinkroadsafety.gov.uk

By law, no child can sit in the front seat without a suitable car seat, or seat belt (if their height is over 135 cm). No child under three years of age can travel in a car without the correct car seat.

further information

The Children's Legal Centre provides information and advice on children's legal issues including being home alone and age restrictions, see

www.childrenslegalcentre.com

www.direct.gov.uk holds information on parental rights and responsibilities and other family issues.

www.ofsted.gov.uk carries information about registration of childminders.

www.direct.gov.uk/en/Parents/Childcare holds information about availability of and paying for childcare.

www.direct.gov.uk/en/Parents/Yourchildshealthandsafety/index.htm for information for people concerned about children's wellbeing and safety.

help for families

You may be entitled to financial support from the Government, such as Child Benefit and/or Tax Credits. You can claim these even if you are working.

Family Centres or Sure Start Centres provide help and support for families, including a range of activities. [Insert details of local family centres].

Parentline Plus gives information and advice on issues such as bullying, sex education, and using drugs, and enables parents to communicate with other parents experiencing similar problems.

further information

www.dwp.gov.uk is the website of the Department for Work and Pensions.

www.parentlineplus.org.uk

www.parentinguk.org is the website for people working with parents.

mind, body, spirit places of worship

People enjoy freedom of worship in the UK. You can find the nearest contact point for your religion or belief in the phone book or at the library, or by searching online.

health

Public healthcare is provided in the UK by the

National Health Service (NHS). You may be entitled to free or reduced cost treatment on the NHS. Alternatively there are private healthcare providers.

Health advice and information are provided by **NHS Direct** (telephone 0845 4647 or visit www.nhsdirect.nhs.uk). Ask for an interpreter if you need one.

Pharmacists (who work in pharmacies, also known as chemists) may also be able to advise you about common health problems and medication; you can find your local pharmacy in the phone book. If a doctor gives you a prescription for medicines, you will need to take the prescription to a pharmacist. You may have to pay to get the medicine, but some people are exempt from charges and you should ask about this when you present the prescription. You may be able to get medicines at a pharmacy without a prescription (known as over the counter medicines), where you will need to pay for them.

Most people in the UK register with a local **doctor** called a general practitioner (GP) for general health needs. GPs work in offices known as surgeries. GPs can advise you on your physical and mental health.

To register with a doctor, visit your nearest doctors' surgery; you can find your nearest surgery at [insert details of local NHS website], in the Yellow Pages phone book, or at the library. The surgery will tell you if they have vacancies. They will give you a form to complete and then you will be able to make an appointment to see the doctor. You will be expected to keep the appointment unless you tell the surgery you cannot attend. The appointment is free and confidential. The doctor will diagnose your health problem and may refer you to other health services. Ask for an interpreter if you need one.

If you need to see a doctor at night or at weekends, telephone the surgery; there will be a

recorded message telling you how to contact a doctor.

If it is an emergency, you can telephone the emergency number 999 and ask for an ambulance (a vehicle with medical personnel on board). You could also go to Accident and Emergency at the local **hospital** [insert details of local hospitals]. Ask for an interpreter if you need one.

You can find a list of dentists who accept NHS patients at www.nhs.uk. If you need to see a dentist at night or at weekends, telephone your dentist's surgery and listen to the recorded message, or telephone NHS Direct on 0845 4647. Cost of dental treatment varies so ask the dentist what your treatment will cost.

Opticians can test your eyesight and prescribe spectacles or contact lenses. You will have to pay for the eye test and spectacles or lenses, although you may be eligible for treatment at a reduced cost; ask the optician about this. You can find an optician in the Yellow Pages phone book, or at www.yell.co.uk

You can get free and confidential advice on **sexual health and contraception** from your GP or from [insert details of local centre]. Contraception (also known as family planning) is legal in the UK and is free on the NHS (ask your GP). If you have been **raped or sexually assaulted**, you can get free advice and support from [insert details of rape crisis or other specialist support centre].

Drugs, drinking and smoking. It is not legal in the UK to drink and to buy alcohol when you are under 18 years of age. It is legal to smoke tobacco in private or in open spaces; it is not legal to smoke in a public place or workplace unless it is as good as in the open air. It is illegal to sell tobacco products to anyone under 16 years old. Some drugs are legal in the UK, but it is a crime to possess or sell some drugs.

You must not drive if you have been drinking

alcohol or taking drugs, including some prescribed medicines.

You must not attempt to drive or sit in the driving seat of a car after you have been drinking alcohol or using illegal drugs, even if the car is not moving. Only a very small amount of alcohol is legally permitted for drivers (in the UK the legal limit is 80 milligrammes of alcohol in 100 millilitres of blood). If you have been drinking alcohol there is no sure way to tell if you are under the legal limit to drive. It depends on several factors, such as your weight, gender, age, and the amount and type of alcohol you have consumed. The only safe option is not to drink alcohol if you plan to drive. Never offer a drink to someone else who is driving.

In Britain the penalties are very serious for driving or attempting to drive a vehicle whilst being over the legal limit for blood-alcohol levels. If you are found guilty by a court you will be banned from driving for at least 12 months. You could also:

- go to prison for six months
- be fined up to £5,000
- lose your job or car
- have to pay much higher car insurance costs.

Visit the Department of Transport road safety website for more information; www.thinkroadsafety.gov.uk (in English only).

You can get advice from your GP on reducing or stopping your use of alcohol, nicotine or drugs. You can get help with drinking problems from Drinksense at www.drinksense.org. You can get help to stop smoking from pharmacists (see above) or from gosmokefree.nhs.uk. You can get help with drug problems from [insert details of local drug advice centre] or at www.talktofrank.com.

A healthy lifestyle involves having a balanced diet, controlling your weight, keeping fit, and having a healthy work environment. [Insert details

of local healthy living initiatives].

Newsagents and supermarkets sell a range of magazines on health, fitness, and wellbeing. The library may stock copies you can read there.

Sport, recreation and culture

Taking part in sports, cultural or outdoor activities can help you to meet people, relax, and understand the history, culture and natural environment of the area. Towns often have sports and arts facilities such as leisure centres, swimming pools, museums, concert venues and art galleries, which might be free or cheap to use, and there are many local clubs for sports and other activities. You can find out about these in newspapers, at the library, or on the council's website [insert details of website and What's On or events guide] or at www.direct.gov.uk/LeisureAndRecreation

Fishing requires a licence, and permission from the lake or river owner (in Scotland this permission must be in writing). There are many bylaws regarding fishing. For example, anglers must return to the water all salmon caught in England and Wales before 16 June each year, and they cannot use crayfish as bait. For full details visit www.environment-agency.gov.uk/subjects/fish. Hunting or fighting animals or birds is illegal.

If you are walking or cycling in the countryside you can use public footpaths, which are marked with signs. You can also check them on local maps at the library. You can walk freely on common land and on mapped areas of moorland, heath, and mountain without the need to stick to paths. When using the countryside you should follow the Countryside Code; this explains how you can respect and enjoy the countryside. You can find out more about open access, the Countryside Code, and the activities and walks available in your area at www.countrysideaccess.gov.uk

For **reading, music, and films** at home, you can

borrow books, audio CDs and DVDs/videos from libraries (see the section on local services). Some charity shops sell books, CDs and DVDs/videos cheaply, and the money supports good causes. Some libraries and shops stock items in different languages. Larger towns have shops that sell books, CDs and DVDs, or you can buy them online. If you do not have a debit or credit card, some online sellers allow you to pay by postal order (you can buy these at post offices).

further information

www.nhsdirect.nhs.uk

www.nhs.uk

www.drinksense.org

www.givingupsmoking.co.uk

www.healthyliving.gov.uk

Scotland's Healthy Living website contains useful generic information at www.healthyliving.gov.uk

There are area-specific healthy living websites if you use a search engine to search for 'healthy living'.

You can find out about fishing licences and permission from the Environment Agency at www.environment-agency.gov.uk/subjects/fish/246986/1749840/?lang=_e

Information about hunting with dogs can be found on the Defra website at www.defra.gov.uk/rural/hunting/default.htm

www.countrysideaccess.gov.uk is for members of the public.

www.openaccess.gov.uk is for landowners and managers.

disabled people

In the UK, people who are chronically ill, or who have a mental or physical impairment or disability, should be treated fairly and with respect. By law,

disabled people have rights in employment, education, access to goods, facilities and services, and buying or renting property. There is also a range of support available, such as financial help, a Blue Badge to entitle you to use disabled parking spaces, and a large number of charities and groups. To find out more about rights and support, visit

www.direct.gov.uk/en/DisabledPeople/index.htm

further information

The UK Government website holds information on disability rights and support at

www.direct.gov.uk/en/DisabledPeople/index.htm

There is also a link from this page to the former Disability Rights Commission website which still holds much useful information.

food and shopping

You will find shops selling food and other goods in all the area's towns and villages. Some towns have regular markets where you can buy locally produced goods which are also sometimes cheaper than those in shops. There are also large shops called supermarkets. Specialist shops (sometimes called delicatessens) or specialist areas in supermarkets sell foods from around the world [insert details of community shops].

Vegetarian and vegan food is fairly common in supermarkets and health food shops, and is usually labelled as such. Food labels will also show details such as salt, fat and protein content, and the presence of potential allergens such as nuts, milk, and gluten. All food in shops will be labelled with the date by which the food should be consumed; this is to help prevent food poisoning and therefore it is not a good idea to buy food that is out of date.

Most UK residents buy meat and dairy products from shops, and do not hunt or keep animals for food. There are laws regarding the treatment of animals and livestock, and some species are protected. The local council can advise you on

what animals you can keep at home.

Used goods are sold by members of the public at local sales sometimes called jumble sales or car boot sales. Most towns have charity shops which also sell used goods. Details of where to find shops and supermarkets are in the Yellow Pages phone book.

There are laws regulating how goods are sold and for the protection of buyers. You can find out about these at the local Trading Standards office [insert details] or at Consumer Direct – www.consumerdirect.gov.uk

further information

There are lists of protected plant, bird and animal species on the Natural England website – www.english-nature.org.uk

Consumer Direct carries information on typical consumer problems, what to do if things go wrong, and information about the latest consumer scams – www.consumerdirect.gov.uk. They also provide a helpline.

voting

Citizens of the UK, the Commonwealth and the Irish Republic (if resident in the UK) can vote in all public elections. Citizens of EU states who are resident in the UK can vote in all elections except national parliamentary elections (also called general elections).

You can register to vote by contacting the electoral registration office at your local council. There is more information about your rights to vote at www.direct.gov.uk/en/RightsAndResponsibilities

Elected members can be local councillors, or Members of Parliament (MPs), Members of the Scottish Parliament (MSPs), or Members of the European Parliament (MEPs).

further information

www.direct.gov.uk/en/RightsAndResponsibilities

contacting elected members

All elected members have a duty to serve and represent their constituents. You can get the contact details of all your representatives and their political parties from the local library. Many Assembly Members (Members of the Scottish Parliament, Members of Parliament, and Members of the European Parliament – MSPs, MPs, and MEPs) hold regular local sessions where constituents can talk to them (also called surgeries).

further information

You can find out the name of your local Councillor, MP, MSP or MEP and contact them through the website www.writetothem.com

emergencies and staying safe

Fire, police and medical emergencies

You do not have to pay to use the emergency services for **fire, police, ambulance** (a vehicle with medical personnel on board) or a **lifeboat** (when someone is in trouble at sea). The police are there to help you.

Dial 999 (the UK emergency number) or 112 (the international distress number) when:

- there is a fire
- someone is drowning or they are in difficulty on the water
- lives are at risk or there is serious injury
- there is violence
- a crime is taking place
- you think a criminal is at the scene or nearby.

The emergency telephone operator will ask:

- 1 which emergency service you need
- 2 your name and location
- 3 the telephone number you are calling from
- 4 the location of the emergency
- 5 details of what is happening.

You will need enough spoken English to choose the service and give your name and location. You may be asked to stay on the line while the emergency services are on their way to you.

For less urgent **police** matters, telephone 0845 456 4564, which is open 24 hours a day. The telephone operator can arrange for an interpreter if you need one. You can also visit your local police station [insert details].

preventing crime

In the UK people are encouraged to report crimes or suspicious behaviour that might be criminal; you can phone free on 0800 555111 or visit www.crimestoppers-uk.org

Carrying weapons such as knives and guns is illegal.

further information

www.crimestoppers-uk.org

domestic abuse

Domestic abuse occurs where one family member abuses another either verbally, physically, sexually, emotionally or psychologically.

Women and children can get help by phoning the National Domestic Violence Helpline which is open 24 hours on 0808 2000 247. They will be able to refer you to local services and safe houses (known as refuges). They will get an interpreter on the phone, if you need one.

Men can get help by phoning the MALE Helpline free on 0808 801 0327.

Children can get help by phoning the NSPCC free on 0808 800 5000 or Childline free on 0800 1111. Both services are open 24 hours.

If you think a crime has been or is being committed, you can report it to the police by telephoning 999.

further information

www.womensaid.org.uk carries details of where

men, women and children can get help with domestic abuse.

racial incidents and other hate crimes

The UK takes racially motivated and other hate crimes seriously.

If you think you might be a victim of an incident or crime because of your ethnic, religious or sexual background, or you see such an incident happening, you can report it and get help by contacting [insert details of local schemes such as racial incidents reporting schemes and schemes enabling people to report to third parties].

arrest

If you are arrested or charged with a crime the police will tell you the reason for your arrest. You have the right to free legal advice from a solicitor at the police station, and the right to send a message to a friend or family member. If you have difficulty speaking or reading English, an interpreter should be provided.

'stop and search' powers

The power to stop and search people can help the police to detect crime and make your community safer. 'Stop and search' is when a police officer stops and searches you, your clothes, your vehicle, or anything you are carrying. You can ask for the name of the officer who has stopped you, the police station where s/he is based, and the reason for the search.

further information

A leaflet entitled 'Stop and Search – Know Your Rights' is available from www.apa.police.uk

making a complaint about the police

You can make a complaint about the police in person at any police station enquiry office [insert addresses]. All complaints will be recorded and taken seriously. You can also make a complaint by contacting the Independent Police Complaints Commission. You can do this by telephoning 08453 002 002 (local rate) or through the website

www.ipcc.gov.uk, or by email to enquiries@ipcc.gsi.gov.uk

safety in lakes and rivers and at sea

If you see someone in difficulty in open water call the emergency number 999.

preventing fires

The Fire Service gives free advice on fire prevention and free fitting of smoke alarms. Contact the Fire Service at [insert details]. If a fire breaks out, phone 999 (see above).

further information

www.firekills.gov.uk

gas emergencies

If you smell gas, phone free on 0800 807060.

water emergencies

[Company name] is the water provider in the area. Phone free on [insert number] to report a leak or problems with the quality of the water.

electricity emergencies

If the power fails or there is an electrical problem, phone free on 0800 783 8838.

missing persons

If someone you know has gone missing, you should report it to the police (see above), who can investigate and try to find the missing person. This service is free of charge. Missing People is the national charity that supports people who are missing someone; they are also a contact point for people who have run away. You can phone a 24 hour free and confidential helpline on 0500 700 700, or visit www.missingpeople.org.uk

further information

www.missingpeople.org.uk

what to do if someone dies

If you are with someone when they die and there is no doctor present, you should call your doctor or ring 999 and ask for the ambulance. A doctor will be able to issue a death certificate, which you will

need later.

When someone dies, there are certain organisations that need to be informed, and some forms that must be completed. The death should be registered at the local Registry Office. Contact a funeral director (they are listed in telephone directories) so that arrangements for the funeral can be made. If the person was receiving State benefits or tax credits, the offices that were making the payments will need to be informed. You can find further details of what to do after a death, including what to do about burial abroad, at

www.direct.gov.uk/en/RightsAndResponsibilities/Death/WhatToDoAfterADeath

further information

www.direct.gov.uk/en/RightsAndResponsibilities/Death/WhatToDoAfterADeath

transport cars and motorcycles

People in Britain drive on the left. Every individual must have a licence and insurance to drive legally in the UK. A vehicle registration document and MOT certificate (certificate of roadworthiness) are also required. Some people from overseas can use the licences they were given in their home countries. You will need to have insurance that covers you for driving in the UK. You can find out more about driving legally at www.dvla.gov.uk and www.direct.gov.uk/motoring. Drivers in the UK observe rules of the road called the Highway Code; you can find this at www.highwaycode.gov.uk or in the library.

If you have an accident, you must stop and give your name and address and the name of your insurance company to all the other drivers involved or anyone acting on their behalf. You must call the police if someone is injured. If you admit the accident was your fault, the insurance company may refuse to pay; it may be advisable to wait for the insurance company to decide for itself who

was responsible for the accident.

further information

www.dvla.gov.uk

www.direct.gov.uk/motoring

www.highwaycode.gov.uk

www.cambs.police.uk/information/leaflets/posters/newcomers has a section on driving in the UK

trains and buses

There are **train stations** in [insert locations and map]. You can buy rail tickets at stations or online at www.nationalrail.co.uk. You might be eligible for a railcard which would entitle you to cheaper tickets. Tickets are usually bought before you get on the train. You will need to keep your ticket for the duration of your journey.

It is not legal to smoke in trains or buses, or on a rail station platform as this is seen as an enclosed public space.

You can find out about local **bus services** at [insert details]. You can buy tickets from the bus driver. You will need to keep your ticket for the duration of your journey. If you travel frequently by bus, it might be cheaper to pay for several journeys at once.

There are **coach** services from bus stations in the area to cities and airports across the UK. You can find out about coaches at www.nationalexpress.com

Users of public transport are expected not to cause damage or behave in a way that offends other passengers.

further information

www.nationalrail.co.uk or telephone 08457 48 49 50.

www.nationalexpress.com

community transport

If you do not have your own transport or you have

difficulty getting around, one of the community transport schemes might be able to help [insert details].

further information

There are area-specific community transport services; you can find them by searching online for 'community transport'.

cycling and walking

There are bicycle shops in the main towns, and advertisements for bicycles in newspapers. You can sometimes buy cheap bicycles at local sales. To help you stay safe, wear a helmet and reflective strips. Many towns have paths for cyclists; these are marked with signs. You can find out where there are cycle paths at www.sustrans.org.uk. The Highway Code applies to cyclists; find it at the library or at www.highwaycode.gov.uk

Pedestrians use pavements to walk safely along roads; if there is no pavement you should walk at the side of the road and towards oncoming traffic. You can cross roads safely at marked crossings; crossings with traffic lights will show a lighted red person for 'stop' and a green person when you can cross. At night and during the winter months it is advisable to wear light-coloured or reflective clothes. You can find out more about road safety at www.thinkroadsafety.gov.uk

further information

www.sustrans.org.uk

www.thinkroadsafety.gov.uk

local services

your local council

A good place to go for free information about local services is the local authority. In [country], local government is at different levels. In our area the most local level is [], then [], then []. Each local authority has different responsibilities, but it is the [] that you will need to contact for most things.

[Local authority] is where you go for help with things like council tax, housing, leisure and

transport, local events, and rubbish collection. An interpreter can be provided to help you talk to staff if you ask. [Insert local authority contact details].

your local library

The local library has a range of useful information, free computer access, and items you can borrow such as books, CDs and DVDs.

Staff at the library can help you with using the computers, and give information about local study courses. There are newspapers, directories, internet and email. An interpreter can be provided to help you talk to staff, if you ask. [Insert library details].

further information

Currently, 'Which?' is promoting a free PC Easy User Guide that includes Windows Vista. Ring 0800 380380.

support organisations

Community organisations provide information and assistance with everyday problems. They are also places where you can meet other people. [Insert details of migrant support organisation].

community shops and cafés

There are several shops and cafés run by migrants [insert details]. These sell food and drink from overseas [and also have free internet access]. They are also places where you can meet other people.

community centres

There are several community centres serving neighbourhoods [and ethnic groups]. These centres provide a range of activities which are either free or at reduced cost. [Insert centre details].

community media

The following newspapers and radio stations [and TV channels] are produced in different languages [insert details].

There are local newspapers in English which are free of charge [insert details] and the local radio

station is [insert details].

sources of advice

Migrant Gateway's portal is the single route to information, advice and guidance for people moving to live or work in Europe. It is for migrants and people working with them. Although it is being developed in the East of England, much of the information applies elsewhere. It is under development and information is being added all the time, initially in six languages. It is supported by a help line for migrants and an advice line for employers and practitioners. Visit www.migrantgateway.eu

You can get free, confidential and independent advice at the Citizens' Advice Bureau [insert details], or at [insert other local advice centres]. You may need to make an appointment to see someone, and there might be a waiting list. At www.adviceguide.org.uk there is information in English and other languages, and www.multikulti.org.uk is a multilingual advice site.

Community Legal Service Direct (CLS Direct) is a national service which provides advice on debt, State benefits and tax credits, housing, employment, and education problems. They give free advice if you are eligible for legal aid (they will tell if you are eligible); ask for an interpreter if you need one. You can also use this service to find local advisers. Ring them on 0845 345 4 345 (9am–6.30pm, Monday to Friday), or visit www.clsdirect.org.uk where there are free leaflets in several languages.

National Debtline is a national service providing free, confidential and independent advice on debt problems. Ring them on 0808 800 4000 (9am–9pm, Monday to Friday, 9am–1pm, Saturday), or visit www.nationaldebtline.org.uk.

Shelter is a national provider of housing advice. Ring them on 0808 800 4444 (8am–midnight, seven days a week), or visit www.shelter.org.uk. The website has advice for EU nationals, and A8

and A2 nationals.

The UK Government website carries information on a wide range of subjects and you can fill in forms and make some applications online through this site; visit www.direct.gov.uk

[Insert details of local websites or other sources of information and advice for migrants.]

further information

[Advice centres are usually voluntary and community sector organisations which may be under-resourced. If you are thinking about including the details of local advice centres, you should contact them to check the services they offer, if they have the possibility of using interpreters if needed and whether there are any concerns about dealing with migrants' enquiries generated by the welcome information resource.]

interpreters

Because many problems are sensitive and involve using technical terms, it is a good idea to use a qualified interpreter if you need help communicating with professionals. You will usually need to pay for the interpreter unless the organisation you have approached has arrangements for using interpreters. [Insert details of local interpreting services]. These organisations can also advise you if you would like to become an interpreter.

further information

[Language Line is a global interpreting and translation provider based in the UK. They offer face-to-face and telephone interpreting; usage can be pay as you go or on a contractual basis. The service is available 24 hours a day, seven days a week. Your organisation may already have an account with them.
www.languageline.co.uk]

[You will also find advice on translation and interpreting in 'Guidance for Local Authorities on Translation of Publications', available from the

Department for Communities and Local Government website www.communities.gov.uk]

tell us what you think about this information

This information was produced by [insert organisational name] in [insert date].

We would welcome your views on the content, format, accuracy and usefulness of the information. This will help us to improve future versions. You can tell us your views anonymously through our website [insert web link]. You can also email us at [insert email address] or visit your local centre [insert details of access points].

 For guidance on monitoring and evaluating information resources, please see part four.

part two

what's out there

1 existing information resources

Across the UK organisations are investing considerable resources in producing information. We looked at all the information resources we could find – over 30 of them from across the UK. We analysed their content, languages, costs, format and target audience. We took a snapshot of 22 of the most recent resources from around the UK and examined them in more detail. We were unable to analyse a few new resources which were in production at the time of our research.

The charts opposite show the analysis with regard to format and target audience.

Out of the 22 resources we analysed in the snapshot, 16 had also been translated into languages other than English. The resource developed for asylum seekers in the Glasgow area had been translated into 16 languages, the highest number of languages of all the resources we examined. Eleven packs were translated into French but we found there was only one translation each to Vietnamese, Hindi and Bengali.

Of the packs we examined in the snapshot, 50 per cent had colour covers, and 40 per cent were glossy. Forty per cent were in full colour, with 30 per cent in black and white and only 13 per cent in two colours. Some of the migrants we spoke to said that they found the use of colour more attractive than black and white; however, it is acknowledged that the use of more than one colour may add significantly to the cost of printed packs, and not everyone accessing packs online has access to a colour printer – with text on stronger colours not always being easy to read when printed in black and white.

Less than a third of the packs we analysed used photographs beyond the front cover. Thirteen per cent used cartoons or ClipArt. Simply from an aesthetic point of view, photographs and the use of some colour made the resources more attractive. This was not always the case with cartoons and ClipArt, where it may be difficult to

figure one: most packs were aimed at both new arrivals and refugees/asylum seekers.

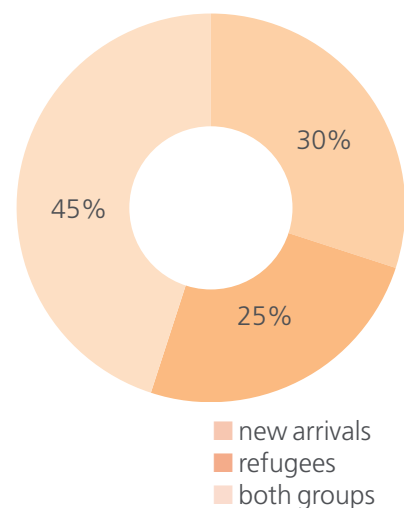
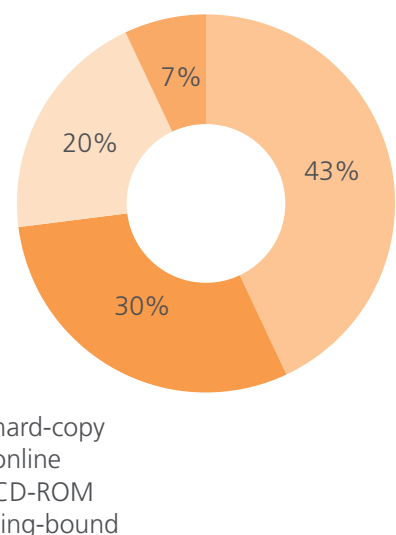


figure two: the majority of the packs were available as hard-copy only. Some of the online packs could also be printed. When all hard-copies and print-outs were compared, 58 per cent were in A5 and 42 per cent in A4 format.



content in over 50% of packs	no. of packs	content in less than 50% of packs	no. of packs
legal advice	20	city/area map	10
where to get advice and information	20	health – mental/emotional	10
doctors	19	household services	10
racial harassment	19	money and banks	10
state services and emergencies	19	social care	10
statutory organisations	19	women	10
voluntary/community organisations	19	driving in the UK	9
dentists	18	volunteering	9
libraries	18	entering the UK/immigration	9
police/crime	18	international culture	9
schools	18	keeping in touch	9
ESOL	17	shopping	9
health – general	17	telephones – public	9
leisure and recreation	16	disability	8
adult education	15	health – drugs	8
community groups – local	15	area background	7
employment – paid	14	return to country of origin	7
housing	14	drugs – the law	6
religion	14	childcare	4
benefits/social security	13	registering to vote	3
computer access	13	births and deaths	2
public transport	13	community groups not local	2
interpreters	12	rail map	2
domestic abuse	11	trade unions	2
health – sexual	11	bus map	1
living in Britain	11	national minimum wage	1
		telephones – mobile	0

other inclusions:

advice from other new arrivals	lost and found property	recreation/meeting places
charity shops	offensive weapons – the law	refugee rights
criminal justice system	missing persons reporting	refugee websites
detained person's rights	personal ID	UK time/BST
explanations of terms	personal portfolio section	UK holidays
fire safety	personal safety	UK political system
greetings in other languages	pre-school arrangements	

source cartoons and ClipArt that will not inadvertently give offence or indicate a lack of respect.

It should be noted, however, that the use of many photographs and/or a complex format may greatly increase the number of bytes of an electronic resource and make it time-consuming or difficult to download or email a whole resource to someone. Where colour was used, we found that limited use of dark colours was preferable for printing off in black and white.

Only a third of resources used maps. This was surprising given the potential value of incorporating maps in resources which are available online as these may be accessed as know-before-you-go information by people still living overseas. Some of the migrants we spoke to said that they found the use of maps and appropriate photographs helpful.

Only three per cent of packs we examined used diagrams or flowcharts; however, it is possible that diagrams and flowcharts are not easily

interpreted, particularly by readers who are unfamiliar with these methods of presenting information.

The content of the 22 packs was also analysed; the findings are set out below:

From the snapshot analysis and from discussions with resource producers, it appeared that producers were being led primarily by the services they or the commissioning organisation provided or by their need to communicate certain information to migrants. Perhaps as a consequence, only one of the packs we analysed mentioned the national minimum wage and only 40 per cent of packs explained driving in the UK, whilst we found a significant body of information regarding crime and the police.

As a result of these findings, in the following phase of the project we focused on consultation with recent and new arrivals about what they would like to see in an information resource. We also undertook a review of recent research, and negotiated with commissioning organisations to obtain free access to recently produced welcome pack text in English.

A library of electronic copies of information resources was collated. Initially held by MENTER, the e-library is now housed on the welcome information page of the Migrant Gateway portal (www.migrantgateway.eu) to help promote ease of access to the library. Migrant Gateway is a family of projects providing integrated access through several channels (including a portal) to information, advice and guidance for people moving to live or work in the EU, and for people working with migrants. This site was chosen to host the library because, although regional in its current scope, it has the potential to be developed into an international resource and is addressing its sustainability.



2 outcome of focus groups with migrants

During the research, we talked to two focus groups comprising people who had recently arrived in the UK as well as 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 information resources, what the resource should look like, and their experiences of seeking and receiving information.

The following 20 information subject areas (or topics) were chosen by migrants as the most important subjects to be included in information resources. Our aim was to develop a generic structure from the grassroots; although a list of subjects was given to focus group participants, they made suggestions of their own and these were incorporated into the list. The priorities were also checked against data on advice requests held by two services advising migrants ie Kings Lynn Area Resettlement Service (KLARS, generalist level) and Advice for Life (specialist level).

There was a strong consensus of opinion about the top 20 topics 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 information resources. This may well be through a national, regional or county-wide coordinating resource.

In order to develop a guide that reflects current thinking about what information should be provided, we believed it was important to involve migrants themselves in the development of this guide, particularly as we found little evidence of their involvement in information resource production.

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

the top 20 topics are:

- 1 getting a job
- 2 English language learning
- 3 where to get advice and information
- 4 national insurance and tax
- 5 rights at work
- 6 welfare benefits and social security
- 7 rights to live and work in the UK
- 8 doctors
- 9 adult education and training
- 10 housing in the UK
- 11 discrimination
- 12 racial harassment
- 13 rights to bring your family to the UK
- 14 school places
- 15 family services
- 16 housing – overcrowding and repairs
- 17 homelessness
- 18 interpreters
- 19 money, bank accounts, credit, debt
- 20 trade unions.

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. The cost of the focus groups was borne by Fens Rural Pathfinder.

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 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.

 The focus group materials and details of how to use them can be found in part three.

3 deciding whether you should develop an information resource

The table on page 11 sets out the main factors involved in deciding whether or not to produce an information resource. The self-assessment tool was tested by workshop participants at the conference 'Working with Migrant Workers in Multicultural Britain' which took place in June 2007.

The 10 supporting factors are in green. The factors and the associated weightings have been derived from the findings of this research. We have suggested how the different factors might be weighted, and allowed for you to weight them further according to local conditions. Score your organisation out of the suggested weighting, and add up the total score. The score out of 100 will indicate whether or not your organisation should proceed with developing a new information resource. The tool includes a list of suggestions for how to increase the score.

Naturally you will want to check your assumptions around sufficiency and quality of the resources available to the project. In order to get a clear and honest assessment of your organisation's situation, it might help to work with a critical friend, or to ask colleagues to complete their own assessments anonymously before you collate and analyse the results, perhaps with the aid of a steering group.

If you have a score of less than 50 you should seriously consider whether to go ahead with development, or consider how you can dramatically improve the development environment for the resource.

If you have a score of 50 or over, conditions for developing an effective information resource appear more promising. Nevertheless, you should still consider how to improve the supporting factors that score the lowest, and check how realistic you have been on the higher scoring factors.

Suggestions for how to improve the development

environment are set out below. You will see we have transformed the supporting factors into their opposite 10 inhibiting factors, and then made suggestions for improvement.

F1 lack of a local migrant support organisation

Consider ways to provide the resource directly or indirectly; this might involve a partnership approach and/or help and guidance for community groups to lever in funding. As a minimum you could consider identifying and working with an organisation which has links with the community and has an understanding of the current issues.

You will need to find out how many migrants live in your area, and what are the nationalities and language groups. There is no single resource that will give you a comprehensive picture of your area. An indication can be derived from school admission figures, which record the first language of pupils, and requests for National Insurance numbers from Jobcentre Plus (although statistics do not register when someone leaves the UK). Other organisations such as the police, the Racial Equality Council, the community development department of your local council or an umbrella BME organisation may also be able to give you some information.

You need to be clear where migrants can go for information and advice. In our research, migrants listed 'where to get advice and information' as the third most important topic. We also found that information resources seem to be distributed most effectively in areas where there is a good support structure. If you are going to refer people to voluntary and community sector organisations such as Citizens' Advice and other advice centres, you should talk to them about this first; such centres are often under-resourced and there may be resource implications of enabling them to deal with the anticipated extra demand for services which may be generated by the information.

supporting factors		supporting score
F1	There is a local migrant support organisation that can support the development and distribution of the resource (score out of 15)	
F2	There is no existing quality, evaluated resource which might be updated (score out of 15)	
F3	There are adequate financial resources available to develop, translate, disseminate, maintain and update a resource for at least the next two years (score out of 15)	
F4	Your organisation has experience of working with migrants (score out of 10)	
F5	Your organisation has recent experience of producing effective information targeted at minority ethnic groups (score out of 10)	
F6	There is sufficient expertise within your organisation or readily available to it capable of developing the resource in line with good practice in community engagement and development management (score out of 10)	
F7	Your organisation has sufficient access to established networks through which the resource could be disseminated (score out of 10)	
F8	Your organisation is committed to resourcing effective monitoring and evaluation of the resource, and to learning from the results (score out of five)	
F9	There is sufficient communications expertise available to the project (score out of five)	
F10	You have (access to) a website that could host an electronic resource and update it from time to time (score out of five)	
total out of 100		

F2 there is an existing information resource

If there is an existing resource that can be updated and reissued, there is probably no reason to produce a new resource. If the resource was produced by another organisation you may need to talk to them about working together to produce an updated version, and to sort out copyright issues.

If the problem is that the information resource does not reach new arrivals, you will need to talk to migrants and support organisations to find out why.

If the problem is that the resource could be more effective if reissued in a different format or via a different mechanism, for example online, you will need to talk to migrants and other stakeholders to find out what format and/or mechanism would be most effective. This would also be a good opportunity to evaluate the existing resource with users and non-users.

F3 there are inadequate financial resources to develop, translate, disseminate and maintain a resource for at least the next two years

We found that an information pack costs at least £10,000 to produce from scratch. Other options might include:

- 1 Some generic nationally produced resources are available free or at reduced cost (see appendix one for details).
- 2 There may be a good resource produced in a locality near to you, or there may be other organisations thinking about producing a resource. Appendix one lists packs which do not have copyright, and one pack where we have negotiated for you to buy the translated version at a reduced price.
- 3 There is a lot of good information online. It may be enough to map and list online resources and signpost migrants to this information and to local support organisations. This could be done by distributing a leaflet. You should only

signpost to online resources that are kept updated and where you can be sure of their quality, for example national specialist information providers and government-sponsored sites. This approach is not recommended where there is no support organisation that can help migrants to access services.

- 4 You may be able to raise funds from traditional and other sources such as employers and trade unions.

i See the section on Keeping it up to date, in this guide.

F4 lack of experience of working with migrants

It is crucial that you have input from migrants and/or an organisation that understands the current issues. Your pack will fail to reach migrants if you are unfamiliar with the community or have no links with it.

Find an organisation that has good community links and experience of working with migrants and invite them onto the steering group. If there is no support organisation in your area you may find that an organisation in an adjacent geographical area deals with migrants living in your area. You should consider how the organisation can be resourced to participate in the development of your resource.

i See the section on Distribution, in this guide.

F5 lack of experience of producing effective information targeted at minority ethnic groups

Please see section F4 above.

F6 Insufficient expertise within your organisation or readily available to it capable of developing the resource in line with good practice in community engagement and development management

You may be able to invite an organisation with this

experience to give you advice and practical assistance with community engagement. You should consider how the organisation could be resourced to give you this help.

You may be able to procure the services of a consultant to develop the resource. In commissioning a consultant to develop the resource for you, you should build into the brief and selection criteria experience of developing good quality information resources and engaging meaningfully with community and organisational stakeholders; this would include having good facilitation skills. Make sure that meaningful engagement is in the project plan. Ensure that the people making the selection decision have the right skills and knowledge to know whether they are choosing the right consultant. Do not appoint a consultant unless you are satisfied that they are right for the job.

If you have neither experience of working with migrants nor of producing effective information for BME groups and you lack the expertise to develop a resource in line with good practice, you need to ask whether yours is the right organisation to develop a welcome information resource or whether a partnership approach with a more appropriate organisation might be preferable.

F7 insufficient communications expertise available to the project

Communications expertise is essential for community engagement and working with the media. You may be able to bring in this expertise from elsewhere in your organisation or from a consultancy.

i See the section on Communications, in this guide.

F8 lack of (access to) a website that could host an electronic resource and update it from time to time

There may be an organisation in your local area that already has a website and would be willing to dedicate a page to the information resource.

Preferably these will be organisations that have an advice and/or support function in the community or have links with the community. You could also consider asking your local council if they would be willing to host the resource (but you will need to ensure there are arrangements for updating it).

Migrant Gateway's portal is under development; it has the capacity to hold pages for other geographical areas and you could link into this; contact them through www.migrantgateway.eu to discuss. Alternatively, there may be a county or other website that could host the resource for you.

It is important that the resource will be easy to find and have information that can be downloaded and/or printed off. Our research found that it was often difficult to find information packs even after long and extensive searches on websites. If you are developing a website, the developers should carry out work to ensure that it is picked up easily by internal and external search engines.

i See the section on Distribution, in this guide.

F9 insufficient access to established networks through which the resource could be disseminated

This is as important as producing an up-to-date and accessible resource, and if not addressed will result in your having wasted your resources.


i See the section on Distribution, in this guide.

F10 lack of (financial) commitment to effective monitoring and evaluation of the resource, and to learning from the results

We found that the majority of resources we researched did not appear to have been supported by effective monitoring and evaluation systems. As most of the people involved in producing the packs had moved on, the tacit knowledge held by them had also been lost. This means that those organisations could not know whether the packs had been effective and were not able to learn from the experience of developing, producing and

disseminating the packs.


Monitoring and evaluation need not be expensive or onerous.






 We have included a sample monitoring and evaluation framework in part four.

Ongoing or formative evaluation can be carried out by the commissioning organisation's officers and be built into existing reporting arrangements by the simple addition into report templates of lines addressing 'what worked', 'what didn't work', 'what we learned' and 'what changes we will make'. Final or summative evaluation should be carried out by an external person. The cost of this should be built into the project costs from the outset. If there is no money to commission an external evaluator, you could consider carrying out peer reviews with other commissioning organisations using existing resources, you could develop a small team of volunteers (although you would need to think about how to cover their expenses), or you could consider whether a local college might supply a social policy student on placement.

4 the process for producing information resources

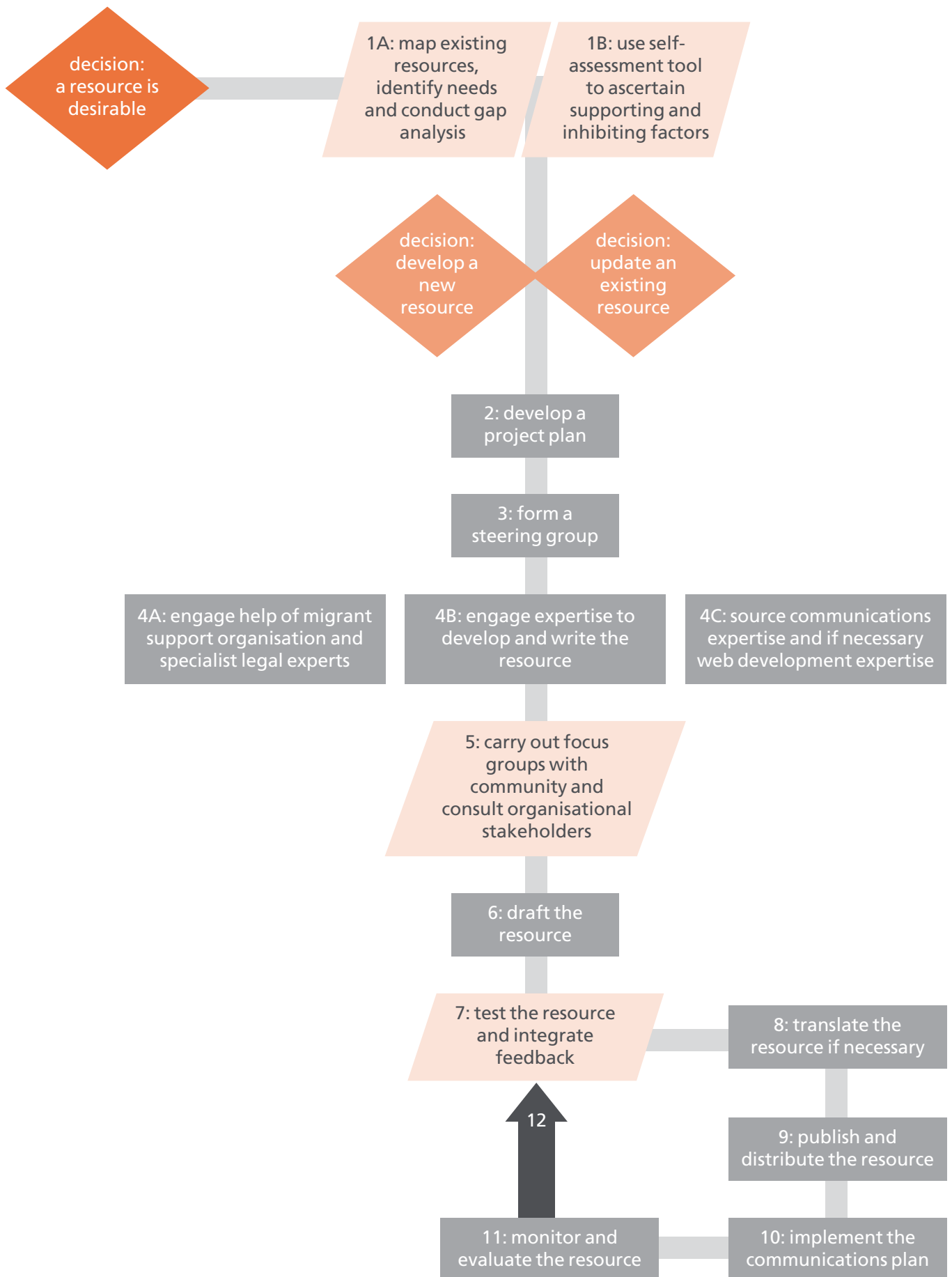
We provide below an outline 12-stage production plan for you to use as a basis for your project planning

stage	what's involved	who's involved	output
1	Research the need and distribution mechanisms for a resource, appraise options, compile the business case, and make a decision whether to produce a resource	Commissioner, community and organisational stakeholders including multi-agency forums on migration where these exist. Use the decision-making tool in this part, with other stakeholders and a critical friend	Business case for producing a resource, and a decision whether to proceed
2	Develop a project plan encompassing the following elements: <ul style="list-style-type: none"> • timetable for development • sources of expertise who can check sections of the resource • distribution • communications • monitoring and evaluation • risk assessment 	Commissioner and steering group, plus experts on particular issues such as communications	Project plan
3	Set up a steering group and start work on any inhibiting factors identified in stage 1	Commissioner and organisational stakeholders	Steering group formed with terms of reference
4	Establish resources for the project	Commissioner and steering group	Budget and other resources in place
5	Identify or set up a community stakeholders' panel, and consult with and involve appropriately community and organisational stakeholders	Commissioner, steering group, community panel.  Use the tools in part three.	Feedback from organisations and community Stakeholders contribute to the design and shape of the resource

stage	what's involved	who's involved	output
6	Start developing the resource	Commissioner, steering group, consultant/s Check copyright status of information you intend to use.  Use the generic resource in part one	A draft welcome information resource
7	Check the resource for accuracy of content, proofread it, format it, test it with potential users, accessibility-proof it	Commissioner, steering group, user panel, experts	A tested final draft of the resource
8	Translate the resource into any required target languages and test the translations with potential users	Commissioner, qualified translators, community panel	Different language versions as necessary. Advice on translation is available in 'Guidance for Local Authorities on Translation of Publications', which is available from the Department for Communities and Local Government website: www.communities.gov.uk
9	Publish and distribute the pack, making it available online if possible	Commissioner, publisher, webmaster.  See the section on Distribution, in this guide	Printed and electronic copy of the resource
10	Put the communications plan into action, identifying and briefing spokespeople	Commissioner, communications officer, steering group, community panel.  See the section on Communications, in this guide	Targeted and well prepared communication to stakeholders including potential users
11	Put the monitoring and evaluation system into practice	Commissioner, evaluator.  Use the framework in part four	An effective monitoring and evaluation system resulting in regular reports and capturing learning and feedback
12	Maintain the resource. Build maintenance of the resource into organisational plans	Commissioner. Consider forming a virtual panel of organisational and community stakeholders who could comment on future needs/drafts.  See the section on Keeping it up to date, in this guide	An up-to-date resource, updated at least annually

It is recommended that you include a disclaimer in the information resource setting out what efforts you have made to ensure the accuracy of the information it contains. You should also acknowledge the assistance of stakeholders and any developers or other experts or consultants involved (getting permission to list personal or organisational names and checking the spelling and preferred citation of these).

There follows a flow chart to show the stages involved in developing an information resource:



5 cost of producing an information resource

We asked a number of producers of information for a breakdown of their production costs. In most cases this information could not be obtained, for example because the commissioning officer had moved on and the information was no longer readily available. However, where figures were available it appeared that commissioning organisations were spending from £5,000 to £20,000 per resource, although this is probably an underestimate as several organisations reported giving help in kind, for example in the form of staff time.

Although in most cases detailed costs were unavailable, it appeared that money was being spent chiefly on developing taxonomies or information structures and accompanying text in English, and on production costs, with generally fewer resources being available for translating text into community languages (for those who cannot read English), and for evaluation. It appeared that to some extent resources were being wasted, for example in the form of quantities of unused or outdated packs. This is another reason to develop a web-based resource that can be printed as and when required.

Our research found that much of the content of welcome information resources was generic and could be developed from a central source, with local information such as telephone numbers and addresses bolted on. This approach would obviously help to keep down the development costs of producing welcome information resources which in turn might be redirected to fund necessary translation and/or dissemination through support organisations, maintenance of the resource, and evaluation.

6 what works – content

From the snapshot of resources we examined in depth, we identified what works in published information. These four success factors arose from and were tested in discussions with migrants, migrant support organisations, and people involved directly in developing information.

1 audience clearly identified

- We found that it was important to be clear about the target audience for the resource. For example:
 - different content may be needed depending on whether the resource is for migrants and/or refugees
 - before translating material, find out what languages the target groups read, which may be different from the ones they speak, and they may be able to read more than one language.
- If you are publishing hard-copy packs, you will need to ascertain as accurately as possible how many to produce in the target languages so as to avoid stockpiles of unused packs.
- You should also consider the fluidity of migration, and try to anticipate needs in the medium term.

2 balanced

- Resources currently span the spectrum from superficial to very detailed and prosy, with entire sections not applicable to all sections of newly arrived communities, which may discourage them from reading the whole document.
- Keeping information in hard-copy packs to three signposts per subject helps to keep the pack a manageable size. Many organisations may be keen to be included in the resource although they lack the capacity to deal effectively with enquiries from migrants whose English is not fluent. However, this may restrict signposting to the generic/mainstream, which may have the unintended effect of concealing targeted services, which in turn could lead to unintended

second-generation effects such as under-use and over-use of certain services and users not being able to access the right help first time. Regarding one pack, three attempts were made by an organisation responding to consultation before a targeted service was successfully included in the pack.

- One option may be to have more than one level of resource graded according to length of time in the UK, eg, entry level (hard-copy and e-version both signposting forwards to the next level available online), been here up to six months (e-version), been here over six months (e-version). Further research may be necessary to establish the need for translation of these resources. Findings for the Joseph Rowntree Foundation recently suggested that the majority of migrants arrive with little or no English but that over time their spoken English improves quickly. It is also known that people who speak little English prefer to have written material either in their first reading language or in English to work through at their own pace.
- It has also been noted that some resources are heavily weighted towards certain issues, which may reflect the main organisation behind the resource. Greater balance could be achieved by organising the material differently and including a wider variety of relevant topics.
- Information should be accurate (a further reason not to produce documents which rapidly become historical), and should be truthful and seen to issue from a trusted source. Some migrants preferred that information should come from a non-governmental, or independent, source. Several people commented that information they had been given at work or at employment agencies was partial or incorrect, which may mean that in addition to making accurate information available through these channels, information should be available through independent

channels.

3 relevant


- See the section above about balanced content. In addition, different groups of migrants have different information needs, eg, A8 nationals have different rights from other EU nationals. Content needs to be relevant to a diverse audience. These views may strengthen the case for different levels of information, and have implications for how the information is targeted, produced, and disseminated.
- It was noted that resource content often appears to be driven by, and therefore at risk of fulfilling only or mainly, organisational needs. However, there may be a need for some information to be conveyed to migrants even if they do not identify it as a need.
- Migrants said that they liked to read real-life experiences of other people who have come to the UK and that they paid attention to what other migrants say about their experiences and what they learned.

4 practical

- People need to be able to go and do what it says in the resource, and get a result. If the information does not work in practice, this can lead to a bad experience and/or a poor outcome for users. It might also impact on the reputation of the information and of the organisations involved.
- In order to help people get to the right organisation the first time, one approach might be to limit signposting to no more than two or three organisations in any one section and to use more subheadings to help people navigate the system.
- It was suggested that it might help to emphasise the most important parts of the text.

The table on pages 22 to 24 sets out the match between the areas of greatest interest for migrants (the top 20) and the content of existing resources.

It should be noted that even though some subjects did not make it into the top 20, this does not mean that they are not important or of interest to migrants, or that they should not be communicated to migrants. Information about responsibilities and cultural norms can be as important as that about rights and accessing local services. It should also be noted that information may be more pertinent or relevant in some geographical areas than in others. This is one reason for the importance of identifying information needs.

 Use the tools and guidance on involving community stakeholders in part three.

top 20 topics for migrants	number of resources including these or related topics
getting a job	employment – paid (14)
English language learning	ESOL (17)
where to get advice and information	legal advice (20) where to get advice and information (20) libraries (18) computer access (13)
national insurance and tax	
rights at work	national minimum wage (1)
welfare benefits and social security	benefits/social security (13)
rights to live and work in the UK	entering the UK/immigration (9) return to country of origin (7)
doctors	doctors (19) dentists (18) health – general (17) health – sexual (11) health – mental/emotional (10) health – drugs (8) disability (8)
adult education and training	adult education (15)
housing in the UK	housing (14)
discrimination	0
racial harassment	racial harassment (19)
rights to bring your family to the UK	0
school places	schools (18) pre-school assessments (0)
family services	social care (10) childcare (4)
housing – overcrowding and repairs	as for housing above
homelessness	as for housing above
interpreters	interpreters (12)
money, bank accounts, credit, debt	money and banks (10)

top 20 topics for migrants	number of resources including these or related topics
trade unions	trade unions (2)
outside the top 20 for migrants	
emergencies	state services and emergencies (19)
political system	statutory organisations (19) registering to vote (3) UK political system (few)
voluntary and community sector	voluntary and community organisations (19) community groups – local (15) volunteering (9) community groups – not local (2)
crime prevention	police crime (18) domestic abuse (11) driving in the uk (9) drugs – the law (6) criminal justice system (few) offensive weapons – the law (few) missing persons reporting (few) personal safety (few) fire safety (few) detained person's rights (few)
leisure	leisure and recreation (16) recreation/meeting places (few)
religion and belief	religion (14)
transport	public transport (13) rail map (2) bus map (1)
living in Britain	living in Britain (11) UK time/BST (few) UK holidays (few)
area information	city/area map (10) area background (7)
women	women (10)
culture	international culture (9)
communications	keeping in touch (9) telephone – public (9) telephones – mobile (0)

outside the top 20 for migrants	number of resources including these or related topics
shopping and services	household services (10) shopping (9) charity shops (few)
personal responsibility	births and deaths (2) lost and found property (few) Personal ID (few)
Refugees	Refugee rights (few) Refugee websites (few)
Other helpful inclusions	Advice from other new arrivals (few) Explanations of terms (few) Greetings in other languages (few) Personal portfolio (few)

It is suggested that the different rights of EU nationals, A8, A2, and non-EU nationals, and of refugees and asylum seekers, might be best presented in a matrix as follows (please note that the information in this matrix is given as an example only and may not be accurate):

topic	EU Nationals	A8 nationals	A2 nationals	non-EU nationals	refugees	asylum seekers
right to vote in local elections	yes	yes	yes	no	no	no
right to vote in general election	no	no	no	no	no	no
right to vote in EU election	yes	yes	yes	no	no	no

Naturally this would involve simplifying what can be very complex rights, and consequently the matrix should signpost people to the sections of the pack or to other sources of advice. However, it would mean that each subject area would not need lists of the rights relevant to each kind of status, which would greatly simplify the resource. Setting out a summary of rights in this way would also help people to see whether they might have a right which can be pursued. However, drawing up a table such as this requires specialist advice; you could ask (and resource) a local specialist advice centre such as a law centre to draft the table for you and to keep it up to date.


In terms of presentation of the information, a traffic-light approach might be adopted, for example:

green = information on rights

amber = other things you should know about

red = what to do if things go wrong.

This would help to highlight important information (which migrants indicated to us would be desirable), and make it easier for people to navigate the resource. The traffic-light concept is almost universal, but should be explained at the beginning of the resource. If you adopt this approach, the draft resource should be tested from this perspective with potential users.

 Use the tools and guidance provided in part three.

It should be noted that colours have different connotations in different cultures, for example red in Chinese culture carries positive connotations and does not signify danger or 'stop' as it does in the UK. Moreover, some readers may be colour-blind. If the resource is likely to be photocopied or printed in black and white it would not be advisable to make colours critical to the sense of the resource and they should therefore be accompanied by symbols.

Where to get advice and information should be listed under each subject, with additional sources in a separate section.

It would be desirable to include migrants' experiences in the introduction or related to subject areas. This would help to promote facts, debunk myths and attract migrants' attention. Naturally, regard should be had to protecting contributors' identities and obtaining permissions to use their material.

Resources should also include the date of publication, details of the commissioning and funding organisation/s and of the developer/s who carried out the work, copyright, the publication formats and languages, how to access further copies, whom to contact for information, and how to give feedback and make suggestions.

7 what works – format and style

From the snapshot of packs we examined in depth, we identified what works in published information. These four success factors arose from and were tested in discussions with migrants, migrant support organisations, and people involved directly in developing welcome information.

1 portable

- Ring-binders, loose-leaf packs, and electronic resources are viewed as being more easily and cheaply updated. However, ring-binders lack portability and visual appeal and are therefore perhaps more suitable for organisations.
- Loose-leaf packs carry the risk of sections becoming detached, although this aspect means that migrants can break up packs to share amongst themselves.

2 readable

- It is costly to have information translated, and migration patterns can make certain languages either obsolete or high-demand overnight; also some migrants may not be able to read their own language. These factors could result in large numbers of obsolete and expensive hard-copy packs. E-versions (which can be more easily and cheaply updated) in a limited number of carefully targeted languages, and a greater use of appropriate photos (rather than cartoons and ClipArt), may be the most flexible responses.
- Text needs to be tested with new arrivals; making assumptions about plain language could lead to resources being ‘dumbed down’. Also, some English words and Western concepts have no easy and/or exact equivalents in other languages and cultures and are open to misinterpretation. Migrants who have been in the UK for some time may be less likely to detect problems with the material than people who are newly arrived, owing to the former’s greater familiarity with the UK.
- Migrants we spoke to said that they preferred

brief and clear material in simple English, and in a large plain font.

- It is helpful for both migrants and advisers for the English word to be put next to key words or headings in translated material. This will introduce migrants to some basic English words and phrases and help the adviser to point to the right section.

3 accessible

- A5 documents are seen as portable and attractive; they are also cheaper to post. However, printing these from downloads can be difficult (A4 printable downloads in portrait and web-based versions might complement A5 hard-copies).

4 appealing

- There is a clear preference for colour and photos over text-heavy monochrome documents, and for lively presentation. However, documents with photos and several colours are more expensive to produce. If colour is critical to the sense of the content, and/or strong colours are used, they may not work when the information is printed in black and white.
- Some cultures attach positive and negative connotations to colours, and this should be considered in the production and testing of targeted resources. Symbol recognition should also be tested where symbols may be used to highlight text or alert readers.
- Many information resources have chosen to include a welcome to the local area.
- There is support for the idea of information being developed by migrants themselves, but the only evidence this is already taking place is the pack produced by the Federation of Poles in Great Britain. The potential for a social enterprise approach seems to exist.

8 consulting on and testing the resource

In order to develop information resources that meet identified needs, we recommend that developers undertake work with focus groups and/or a user stakeholder group to test what the detailed levels of information should be, including what they think are the most relevant subjects locally. Where there is an existing welcome information resource, you could use this as a basis for discussion, such as whether people found the resource useful and why or why not, and how they accessed it. Appropriate involvement of stakeholders may go beyond consultation; for example you may wish to actively engage community stakeholders with the appropriate skills in designing or writing the resource.

i Tools and guidance on involving community stakeholders are provided in part three.

organisational stakeholders

Involving organisational stakeholders is crucial to the accuracy of information contained in the welcome information resources as well as to the access and distribution of information. Community cohesion issues form another reason to involve organisational stakeholders: in our research some information producers reported that there were local problems around refuse collection – although some migrants may not see the reason for the inclusion of this kind of information in a welcome information resource, it may still be important for you to include it.

We held discussions with organisational stakeholders chiefly through meetings of the multi-agency forums (MAFs) on refugee/asylum seeker and migration issues in the East of England. We also brought together and held discussions with welcome pack developers, comprising local authority officers, support organisations, and consultants. Where possible we utilised existing opportunities for engagement such as seminars and conferences in order to test ideas and approaches in this guide.

tips for involving 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.
- Utilise existing opportunities for engaging with organisational stakeholders, such as multi-agency forum meetings.
- Set up a steering group (or use an existing multi-agency grouping) with clear terms of reference.
- If there are other agencies developing welcome information in your region, consider bringing them together to share learning and test draft resources.
- 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.
- Source experts to check specialist sections of the resource for accuracy.

In order to help ensure that a resource is developed and project managed effectively, we recommend the formation of a steering group to support the work. The group should involve stakeholders from inside and outside the commissioning organisation, and from different sectors. The role of the group is to steer the project's development from inception to evaluation, which might include acting as critical friends to the project. The group should develop clear written terms of reference prior to starting the work. The role of the steering group might be taken on by an existing migration multi-agency grouping, which would enable the work to be carried out without having to form an additional group probably involving a similar cohort of people. In addition to a steering group, you may wish to invite experts to check sections of the information pack.

distribution tips

- Start developing a distribution plan early in the process.
- Research the need (and distribution points) for the languages in which you may publish the information resource.
- Ask organisations about their links with migrants and new arrivals, and ask them how many copies of which language versions they can distribute, realistically.
- Check that the organisations involved in distribution can ensure effective distribution. You may wish to include outlets such as libraries, council offices and one-stop shops, employers, trade unions, faith organisations and places of worship, shops, pubs, restaurants, cafés, voluntary organisations, advice providers, schools, colleges, community centres, rail and bus stations and airports.
- Think about working with community and mainstream local media.

Information should be easily available, and our findings on this aspect are set out below:

- There is a preference towards a combination of electronic and hard-copy resource that is distributed at a wide range of outlets frequented by target users, such as community cafés and shops, libraries, and places of worship. However, regard should be had to the confusing nature of much of the information environment. Publicity to support on-arrival information should be made available at bus and rail stations, ferry terminals and airports.
- It is thought that migrants have increasing access to the internet here and overseas, and that an increasing number of migrants have IT skills. However, it may be difficult for migrants to access resources because of the plethora of websites; resources are often deeply embedded in sites, and search engines may direct one to the wrong information, such as welcome messages.
- One option might be to establish a single portal through which resources are made available, an approach currently being tested through Migrant Gateway, or a countywide site such as www.welcometonorfolk.org.uk. There could be links to local sites; however, research indicates that information should be ideally no more than three clicks away. Some funders may be averse to funding the development of resources which can be accessed outside their geographical scope.  Using the generic resource in part one should enable organisations to focus energy on producing local specific information.
- For the distribution of hard-copies, it is crucial that the producer maps potential outlets and the numbers of migrants who visit and their main reading languages. It is also essential to ensure that hard-copy resources and information about electronic resources are targeted carefully to organisational users, as we found examples of information bottlenecks and dead-ends. Many producers and distributors have reportedly

thrown away hard-copies as they were in the 'wrong' language or were out of date. This is an indication that either there was no need for the resource or the distribution process was so poor that the resource did not reach migrants.

i Using part , Monitoring and Evaluation, will help you learn from what has and has not worked before, to capture the information, and to use it to drive change.

- The majority of migrants we spoke to had asked friends or contacts for advice and information, so word of mouth is clearly a good means of communication, although it should not be relied upon as not all migrants choose or have access to this route to information.
- Where possible, information should be free at point of use.

We found that areas where migrants and stakeholder organisations had been given copies of packs benefited from having local migrant support organisations. These support organisations are often the first port of call for migrants, recommended by word of mouth, and they act as a conduit of information to new migrants.

Rather than simply handing out packs, support workers in such organisations are on hand to supplement the written information with practical assistance. Some organisations expressed the opinion that packs were used as a palliative measure, ie, something to give away and to help staff feel that they had dealt with enquiries from migrants, and also that in practice migrants may not be able to act on information contained in packs particularly regarding access to services. By providing practical assistance to help migrants act on information in packs and access mainstream services, migrant support organisations may help to close this integration gap.

Several organisations appeared to believe that if one migrant knew about the information pack,

word would spread throughout the community very quickly. Whilst it appears to be true that word of mouth is a very good way of transmitting information, it cannot be relied upon. This is because not all migrants are part of recognisable communities which have good communication mechanisms. Some migrant communities are small and/or disparate, and may find it more difficult to communicate information to peers. Moreover, communities may be fractured and comprise different factions who may try to control access to information. In addition, individuals will have their own preferred way of accessing information, and so relying on one main distribution mechanism may not be sufficient. Migrants are also subject to the way that access to information traditionally works for most people in their locale, for example whether people habitually use an established local paper, or where travel patterns naturally lead to one rural town or village being the information hub, or where patterns of worship lead to some places of worship becoming information hubs.

In addition to word of mouth and migrant support organisations, other successful mechanisms for advertising information resources appeared to include community radio, free and local newspapers, places of worship, community shops and cafés, and points of entry into the area such as bus and rail stations and air/sea ports. One producer of welcome packs informed us that local employers such as the hospital had shown interest in being involved in distributing packs. Obviously it is important that you factor in access to resources by workers whose employers are not proactive in ensuring their wellbeing.

This piece of work and our experience of working with communities and the organisations serving them lead us to believe that the production of welcome information resources should be supported by a distribution map that has been thoroughly researched and consulted on, and by commissioning organisations working with

migrant and faith organisations as well as local media. As noted elsewhere in this part, voluntary and community sector organisations may be relied upon heavily by statutory organisations because of their links with the community (which they may be struggling to find the resources to maintain), and you may need to consider how they could and should be resourced to provide this linkage for you.

10 communications and working with the media

communication and media tips

- Start planning your proactive and reactive communications and media work at the start of the project.
- Develop a communications plan to support the welcome information resource; this should include media work and other aspects of communication around the resource.
- Ensure those dealing with the media have experience and/or training in working with the media and have knowledge about dealing with the media on migration issues.
- Identify people who will support the project and properly brief them for being contacted for quotes and interviews; proactively suggest that media organisations contact them.
- Identify your target audience/s and define your message for each.
- Plan your communications work according to the message, audience, and channel.

Producing an information resource is an achievement, and producers would like their success to be celebrated by local media such as radio stations and newspapers, which would also help to promote the resource to the target audience. However, asking for media attention does not necessarily mean that you will get it, or that you will get the positive coverage you would like. Your press release could backfire on you and this may have serious consequences for the communities that you are trying to help.

Research by Article 19, amongst others, indicates that refugees and asylum seekers feel overwhelmed by a culture in public life that they experience as hostile to them. The same is probably also true for migrant workers, although there is less research to support this view.

In order to ensure that you get the most out of the media, you will need to think about working with them from the start of your project. If you or a partner organisation employs communications officers, you may wish to involve them. However, you should ensure that they are familiar with or have had some training in media work regarding migration issues. Media coverage about migrant workers, refugees and asylum seekers is renowned for its inaccuracy and false perceptions. What may seem to you to be a reasonable statement may be interpreted negatively by press who have their own agenda. For example, 'equal access for vulnerable communities' may be portrayed as 'wasting taxpayers' money on people who should learn English'.

which message for whom

When planning your communications work, consider carefully what your key message is, whom the message is for, how it should be delivered, and how it is likely to be received. For example, if you approach the media or write a press release about your new information resource, be clear about whether it is to show the work that you are doing with taxpayers' money, to

tell migrants that there is a new and useful resource for them, or to assure the public that the resource is one of the ways in which you are responding to perceived local problems.

Think about the way that your target audience will receive the message. For example, the message to taxpayers should be clear enough to ensure they understand that the resource is a good use of money and can help new migrants to understand their responsibilities to the community. Migrants should be able to understand from the communications in English that there is a new resource for them. Research shows that migrants rely more on the written word such as newspapers and websites if their English is not fluent.

When you have drafted your key messages and clarified your target audiences, you will need to find appropriate channels to transmit the messages. In order to do this, you will need to assess media channels on the composition of their audience and their agenda, for example based on their previous coverage of migration issues. You may also wish to think about using websites, community newsletters and radio stations, as well as established community and organisational networks. If your message and audience do not match a communications channel, you should not be inclined to use the channel simply on the basis that you have done so before. You will need to take into consideration that the information may reach these channels anyway and you will need to plan for this in a way that best serves your objectives.

Having a written communications plan to support the information pack will help you to be clear about who is responsible for communicating what, how, and when. It will enable you to think about both proactive and reactive communications work. Including an assumptions column will help you to think about what assumptions you are making and what is likely to happen if these assumptions are incorrect, as well

further guidance on working with the media

You can access the East of England Regional Assembly (EERA) Strategic Migration Partnership media guide 'Good Practice Guidance for Media Work' at www.eera.gov.uk. In the past, EERA has also organised training for media officers in refugee and asylum issues.

The Communities and Local Government website contains accurate information around migration to help you promote facts and counter myths and misconceptions about new migrants and minority ethnic groups, at www.communities.gov.uk/index.asp?id=1509340.

The Refugee Council's website contains information to help counter misperceptions around refugee issues, at www.refugeecouncil.org.uk, or you can contact the press office for guidance on 020 7346 1213 or 0113 386 2235.

See also 'Let's Talk to the Media' by the Refugee Media Group in Wales, email bucolliv@cardiff.ac.uk, or phone 029 20 874681.

Article 19 has published 'What's the Story? Media Representation of Refugees and Asylum Seekers in the UK', www.article19.org or phone 0207 278 9292.

The Society of Editors and The Media Trust have published 'Reporting Diversity', phone 01223 304080. The Media Trust can be contacted on 020 7874 7600, www.mediatrust.org

as what you could do if things go wrong. The planning should also include a resources element to help you identify what people, money, time and other resources will be needed to support effective communication around the welcome information resource, and where these resources might come from.

Having a communications plan should save time later, for example by helping to ensure that communication gets off to the best start and by helping you anticipate what could go wrong and to think proactively about how you should deal with this. It should also help you to surface who you need to get on side to support the information resource, for example elected members.

In order to ensure effective communication around the information resource, you should make sure that media work such as press releases, quotes, and TV and radio interviews are carried out as professionally as possible. People from all communities are likely to appreciate well-prepared communication.

responding to negative media coverage

According to the media guide published by the East of England Regional Assembly (EERA), reactive media work can have a positive impact as it is an opportunity to communicate positive messages. Reactive media work is based on three key principles:

1. rapid response
2. helpful and open response
3. comment is usually better than 'no comment'.

11 monitoring and evaluating information resources

During this research we found only one instance where formal or informal monitoring and evaluation of information resources had been carried out. Whilst this does not mean that evaluation is not happening elsewhere, it indicates that there may be significant gaps in organisational understanding of and learning around issues such as take-up and usage of packs, current and future need and how needs might be met most appropriately. We also found that in many cases producers of packs had moved jobs or left their organisations, taking their knowledge of pack production with them. This indicates that organisations that have produced packs may be hindered in future by this loss of knowledge about pack production.

We recommend that arrangements for formative (ie, ongoing) evaluation are put in place at the beginning of projects to produce information resources. Such evaluation would enable producers to elicit and capture learning during the project, which would help to shape and improve the product, and inform future projects. Such learning might also be transferable, for example the production of targeted information for other sections of the community. The formative evaluation arrangements might amount to as little as a section of a project manager's periodic monitoring report, and could probably be carried out within existing resources.

We recommend that arrangements for summative (ie, final) evaluation are planned for and put in place. Such evaluation would help producers to understand what had worked for them and the target audience, and how the production process and end product could be improved next time. Such learning might be transferable to other information production projects. The evaluation should involve people from the target audience, both users and non-users, organisational and community, and could be carried out using focus group and/or one-to-one interviews facilitated by

someone not involved in commissioning or producing the resource. There are clearly cost implications to this approach; however, the quality of knowledge gained might offset this by helping to prevent future costly mistakes.

i As part of its work, Fens Rural Pathfinder resourced the development of a monitoring and evaluation framework for information resources, a version of which is provided in part four.

12 keeping it up to date

We found disillusionment with the 'big bang' approach to producing one-off information resources. But stakeholders had doubts about resources being available to cover the maintenance and updating of information, which would lead to continuing and eventually institutionalised disparity of information provision between different parts of the region and between different language groups.

13 towards a generic information structure

i The first part in this series contains the generic information resource which we have prepared, based on feedback from migrants and organisations, and covering the top 20 topics prioritised by migrants in our focus groups.

Please note that the generic resource is written from an England perspective; laws and services in other UK countries may be different. We have made every effort to ensure that the information it contains is accurate.

In order to promote the sustainability of this resource, a living version is being embedded in www.migrantgateway.eu. We chose this website because it is potentially an international portal and is specifically addressing its own sustainability. If you wish to make suggestions about the generic resource, we have arranged for the Migrant Gateway team to deal with this; you can contact them through the portal.

Please note that this part, part two in the series, is copyright. Part one is free of copyright so that you can use the generic resource.

However, you should credit the guide, its producers and commissioning body (set out in Further Information on page 37) if you use these documents in the development of your own information resource.

15 acknowledgements

We would like to thank all the people who took part in the Fens Rural Pathfinder generic information resources project for their generosity, honesty, and creativity. Any errors in this guide is our own.

16 further information

This guide was produced for the Fens Rural Pathfinder by MENTER and Loretta Hurley Development Consultant, and is published by IDeA and the Department for Communities and Local Government (DCLG).

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appendix one: overview of information resources

Bedford

Title: 'A guide to Bedford and life in the UK'

Producer: Bedfordshire Multi-Agency Forum

Publication date: 2006

Format: 1) Hard-copy – 10-page leaflet, 2) Electronic file

How funded: Multi-Agency Initiative Fund (Partnership Development Project, MENTER)

Photos: Colour photo front only, maps

Highlights: Comprehensive 10-page leaflet, translated in 10 languages. Created by the multi-agency forum, in partnership with statutory and voluntary bodies for new arrivals in Bedford.

Contact details: BRASS, 01234 211381

Available languages: Arabic, Bengali, Chinese (Simplified), Chinese (Traditional), English, Farsi, French, Hindi, Kurdish, Latvian

Part of snapshot: Yes

Birmingham

Title: 'Welcome to Birmingham: information pack for newly arrived children and families'

Producer: Birmingham City Council

Publication date: 2003

Format: A5 online

How funded: Children's Fund

Photos: Yes

Contact details: No information

Available languages: Arabic, English, French, Kurdish, Somali

Part of snapshot: Yes

Breckland

Title: 'A guide to public services in the Breckland area'

Producer: Keystone Development Trust

Publication date: 2005

Format: A5 booklet

How funded: Home Office, Breckland Council and European Union Objective 2

Photos: Colour photos and map

Highlights: Well presented A5 booklet with colour photos and a district map, 2nd edition. First edition published in September 2004.

Contact details: Keystone Development Trust, Equalities Project, 01842 754639, www.keystonetrust.org.uk

Available languages: English, Portuguese, Russian

Part of snapshot: Yes

Cambridgeshire

Title: 'A Guide for Newcomers to Cambridgeshire'

Producer: Cambridgeshire Constabulary

Publication date: 2007

Format: Hard-copy – 10-page leaflet which folds out and is inserted in Fenland and East Cambs' 'Living and Working in Fenland and East Cambridgeshire'

How funded: Cambridgeshire Criminal Justice Board

Photos: None

Highlights: Leaflet dealing with crime and safety issues, covering emergency help, acceptable behaviour, personal safety and 'stop and search' powers etc.

Contact details: Jo Buxton, Marketing Manager, Cambridgeshire Constabulary, Jo.Buxton@cambs.pnn.police.uk

Inspector Dave Summers, Cambridgeshire Constabulary, David.Summers@cambs.pnn.police.uk

Available languages: English, Bulgarian, Latvian, Lithuanian, Polish, Portuguese, Romanian, Russian

Part of snapshot: No

Copyright: No copyright and is available for partners to publish on their website

Cambridgeshire

Title: 'A newcomer's guide to policing and the law in Cambridgeshire'

Producer: Cambridgeshire Constabulary Corporate Communications department

Publication date: 2007

Format: Hard-copy – 20-page A5 stapled booklet

How funded: Cambridgeshire Criminal Justice Board/Cambridgeshire Constabulary

Photos: Colour photos

Highlights: Leaflet dealing with crime and safety issues, covering reporting crime, alcohol and drugs, drinking and driving, domestic violence and 'stop and search' powers etc. A clear, well laid-out leaflet.

Contact details: Jo Buxton, Marketing Manager, Cambridgeshire Constabulary, Jo.Buxton@cambs.pnn.police.uk

Inspector Dave Summers, Cambridgeshire Constabulary, David.Summers@cambs.pnn.police.uk

www.cambs.police.uk

Available languages: English, Polish, Portuguese, Russian, Latvian, Lithuanian, Bulgarian, Romanian, Kurdish (Sorani), Czech, Arabic, Farsi, Slovak, Urdu and French

Part of snapshot: No

Copyright: No copyright and is available for partners to publish on their website

Derby

Title: 'A Guide to Derby for Asylum Seekers and Refugees'

Producer: Derbyshire Constabulary, GO East Midlands, Derby Law Centre, Derby City Council

Publication date: September 2004

Format: A4 ring-bound

How funded: No information

Photos: Maps

Highlights: Bilingual. Each section is in the translated version and the English version.

Contact details: Sue Holmes, 01332 344557, derbylaw@dial.pipex.com

Available languages: Arabic, English, Somali

Part of snapshot: Yes

Fenland and East Cambridgeshire

Title: 'Living and Working in Fenland and East Cambridgeshire'

Producer: Fenland District Council

Publication date: 2007

Format: 1) Hard-copy – 52 pages A5, 2) Online at www.fenland.gov.uk/welcome

How funded: Fenland and East Cambridgeshire Local Strategic Partnerships

Photos: Colour photos front only, maps

Highlights: Covers a wide range of subjects under the headings First Priorities, Health, Housing, Getting About, Places of Worship, Advice on the Law, Employment, Learning and Education, Leisure and Entertainments, Emergencies, Reporting a Problem, Local Papers, Websites and Contacts. Insert by Cambridgeshire Constabulary entitled 'A Guide for Newcomers to Cambridgeshire'. Has a clear index.

Contact details: mike.platten@tiscali.co.uk

Available languages: English, Bulgarian, Latvian, Lithuanian, Polish, Portuguese, Romanian, Russian. More translations are expected in 2007.

Part of snapshot: No

Copyright: The copyright for this booklet has been negotiated to allow FREE use of the English-language version by other organisations and the right to use the translated versions for a fee (£150 each translation or £500 for all seven translations). Contact Mike Platten, mike.platten@tiscali.co.uk.

Gateshead

Title: 'Welcome to Gateshead'

Producer: Gateshead Council

Publication date: 2005

Format: A4 online

Photos: Colour pictures on front cover and a map

Highlights: Well laid-out 18-page booklet with several sections including your home, your local council and practical information etc.

Contact details: Asylum and Refugee Team, tel. 0191 433 2684 or 0191 433 2633, asylumteam@gateshead.gov.uk

www.gateshead.gov.uk

www.gateshead.gov.uk/Housing/asylum/welcome.aspx

Available languages: Arabic, English, Farsi, French, Kurdish, Portuguese, Sorani

Part of snapshot: Yes

Copyright: Yes

Glasgow

Title: 'Welcome to Glasgow: An information guide for new arrivals and refugees'

Producer: British Red Cross

Publication date: 2004

Format: Hard-copy – brochure A5

How funded: No information

Photos: Colour photos and maps

Highlights: Well laid-out booklet

Contact details: British Red Cross, Refugee and International Tracing Services (RITS), 402 Sauchiehall Street, Glasgow, G2 3JD tel. 0141 331 4170, ritsgla@redcross.org.uk

Available languages: Arabic, English, Farsi, French, Somali, Swahili, Turkish

Part of snapshot: Yes

Copyright: Yes

Glasgow

Title: 'Glasgow: COSLA'

Producer: COSLA

Publication date: 2003

Format: A4 online

Photos: None

Contact details: Asylum Support Project Team, 0141 222 7300

www.asylumscotland.org.uk

The pack is out of date and is therefore no longer available online

Available languages: Albanian, Arabic, Chinese (Traditional), English, Farsi, French, Kurdish, Pashto, Punjabi, Russian, Sinhalese, Somali, Swahili, Tamil, Turkish, Urdu

Part of snapshot: Yes

Glasgow City Council

Title: 'Welcome to Glasgow: Asylum seekers welcome pack'

Producer: Glasgow City Council

Publication date: 2000, updated in 2003

Format: 1) A4, 2) Online guide – no longer

available

Photos: None

Highlights: 13-page A4 booklet with information about council services and the police etc. Also lists free museums.

Contact details: Housing Resources Ltd. Unit 39, Concourse House, Dewsbury Road, Leeds LS11 7DF, tel. 0113 2723456

Available languages: Albanian, Arabic, Chinese (Traditional), English, Farsi, French, Kurdish, Pashto, Russian, Sinhalese, Swahili, Tamil, Turkish, Urdu

Part of snapshot: Yes

Hampshire, focusing on Portsmouth and Southampton

Title: 'Welcome to Britain: A guide for newcomers to Hampshire'

Producer: Race for Justice

Publication date: 2004, now out of print

Format: Hard-copy – A6 pocket-size booklet

How funded: Government Office – South of England and South East Refugee and Asylum Consortium

Photos: Cartoons, maps and colour photos

Highlights: 48-page booklet with comprehensive information, including pictures of relevant buildings such as the Job Centre and the City College.

Contact details: www.raceforjustice.co.uk

Available languages: Albanian, English, Farsi, French, Polish, Somali

Part of snapshot: Yes

Ipswich

Title: 'Welcome to Ipswich: in the town centre'

Producer: Suffolk County Council

Publication date: 2005

Format: Hard-copy

Photos: Colour photos and maps

Highlights: Picture booklet with speech bubbles and sample dialogue about services in Ipswich. It also aims to be used as part of ESOL classes.

Available languages: English

Part of snapshot: Yes

London/Croydon

Title: 'Croydon: a guide for newcomers'

Producer: Equalities in Action, Croydon Primary Care Trust, Croydon Council

Publication date: July 2003

Format: A5 brochure

How funded: European Union Funding

Photos: Colour photos front, inside black and white, map

Highlights: Well laid-out brochure. Second edition.

Contact details: Pankaj Doshi, 020 8407 1369, Equalities Unit, Tarberner House, Park Lane, Croydon, CR9 3JS

Available languages: English

Part of snapshot: Yes

London/Greater

Title: 'Information pack for new arrivals and refugees'

Producer: British Red Cross, East London and the City Health Action Zone, London Borough of Newham

Publication date: 2002

Format: 1) A4 brochure, 2) Online

Photos: Map and photos

Highlights: 27-page brochure with pictures, with

21 key sections. Each of these sections is designed to provide a general overview. Sections are separately available on the website. Sections cover a range of topics from Health Services, Legal Advice to Leisure Activities and The British Weather.

Contact details: Refugee Unit, British Red Cross London Branch, Aztec Row, 5 Berners Road, London, N1 0PW, refugeeunit@redcross.org.uk, www.redcross.org.uk
www.redcross.org.uk/temp/NEWspARRIVALSnnew.pdf

Available languages: English

Part of snapshot: Yes

Copyright: No

London/Greater

Title: 'Information Pack for Newly Arrived Refugees'

Producer: British Red Cross

Publication date: 2000

Format: A5 – 68-page booklet

How funded: British Red Cross and European Union funding

Photos: Colour photo front cover, drawings inside, underground map on back cover

Highlights: Specifically aimed at refugees, this booklet covers a wide range of issues such as connecting refugees and families overseas, shopping, racial harassment, and female refugees' services. It does not include information about the UK asylum process. It is out of print and no longer in use due to the new edition in 2002.

Contact details: Refugee Unit, British Red Cross London Branch, Aztec Row, 5 Berners Road, London, N1 0PW, refugeeunit@redcross.org.uk

Available languages: English, French, Spanish, Farsi, Kurdish, Somali and Russian

Part of snapshot: No

Copyright: Yes

London/Hackney

Title: 'Welcome to Hackney: A guide to health and social care for people recently arrived in Hackney'

Producer: Black and Ethnic Minority Working Group

Publication date: April 2004

Format: 1) Hard-copy – A5 brochure, 2) Online

How funded: Hackney Neighbourhood Renewal Fund

Photos: Colour photos

Highlights: This 37-page booklet covers health and other social care issues as well as education. On the BEMWG website a later (September 2005) version is now available, aimed specifically at refugees.

Contact details: Black & Ethnic Minority Working Group, Unit C4, 3 Bradbury Street, Hackney, London N16 8JN, tel. 020 7923 2229, post@bemwg.fsnet.co.uk www.bemwg.org.uk
[www.bemwg.org.uk/resources/English per cent20final.pdf](http://www.bemwg.org.uk/resources/English%20per%20cent20final.pdf)

Available languages: Chinese (Simplified), English, French, Somali, Spanish, Turkish

Part of snapshot: Yes

London/Lambeth, Southwark and Lewisham

Title: 'Welcome Pack – Information for newly asylum seekers'

Producer: Lambeth NHS, Refugee Health Team LSL

Publication date: March 2007

Format: A5 – 22-page booklet

How funded: Lambeth NHS Primary Care Trust

Photos: Colour drawings

Highlights: This is the fourth edition of this welcome pack produced by the Refugee Health team. It covers health-related services, ie, NHS direct, contraception and immunisations.

Contact details: Refugee Health Team LSL, Master House, 4 Dugard Way (off Renfrew Rd), Kennington SE11 4TH.

Tel: 0207 840 5200. www.threeboroughs.nhs.uk

Available Languages: English

Part of snapshot: No

London/Tower Hamlets

Title: 'Tower Hamlets Welcome Pack'

Producer: Praxis

Publication date: 2005

Format: A4 online English; other languages hard-copy only

How funded: No information

Photos: Colour pictures

Highlights: Photographs of local area and people.

Contact details: Yesenia San Juan, Pott Street, London E2 0EF, 0207 2977985

Available languages: Bengali, Chinese (Simplified), English, French, Russian, Somali, Turkish, Vietnamese

Part of snapshot: Yes

Newcastle

Title: 'Welcome to Newcastle'

Producer: Your Homes Newcastle Asylum Team

Publication date: Unknown

Format: A4 online, 16 pages

Photos: Colour photos and drawings

Highlights 16-page A4 with information about One Stop Service, Leisure and Education etc.

Contact details: Your Homes Newcastle's Asylum Team, Tel. 0191 278 8619
www.newcastle.gov.uk/wwwfileroot/yhn/yourservices/asylumseekersunit/ASUWelcomePack.pdf

Available languages: English

Part of snapshot: Yes

Norfolk

Title: 'Welcome to Norfolk'
(www.welcometonorfolk.org.uk)

Producer: Norfolk Constabulary

Publication date: 2006

Format: Website

How funded: Norfolk Constabulary and Norfolk Criminal Justice Board

Photos: Colour photos

Highlights: Website covering many subjects, which also allows you to subscribe and take part in forums.

Contact details: www.welcometonorfolk.org.uk

Available languages: English, Lithuanian, Polish, Portuguese, Russian

Part of snapshot: Yes

Norfolk – West Norfolk, particularly King's Lynn, Hunstanton, Swaffham and Downham Market

Title: 'Welcome to West Norfolk'

Producer: West Norfolk Diverse Communities Forum

Publication date: 2005 – update due December 2007 in additional languages Lithuanian, Polish and Latvian

Format: 1) Hard-copy – loose-leaf inserts, 2) CD-ROM, 3) Update due on Welcome to Norfolk website

How funded: Community Legal Service

Development Fund. Update funded by West Norfolk Local Strategic Partnership

Photos: Colour photo front and logos only

Highlights: Loose-leaf welcome pack designed to be of use to newcomers and front-line support staff.

Contact details: Daisy Line, West Norfolk VCA, daisy@westnorfolkvca.org

Available languages: Russian, English, Chinese (Simplified), Portuguese

Part of snapshot: Yes

Copyright: West Norfolk Diversity Forum has kindly allowed their welcome pack and translations (Chinese, Russian, and Portuguese) to be reproduced without making a charge.

North East

Title: 'Model welcome pack for Asylum Seekers'

Producer: NECASS, North East Consortium for Asylum Support Services.

Publication date: 2001

Format: A4 – seven-page leaflet

How funded: NECASS

Photos: None

Highlights: Model welcome pack for local authorities; includes headings and a local authorities authorisation form.

Contact details:
www.refugeesne.org.uk/pdf/welcome_pack.pdf

Michael Ball, North East Contracting Consortium for Asylum Support

Available languages: English

Part of snapshot: No

Copyright: No

Peterborough

Title: 'Information pack for new arrivals and refugees'

Producer: British Red Cross and Peterborough City Council

Publication date: 2003

Format: 1) A5 brochure, 2) CD-ROM, 3) online

How funded: Community Fund

Photos: Black and white photos and map

Highlights: Portable size, glossy and 21 sections of information covering legal advice to where to worship.

Contact details: Peterborough Branch of the British Red Cross, 01733 557472

Available languages: Arabic, English, Farsi, French, Kurdish

Part of snapshot: Yes

Peterborough

Title: 'Living in Peterborough: An Orientation Resource'

Producer: Refugee Council

Publication Date: June 2006

Format: A4 – 90-page pack

How funded: New Link

Photos: None

Highlights: The 'Living in Peterborough' materials provide newcomers to Peterborough (namely asylum seekers, refugees and migrant workers) with information on rights, responsibilities, services, support and expectations when living in the UK, with specific reference to local contacts. The resources were originally designed to be delivered as a training course, or to be embedded in ESOL classes. A contents list and extracts can be found at the following link:

www.peterborough.gov.uk/pdf/comm-asy-inf-contentsofthelivinginpeterboroughcourse020207.pdf

Contact details: Refugee Council Eastern Region, 4–8 Museum Street, Ipswich, Suffolk, IP1 1HT. Tel: 01473 297900.

New Link, Lincoln Road Centre, 439 Lincoln Road, Peterborough PE1 2PE. Tel: 01733 742801

Available languages: Arabic, Bulgarian, English, Czech, Kurdish Sorani, Latvian, Lithuanian, Portuguese, Romanian, Russian, and Slovak

Part of snapshot: No

Copyright: Yes

Scotland-produced but generic

Title: 'Model welcome pack (for asylum seekers)'

Producer: ATLAS Development Partnership

Publication Date: 2003–2004

Format: three-page A4 document in PDF, available online

How funded: ESF/Equal

Photos: None

Highlights: Sets out an information structure.

Contact details: www.equal-works.com/DPDetail.aspx?ety=0ed2425d-907e-488b-8962-9f6309f9179b&page=1

Available languages: English

Part of snapshot: No

Copyright: No

Staffordshire – East Staffs

Title: 'Welcome to East Staffordshire'

Producer: East Staffordshire Borough Council Policy and Corporate Affairs Department

Publication date: 2003

Format: A4 online

Photos: None

Highlights: 19-page A4 booklet including employment, education and a list of local CVS organisations etc.

Contact details: Ian Hutton, East Staffordshire Borough Council, Town Hall, Burton upon Trent, Staffordshire, 01283 508681

www.eaststaffsbc.gov.uk/downloads/language/welcome-english.pdf

Available languages: Arabic, English, Farsi, French, Kurdish, Punjabi, Turkish, Urdu

Part of snapshot: Yes

Strabane

Title: 'Welcome pack for newly arrived citizens'

Producer: Strabane District Council and Western Investing in Health Partnership

Publication date: 2006

Format: A4 online

Photos: Colour drawings on front

Contact details: no information

Available languages: Arabic, English, Hindu, Lithuanian, Polish, Urdu

Part of snapshot: Yes

Suffolk

Title: 'welcomepack.org.uk'

Producer: CSV Media Clubhouse, Ipswich

Publication date: September 2007

Format: Web and some printing tools from web

How funded: Connecting Communities, local authority, European Social Fund

Photos: Pictures of points of interest through interactive maps

Highlights: Content and translation management systems make it easy to publish, update and translate; agency and client feedback system; interactive maps.

Contact details: Anvar Valiyev, avaliyev@csv.org.uk

Available languages: English (some articles will be translated into Farsi, Kurdish, Polish, Portuguese and Russian, to begin with)

Suffolk – practically Ipswich

Title: 'Welcome to Suffolk: information for refugees in Suffolk'

Producer: Ipswich Primary Care group, The Refugee Council, Suffolk County Council, Suffolk Health Authority, Suffolk Inter Faith Resource, Suffolk Refugee Support Forum

Publication date: 2000

Format: 1) Word file, 2) A4 print-out

How funded: No dedicated budget

Photos: No pictures, maps or photos

Contact details: Suffolk Refugee Support Forum, tel. 01473 400 785

Available languages: English

Part of snapshot: Yes

Geographical Area: Suffolk – Western

Title: Welcome to Western Suffolk (different versions available for Babergh, Forest Heath and St Edmundsbury)

Producer: Babergh District Council, Forest Heath District Council and St Edmundsbury Borough Council

Publication date: Expected in September 2007

Format: 1) Hard-copy – brochure A5, 2) Online

How funded: Western Suffolk Local Strategic Partnership

Photos: colour photos/ maps on front and back cover only

Highlights: Covering a range of topics such as employment, housing, community services.

Contact details: Davina Howes, tel. 01284 757611, davina.howes@stedsb.gov.uk

Available languages: English, Polish, Portuguese and Russian

Part of snapshot: No

Copyright: No

Swansea

Title: 'Information pack for new arrivals and refugees'

Producer: Red Cross

Publication date: Unknown

Format: A4 loose-sheet pack

How funded: British Red Cross

Photos: Front cover only, integrated in the design

Highlights: 13-page pack

Contact details: Villiers house, Charter Court, Phoenix Way, Swansea Enterprise Park SA7 9FS, 01792 7721246, mroberts@redcross.org.uk

Available languages: English

Part of snapshot: Yes

Notes: This pack is currently out of print and the Red Cross is reviewing the content.

Telford & Wrekin

Title: 'Welcome to Telford & Wrekin'

Producer: Telford & Wrekin Council

Publication date: Unknown, but recent

Format: Online A4 – 28-page leaflet

How funded: Telford & Wrekin Community and Neighbourhood Services Unit

Photos: None

Highlights: This information pack is available from the Telford & Wrekin Council's website only and covers general information about the UK, council services, but also racial harassment and motor vehicle licensing.

Contact details:

www.telford.gov.uk/Education+learning/Adult+community+education/Community+Learning+ESOL.htm

Available languages: English, Polish, Slovak

Part of snapshot: No

UK

Title: 'UK Guide for International Workers'

Producer: Multicultural UK in association with Fractal Publishing

Publication date: 2007

Format: A5 – 38-page booklet

Photos: Colour photos front cover, inside black and white

Highlights: 38-page booklet, covering a wide range of subjects from bank accounts, festivals, and your rights.

Contact details: Miriam Roberts,
info@multiculturaluk.com
www.multiculturaluk.com

Multicultural UK Limited, 12 Noverton Lane,
Prestbury, Cheltenham GL52 5BB. Tel. 01242
228025

Available languages: English, currently a Polish version is being produced.

Part of snapshot: No

Copyright: Yes. £2 per copy. Discounts are available for bulk orders.

UK

Title: 'Jak żyć i pracować w Wielkiej Brytanii' ('How to live and work in Great Britain')

Producer: Federation of Poles in Great Britain

Publication date: Unknown

Format: 1) A5 Hard-copies 2) Online

How funded: Sponsorship from Language Line Services, Konsulat Generalny Rzeczypospolitej Polskiej w Londynie, Central Wings and Dziennik Polski

Photos: Colour

Highlights: 84-page booklet covering wide range of subjects.

Contact details: www.zpwb.org.uk,
laura@zpwb.org.uk,

Available languages: Polish

Part of snapshot: No

Copyright: Yes

disclaimer

Where possible the editors have verified the above information and to their knowledge it is correct. It was not always possible to have information on all the information headings or verify the information by contacting those involved in the production of the packs listed above, because they had moved on or simply because there were no contact details mentioned. We therefore cannot guarantee the accuracy or completeness of any information provided.

part three

involving community stakeholders


1 introduction




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
учреждения

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

Рассистское 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

part four

monitoring and evaluation

1 introduction

During this research we found only one instance where formal or informal monitoring and evaluation of information resources had been carried out. Whilst this does not mean that evaluation is not happening elsewhere, it indicates that there may be significant gaps in organisational understanding of and learning around issues such as take-up and usage of welcome information, current and future need and how needs might be met most appropriately. We also found that in many cases producers of welcome information had moved jobs or left their organisations, taking their knowledge of production with them. This indicates that organisations that have produced welcome information resources may be hindered in future by this loss of knowledge about production.

i As part of its work, Fens Rural Pathfinder resourced the development of a monitoring and evaluation framework for information resources, a version of which appears on page 99.

This framework is derived from the monitoring and evaluation pilot of the new 'Living and Working in East Cambridgeshire' welcome booklet in 2007, under the aegis of Fens Rural Pathfinder. Our thanks go to Mike Platten, whose work formed the basis of this framework.

This part is not intended to replace other guidance on monitoring and evaluation produced by organisations; it is intended to capture the learning from our approach in carrying out this work and from our extensive experience of monitoring and evaluating projects.

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

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

2 the evaluation framework

formative evaluation

We recommend that arrangements for formative (ie, ongoing) evaluation are put in place at the beginning of projects to produce information resources. Such evaluation would enable producers to elicit and capture learning during the project, which would help to shape and improve the product, and inform future projects. Such learning might also be transferable, for example the production of targeted information for other sections of the community. The formative evaluation arrangements might amount to as little as a section of a project manager's periodic monitoring report, and could probably be carried out within existing resources.

summative evaluation

We recommend that arrangements for summative (ie, final) evaluation are planned for and put in place. Such evaluation would help producers to understand what had worked for them and the target audience, and how the production process and end product could be improved next time. Such learning might be transferable to other information production projects.

stakeholder involvement

The evaluation should involve people from the target audience, both users and non-users, organisational and community, and could be carried out using focus group and/or one-to-one interviews facilitated by someone not involved in commissioning or producing the resource. There are clearly cost implications to this approach; however, the quality of knowledge gained might offset this by helping to prevent future costly mistakes.

We recommend that the evaluator carry out face-to-face interviews and/or focus groups with migrants to ascertain satisfaction with the resource, how it was accessed, what worked and how it could be improved, and what the outcomes were of using the resource. **i** See part three, Involving Community Stakeholders.

Engagement with organisations could be by semi-structured questionnaire circulated by email, although you should be prepared for a very low response rate. It might be preferable to use existing mechanisms for engaging organisations, eg, getting an agenda item at meetings of multi-agency forums, and carrying out telephone interviews with individuals. **i** See the section on involving organisation stakeholders in part three.

roles and responsibilities

Monitoring may be carried out by officers of the commissioning organisation, perhaps in conjunction with the steering group of organisational stakeholders who assisted in the development of the resource. Monitoring could be carried out quarterly by the project manager, capturing learning which could then feed into the periodic evaluation.

Evaluation should be carried out by someone independent of the commissioning organisation and the steering group. Ideally this should be an experienced external evaluator. Although there are resource implications associated with this approach, it should be worth the investment if you get meaningful engagement with users and honest and robust results from which you can learn. The monitoring and evaluation framework should be planned for at the beginning of the project to develop a welcome information resource. If it is not possible to fund external evaluation, as a minimum the methodology and results of the internal evaluation should be validated by an external evaluator.

tools you can use

i We have provided the following monitoring and evaluation reporting templates as a platform for you to design your own.

You can use the information they contain to design the spreadsheet or database you will use to record and collate data.

i See the section on copyright in part two.

information resource monitoring report template

name of information resource		
project manager	reporting period	report date
managing organisation	overall project status (please choose one): <input type="checkbox"/> not satisfied <input type="checkbox"/> satisfied <input type="checkbox"/> very satisfied	
funder/s	organisational partners	
geographical area covered by the resource		
project aim/s		
project objectives		
project start date	project end date	
targets (no. of languages, no. of booklets printed, other targets)		
results to date compared with targets	result	evidence
what worked well in this reporting period		
what could have been improved		
risk assessment	risks identified	how risk could be managed
recommended future actions as a result of this learning		

information resource evaluation summary template

name of information resource	
external evaluator	evaluation period
commissioning organisation	date of evaluation report
funder/s	overall project status (please choose one) : <input type="checkbox"/> not satisfied <input type="checkbox"/> satisfied <input type="checkbox"/> very satisfied
geographical area covered by the resource	organisational partners
resource project aim/s	format of the resource
resource project objectives	
resource project start date	planned resource project end date
evaluation project methods used	real resource project end date
resource project targets (no. of languages, no. of booklets printed, other targets)	eg x focus groups with migrants, x telephone interviews with organisations
end results compared with targets	result
no. of booklets distributed by: advice providers community organisations – generic community organisations – bme	evidence

<p>employers faith groups housing providers jobcentre plus libraries local authorities police and fire services regional partners schools and colleges trade unions</p>	<p>overall satisfaction rating by migrants (choose one) : <input type="checkbox"/> not satisfied <input type="checkbox"/> satisfied <input type="checkbox"/> very satisfied</p>
<p>overall satisfaction rating by organisations (choose one) : <input type="checkbox"/> not satisfied <input type="checkbox"/> satisfied <input type="checkbox"/> very satisfied</p>	<p>overall satisfaction rating by organisations (choose one) : <input type="checkbox"/> not satisfied <input type="checkbox"/> satisfied <input type="checkbox"/> very satisfied</p>
<p>outcomes summary for migrants</p>	<p>outcomes summary for organisations</p>
<p>overall impact</p>	
<p>what worked well</p>	
<p>what could have been improved</p>	
<p>comments regarding sustainability of the resource</p>	
<p>indications of future needs</p>	

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INVESTOR IN PEOPLE

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