



Network Launch

BALEAP 2023



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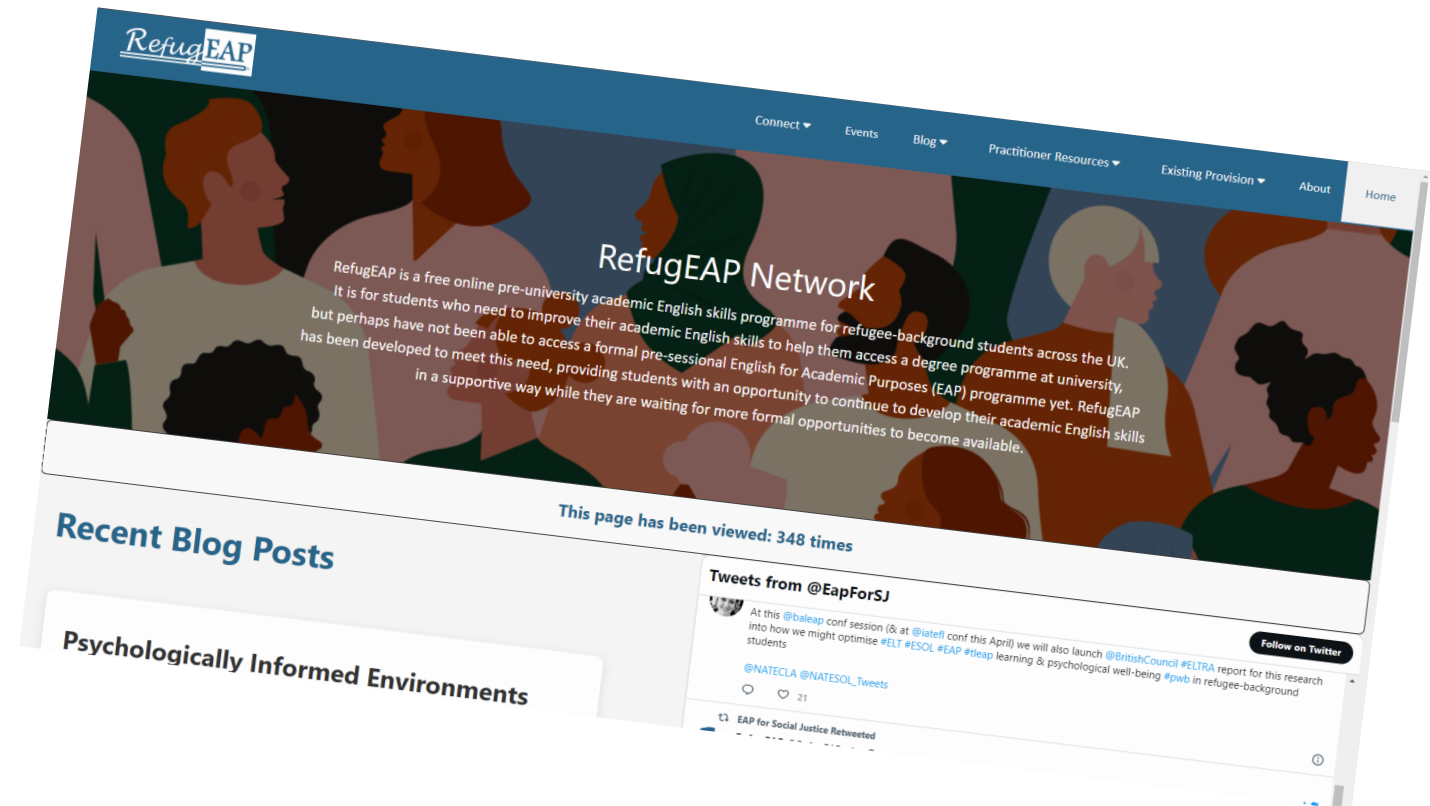
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Session “Menu”

- About
- Existing provision
- Practitioner resources
- Blog
- Events
- Connect



About

Purpose

The RefugEAP Network's overarching objective is to facilitate the development and implementation of 'pathway to Higher Education' English language provision for refugee-background students (RBS), with a particular focus on English for Academic Purposes (EAP)

The Need: Context

only 6% of the world's eligible refugees have access to HE, as compared with 40% of non-refugees (UNHCR, 2023)

The Need: Common Barriers to HE for Refugees

The reasons ...

A range of barriers
getting **into** HE

+ **through** HE

+ **beyond** HE

(Stevenson & Baker, 2018)



Finance

Difficulty evidencing prior educational
achievements

Information, Advice and Guidance

Mental health

Practical / situational barriers (e.g. due
to asylum case, poor housing, etc)

Language

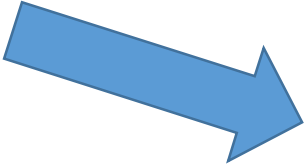
The Need: EAP

“What those seeking access to HE need is English for Academic Purposes which enables learners to develop those sorts of English language skills needed for higher level academic and vocational courses, specifically those relating to critical reading. These courses are not free and so are out of the reach of many refugees.”

(Stevenson and Baker, 2018:57)

The RefugEAP Network Working Group

- Set up in April 2022 to redress this situation
- A working group of the EAP for Social Justice SIG
- EAP practitioners, researchers and managers from across the UK HE sector
- Main aim: to develop and run the RefugEAP Network



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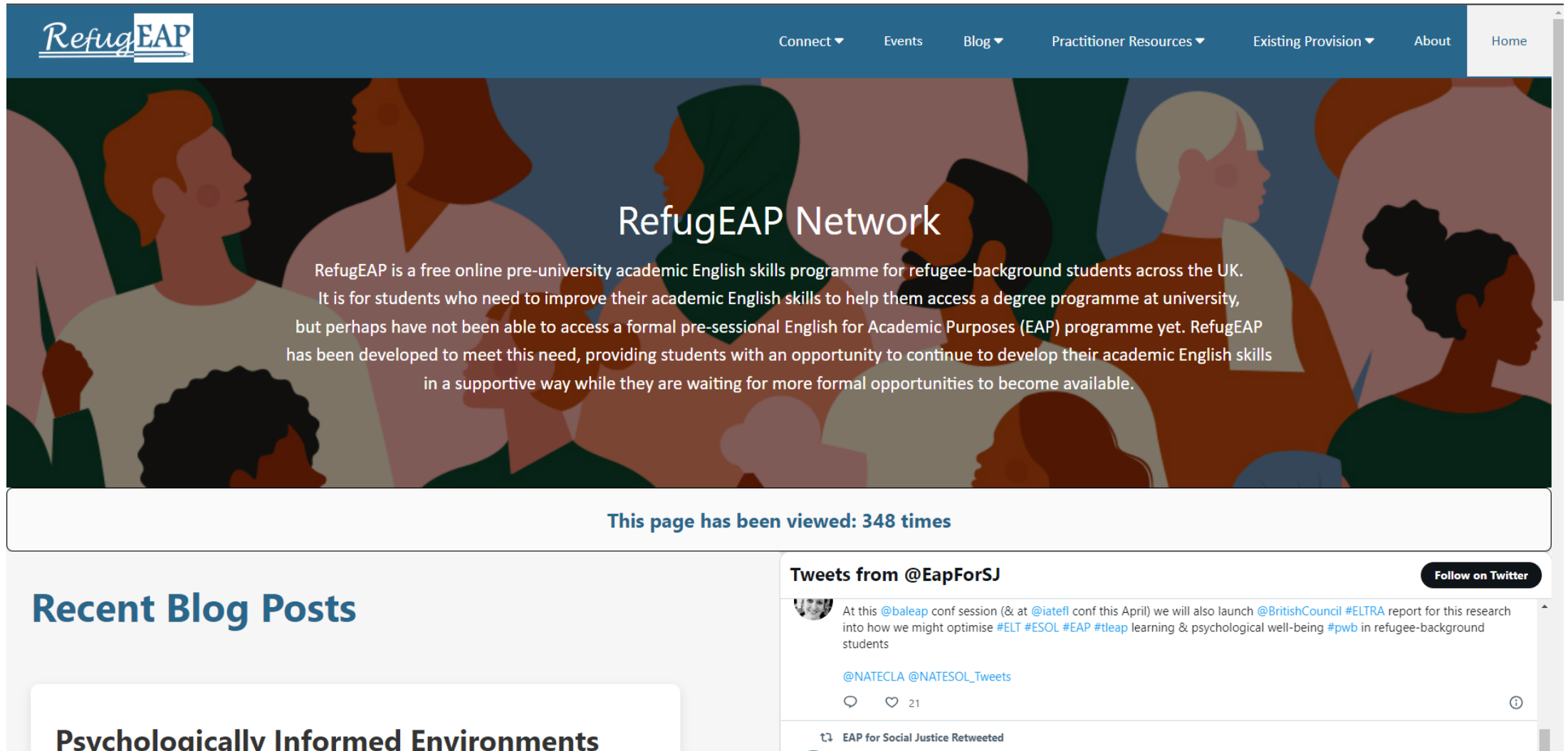


<http://eap4sj.weebly.com/>

Aims of the RefugEAP Network

1. to **connect and support individuals and institutions** from across the UK HE sector who are keen to take this work forward
2. to **gather and share examples of good practice and impact** in order to:
 - a. **provide evidence** of successful sanctuary initiatives related to facilitating access to EAP to allow individuals/organisations **to build strong cases** for the development of similar initiatives within their institutions
 - b. **provide ideas, strategies and resources** to those developing and engaging in sanctuary initiatives
3. to **advocate for increased opportunities** across the HE sector for RBSs to access pre-sessional EAP provision (or similar) and successfully move onto degree programmes
4. **to create new sector-wide systems**, where necessary, to optimise communication flow between all stakeholders (including universities, RBSs, potential partner organisations) in order to match opportunities to needs

How?



The screenshot shows the RefugEAP Network website. The header features the RefugEAP logo on the left and a navigation menu with links: Connect, Events, Blog, Practitioner Resources, Existing Provision, About, and Home. The main content area has a background illustration of diverse people and the title 'RefugEAP Network'. Below the title is a paragraph describing the program. A white box below the main content states the page has been viewed 348 times. The footer is divided into two sections: 'Recent Blog Posts' with a featured post titled 'Psychologically Informed Environments', and a 'Tweets from @EapForSJ' section showing a tweet about a conference and a retweet from 'EAP for Social Justice'.

RefugEAP

Connect ▾ Events Blog ▾ Practitioner Resources ▾ Existing Provision ▾ About Home

RefugEAP Network

RefugEAP is a free online pre-university academic English skills programme for refugee-background students across the UK. It is for students who need to improve their academic English skills to help them access a degree programme at university, but perhaps have not been able to access a formal pre-sessional English for Academic Purposes (EAP) programme yet. RefugEAP has been developed to meet this need, providing students with an opportunity to continue to develop their academic English skills in a supportive way while they are waiting for more formal opportunities to become available.


This page has been viewed: 348 times

Recent Blog Posts

Psychologically Informed Environments

Tweets from @EapForSJ

[Follow on Twitter](#)

 At this [@baleap](#) conf session (& at [@iatefi](#) conf this April) we will also launch [@BritishCouncil](#) [#ELTRA](#) report for this research into how we might optimise [#ELT](#) [#ESOL](#) [#EAP](#) [#tleap](#) learning & psychological well-being [#pwb](#) in refugee-background students

[@NATECLA](#) [@NATESOL_Tweets](#)

21

[EAP for Social Justice Retweeted](#)

Significance of the RefugEAP Network

- **Adds** to existing HE access-related networks for displaced learners
- **Contributes** *complementary* and *specialised* focus on academic English language needs, i.e. beyond general ESOL provision
- **Enables** evidence and practice sharing, **provides** detailed guidance and strategies
- **Empowers** practitioners to **work-around** and **challenge** Hostile Environment policies, bordering, neoliberal marketization of HE, etc.
- **Supports** practitioners to **harness** and **hold to account** university marketing strategies related to EDI, Widening Participation/Access, internationalisation (at home), rankings, and commitments to international frameworks e.g. SDGs, etc.

Existing
Provision

Examples of provision for refugees

Types of HE lang. provision for refugees	Examples	
Free places on pre-sessional (pre-university) academic English programmes	University of Leicester's pre-sessional fee waivers for RBS	←
Free informal English classes based on a variety of possible models, including: <ul style="list-style-type: none"> Put on directly by the university (e.g. perhaps by staff in the English language teaching centre or via a staff/student volunteering scheme) Put on in partnership with a charity (e.g. local City of Sanctuary branch) Put on as part of a TESOL teacher training course such as CELTA or MA TESOL and classes taught by student trainees 	Community Classes - Swansea University University of Leicester + Leicester City of Sanctuary ESOL classes	←
Free places on exam preparation courses such as IELTS, Cambridge ESOL, Occupational English Test (for requalifying medics) – with external exam funded by RefuAid	University of Leicester's OET online intensive University of Sheffield's IELTS classes	
RefugEAP Programme of online EAP classes for refugee background students in the UK (More information about the programme and eligibility criteria here: https://le.ac.uk/cite/sanctuary-seekers-unit/initiatives/refugeap)	https://le.ac.uk/cite/sanctuary-seekers-unit/initiatives/refugeap	←

Examples of provision: Community classes (Swansea University)



an online ESOL class



students sitting their Trinity ESOL
Entry 3 exam



students celebrating the end
of exams with their teacher

Examples of provision: RefugEAP Programme

- Free online pre-university academic English skills programme for refugee-background students across the UK
- Stop-gap for students who can't access a pre-sessional
- Classes taught by volunteer EAP tutors
- Guiding principles:
 - Trauma-informed pedagogy
 - Social justice education (e.g. UN SDGs)
 - Students as Partners approach

Phase 1 (10 weeks)

- Part-time online pre-sessional style course
- 2 x 90 minute classes per week
- Assessments – essay and presentation
- Independent study



Phase 2 (10 weeks)

- 1:1 mentoring programme (5-10 tutorials)
- Opportunity to attend IELTS prep workshops
- Opportunity to continue EAP studies using Oxford EAP (UI) online course book



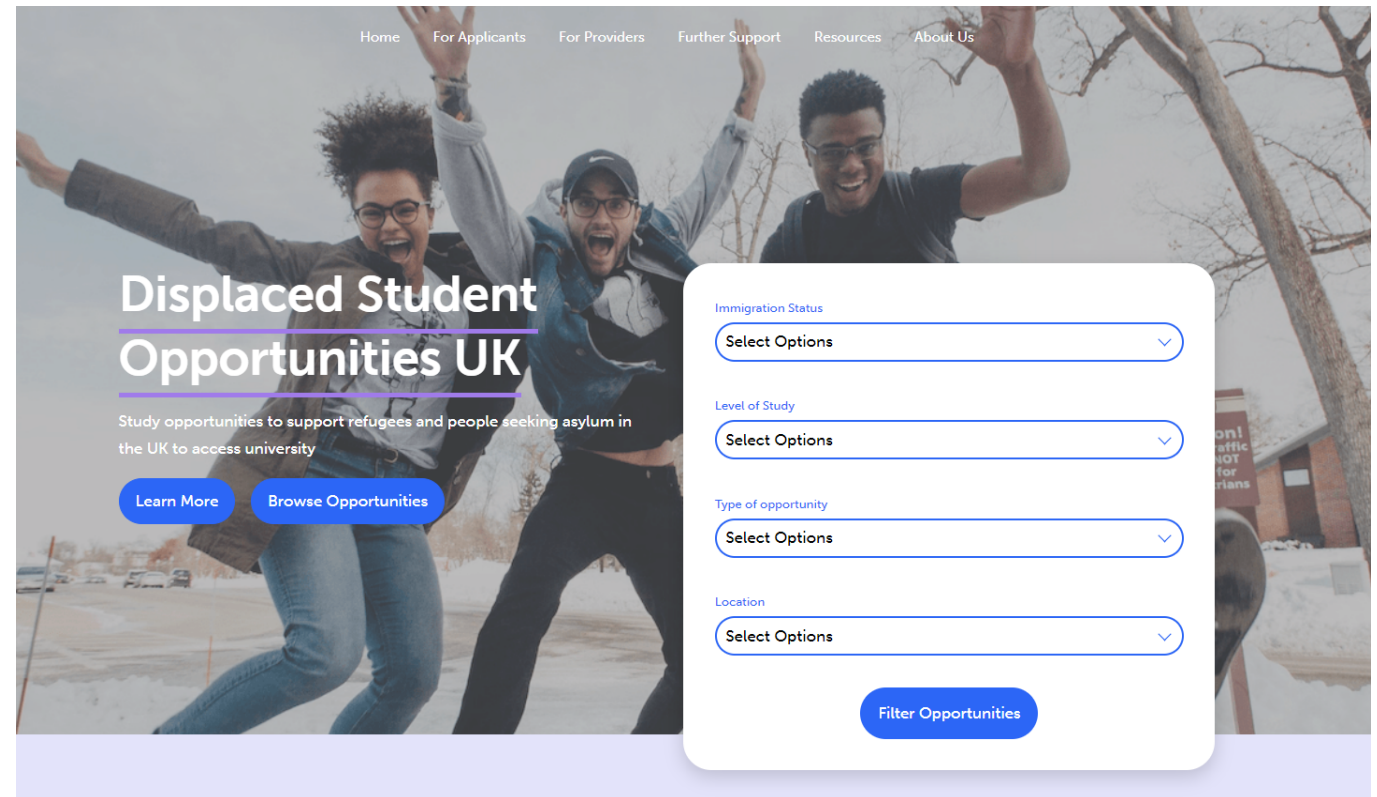
Examples of provision for refugees

Directing people to Displaced Student Opportunities UK:

<https://www.displacedstudent.org.uk/>

For organisations: further examples of provision on offer

For students: a means of finding current opportunities



Practitioner Resources

Practical Resources: Resource Bank Padlet

Padlet

Aleks Palanac • 1mo

RefugEAP Network Resource Bank

This Padlet has largely been developed with English for Academic Purposes practitioners, managers and researchers in mind, but may also be useful for others working in related areas. It aims to serve as a useful resource bank for anyone wishing to develop EAP (and related) provision for people with refugee backgrounds, with a view to facilitating their journey into HE. Please feel free to add to this Padlet if you have resources/links on this topic which might help others who are working in this area. Contributions are set to 'anonymous', but you are free to add your name to any posts/comments if you wish to. Thanks very much and we hope you find this Padlet useful :)

Supportive Communities / Mailing Lists

Examples of sanctuary widening participation initiatives across HEIs (EAP specific)

Examples of sanctuary widening participation initiatives across HEIs (general)

Trauma-Informed Practice

Well-Being more generally

RefugEAP Network JISCmail discussion list

jiscmail.ac.uk

JISCmail - Subscribe or Unsubscribe to the REFUGEAP-NETWORK List

This RefugEAP Network discussion list is a mutual support network for individuals and organisations involved and/or interested in developing widening participation initiatives for refugee-background students to facilitate access to HE via English language pathways, with a particular focus on English for Academic Purposes.

Webinar Recording from BALEAP 2021: EAP for Refugees Session (SJ SIG Event Inspired by the Work of Carol Irvine, University of Glasgow)

drive.google.com

EAP for Refugees Soc-s1-full.mp4

We hear about the inspiring work

Report: Finding their way: The journey to university for refugee and asylum-seeking young people in Coventry

Finding Their Way:

The journey to University for Refugee and Asylum-Seeking Young People in Coventry

PDF

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Add comment

Free, Online Self-Access Trauma Training

le.ac.uk

UNIVERSITY OF LEICESTER
TRAUMA AWARD
NO ASYLUM SEEKERS AND REFUGEES

Trauma-informed ESOL for refugees: self-access training and workshop

This free, online self-access trauma training for ESOL/EAP/ELT teachers consists of video presentations, reading material and activities. This training has been developed by Aleks Palanac to meet an acute need among teachers of English for Speakers of

Blog Post: Exploring and mitigating Foreign Language Anxiety (FLA) amongst adult migrants (refugees, asylum seekers and forced migrants) in an ESOL/EFL class in Scotland by Mathilde Smith

futurelearn.com

Volunteering with Refugees Course - FutureLearn


This free Future Learn

MOOC: Volunteer Refugees

futurelearn.com

Volunteering with Refugees Course - FutureLearn

This free Future Learn



Tips for Developing Provision

General tips

- Connect with others
- Tap into inspiring vision
- Start small + demonstrate impact
- Find partner organisations
- Link to key university strategies / systems
- Feed into key national / int'l rankings
- Mitigate concerns about loss of revenue
- Base proposals on evidence, where poss
- Gain backing of advocates at higher level of your org

Tips for developing EAP sanctuary provision

- Consider entry requirements and expectations for pre-sessional fee waivers
- Consider how to identify and meet additional needs (e.g. needs analysis, TIP, additional support)
- Evidence of language level (e.g. free tests)
- joined up provision and pathway support (into and out of your programme)



Example of Tip for Developing Provision (University of Strathclyde)

Implementing research / researching implementation: Integrating trauma-informed pedagogy in training MSc TESOL students volunteering to teach English to Ukrainian Displaced People.

Research: Trauma-informed pedagogy (Finn, 2010; Furneaux, 2018; Palanac, 2019; Stone, 1995) recognises and addresses the effects of trauma on the learning and development of individuals, and highlights the importance of creating a safe and supportive learning environment that fosters trust, empathy, resilience and growth.

Training: Drawing on this research, the researchers / teacher-educators devised and piloted a training programme for student-volunteers, incorporating a trauma-informed approach to teaching English to Ukrainian Displaced People.

Teaching: Student-volunteers observe, assist and teach classes for Ukrainian Displaced People attending a regular drop-in programme of English classes.

Reflection: Students-volunteers and researchers / teacher-educators meet on a regular basis to review experiences, compiling reflective diaries which focused on the impact of the trauma-informed pedagogy element of the training, among other features.

Research: Students-volunteers draw on their experiences and reflections for their dissertations, while researchers / teacher-educators analyse the data collected over the course of the cycle to develop understandings of how training for trauma-informed pedagogy can be effectively implemented.

Testimonials



Mehrdad: “As part of my PhD project, I taught an ESOL course to 17 Ukrainian students at elementary level. I also received training on trauma-informed pedagogy, which, combined with my ongoing literature review on trauma-informed teaching and learning, provided me with valuable insights into creating a safe and supportive learning environment. Overall, the experience was rewarding for both me and the students. “

Wenwen: “I started to know my student’s situation and the best English class they need, according to their needs. As a teacher, I paid attention to their mental health, not just teaching techniques. I signed up for a training session on trauma-informed pedagogy to become more professional as an English teacher for refugees. After two months of theoretical and practical training, I felt I was able create safe learning atmosphere and enjoyable classes.”



Evidence Base



- Blog – case studies, testimonials, other forms of evidence
- Repository of studies on HE access for forced migrants (curated by Eva Hanna)

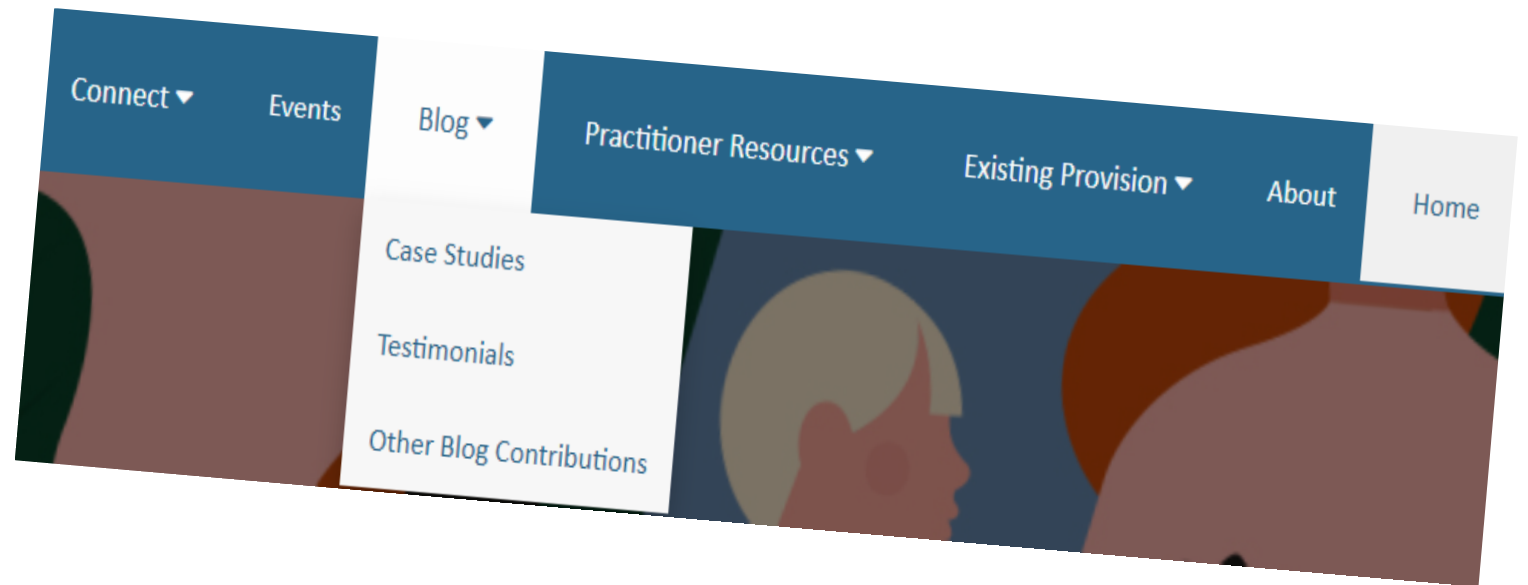


- Database

Blog

Blog

- To encourage sharing of good practice, experience, evidence
- Submissions encouraged from practitioner, student, researcher, policy and personal perspectives
- Different formats accepted (and encouraged!)



Blog

Case Studies

Utilising universities as
ESOL providers

by Jade Fouracre-Reynolds

Implementing research
/ researching
implementation: Integrating
trauma-informed pedagogy in
training MSc TESOL students
volunteering to teach English
to Ukrainian Displaced People.

by Tomasz John

Testimonials

A RefugEAP Programme
Student Testimonial

By Iuliia Kniupa

Other blog contributions

Psychologically
Informed Environments (PIE)
and Trauma Informed Practice (TI
P) at the Centre of Open
Learning (COL) at the University of
Edinburgh

By Amelia Harker

Trauma-Informed Pedagogy for
Teaching Refugee Background
Students Online - Opening a
Conversation

By Jonathan Joseph Birtwell

An example blog contribution



Trauma-Informed Pedagogy for
Teaching Refugee Background
Students Online - Opening a
Conversation

By Jonathan Joseph Birtwell



Events

Events

- Features upcoming events
- Website visitors can add events to this too via a form

Date: 21-04-2023

Event: Beyond Resilience: Facilitating Learning and Well-Being in the Refugee Language Classroom

Time: 10:10 – 10:50 (UK time)

More info: This face-to-face session is part of the BALEAP 2023 conference (entitled Caution! EAP Under Deconstruction). Speaker: Aleks Palanac (University of Leicester). The full programme of events can be found [here](#).

Date: 20-05-2023

Event: Classrooms of Sanctuary and Struggle: Trauma-Informed and Participatory ESOL

Time: 10:30-17:00 (UK time)

More Info: This face-to-face day-long conference will take place at King's College London. It is an exploratory and experiential conference on the symbioses and tensions of participatory ESOL and trauma-informed practices. More details are available [here](#)

Connect

Ways to connect

Contact Us

refugeap-network.net

refugeap-network@baleap.org

Join Us

subscribe to our [JISCmail discussion list](#)

contribute to our [RefugEAP Network Resources Bank Padlet](#)

contribute to our Blog

suggest an event for our Event calendar

follow us on Twitter at @RefugEAP

join our Working Group

add your details to our Directory

Directory

Find others involved in 'pathway to Higher Education' English language provision for refugee-background students across other UK HEIs

References + Resources

Stevenson, J. & Baker, S.
(2018) *Refugees in Higher Education: Debates, Discourse and Practice*.

Bingley: Emerald Publishing Ltd

UNHCR (2023) Tertiary Education. UNHCR [online]. Available: <https://www.unhcr.org/uk/tertiary-education.html>

RefugEAP Network website: refugeap-network.net

RefugEAP Network Resources Bank Padlet: <https://padlet.com/alekspalanac/94dn9e90rewkm1p3>

EAP4SJ website: <http://eap4sj.weebly.com/>

RefugEAP Programme web pages: <https://le.ac.uk/cite/sanctuary-seekers-unit/initiatives/refugeap>

Displaced Students Opportunities UK: <https://www.displacedstudent.org.uk/>

Hub for Education for Refugees in Europe: <https://hubhere.org/>

RefuAid: <https://refuaid.org/>

Screen Share: <https://www.screen-share.co.uk/>

Password English Language Testing: <https://www.englishlanguagetesting.co.uk/>