Government policy on the dispersal of refugees and asylum seekers across the country has meant that many organisations with little experience of working with people from linguistic minority backgrounds are taking on responsibility for their learning and other needs. As a result staff from these organisations have approached The Basic Skills Agency and The Refugee Council for advice on providing English Language tuition for refugees.

We hope that this booklet we have produced with The Refugee Council will be a useful starting point.
Organisations that wish to help refugees and asylum seekers learn English. These may be community groups, voluntary organisations or education providers. They may be able to develop community-based learning opportunities for refugees or they may be able to promote learning and signpost refugees to appropriate learning opportunities in their communities.

The term asylum seeker is generally used to refer to someone who has come to the UK to seek political asylum. The term refugee is generally used to refer to someone whose asylum application has been processed and who has Indefinite Leave to Remain (ILR) or Exceptional Leave to Remain (ELR) or someone who has been granted full refugee status.

The Immigration and Asylum Act 1999, which was fully implemented in April 2000, introduced the process of dispersal whereby asylum seekers are designated accommodation outside London and the south-east. The National Asylum Support System (NASS) is the Home Office department responsible for managing the dispersal process. The 1999 legislation also introduced the system of vouchers to replace income support. The voucher system is now in the process of being phased out and will eventually be replaced by ‘smart cards’ which were first introduced in January 2002. After 6 months in the country, asylum seekers may apply (by writing to NASS) for permission to work. There are often huge differences in experiences of the asylum process and it is important not to offer advice on an individual’s status unless you are a professional adviser in this area. Both refugees and asylum seekers have full entitlement to the National Health Service.

WHO IS THIS BOOKLET FOR?

WHAT IS THE DEFINITION OF ‘REFUGEE’?

WHAT ARE THEIR ENTITLEMENTS?
The situation regarding rights and entitlements to education is very complex. It depends on the individual’s status. There is uncertainty in educational institutions regarding the status and eligibility of asylum seekers, which has resulted in this group having difficulty in accessing provision to which they are fully entitled.

Individuals with refugee status (ILR) have the same rights as UK citizens, including full access to Further and Higher Education. All refugees and asylum seekers are eligible for free ESOL provision.

It is advisable to consult an official source such as the World University Service’s Refugee Education and Training Advisory Service (RETAS) who have an advice line on Tuesdays and Thursdays 2.30pm – 5.00pm on 020 7426 5801, the Refugee Advice and Guidance Unit (RAGU) on 020 7753 5044, or the Refugee Council’s Careers Advice Team on 020 7346 6700.

In addition to the problems generally faced by the poorest and most marginalised sections of society, problems facing refugees and asylum seekers include:

- insecurity about their status;
- public ignorance of their status and misconceptions fuelled by ill-informed press coverage;
- public ignorance of reasons for leaving their countries;
- lack of recognition of qualifications and previous experience;
Refugees are not a homogenous group of people. Any group of refugees is likely to encompass a whole range of social, political, religious, cultural, educational and professional backgrounds, just like any random group of UK citizens.

It is important therefore not to make any assumptions, but to take the time to get to know the background of those you are in contact with, whether they are predominantly from one country or from a variety of countries. Country information and general enquiries about refugees and asylum seekers can be obtained free from the Refugee Council’s Information Team by contacting them on 020 7820 3085. You can also obtain a publications list from this number and subscribe to iN exile, the Refugee Council’s magazine, or download it from the website.

WHAT ARE THE ISSUES SPECIFIC TO YOUR GROUP?

- their lack of knowledge about UK systems;
- their lack of money to access basic necessities;
- other everyday problems such as housing, healthcare etc.;
- post traumatic stress: most refugees have fled horrific circumstances such as war, torture, persecution or imprisonment in their own country;
- separation from family and friends (isolation);
- difficulties in accessing appropriate training courses due to various barriers such as lack of information, travel expenses, childcare expenses etc.;
- inability to speak and/or understand English;
- health problems;
- mental health issues – sometimes induced by living conditions in the UK.
Each learner will have different experiences of learning and different learning needs. They may be suffering from the effects of trauma and isolation. Organisers and tutors will need to:

- recognise different cultural and religious needs;
- be aware of the diverse range of previous educational experience;
- be aware of the diverse range of social, linguistic and cultural backgrounds;
- treat learners as individuals, not a homogenous group;
- build confidence;
- focus English language teaching on practical needs related to the real situations refugees will face in the UK, such as dealing with solicitors, benefits, finance, housing, health, shopping, understanding currency, giving personal details, health and safety signs, language for job seeking.

You need to find out what provision already exists in your area. Local authorities, particularly their social services departments and the government office for the region, should have information about the number of refugees in the area and plans for future developments. Voluntary organisations, job centres, health centres, community groups, careers services, or libraries may have local information about classes.

Several Refugee Community Organisations (RCO’s) offer English language provision. Some refugees/asylum seekers have found their programmes useful because they have the potential to provide a culturally familiar environment where translation can be easily drawn upon. The Refugee Council (tel: 020 7346 6777) can provide you with a list of RCOs in your area.

There may also be information about courses and classes in community newsletters and college prospectuses. You could check where the existing classes are, when they run, and
whether there is a creche or help with transport. Is the teaching appropriate? You may consider that your best way ahead is to encourage refugees to join local classes.

Alternatively you may feel that the existing programmes do not meet the needs of your target group and that you could set up English Language or English for Speakers of other Languages (ESOL) classes tailor-made to your client group. Learning may need to be in small groups, in less threatening environments, more accessible and include bilingual interpreters or staff.

These two learner case studies of refugees show what their needs are and how they can be addressed.
CASE STUDY (i)

Learner Profile
A 30 year old woman from Kosovo who has been in the UK for one and a half years. She is a single mother with one pre-school aged child. She is receiving benefits and has exceptional leave to remain. She lacks confidence in all areas. She is doing an NVQ in Administration with language support. She has a very good attendance record and is very keen in class. She needs to work on all areas of her English as well as needing to develop her study skills. She wants to go to college or university in the UK.

Needs
- Her tutor needs to be aware of recent events in Kosovo
- She needs confidence building exercises
- She has childcare needs
- She needs language skills development in order to progress with her vocational training
- She needs to develop study skills

Addressing the Needs
- We ensure that she has additional support in the classroom and through open learning
- We ensure that she has appropriate and stimulating materials relating to business administration
- We have a crèche place for her child
- We have a Progress Review every eight weeks
- We give plenty of positive feedback and support to develop her confidence
CASE STUDY (ii)

Learner Profile
A 27 year old Algerian man who has been in the UK for two years. He is alone in the UK and although he has a council flat, is constantly receiving confusing letters about his housing benefit and income support which has in the past been mistakenly stopped. He has very low confidence in his English. His education in Algeria was interrupted and he is not sure about what he would like to do in the future. He has serious concerns about the safety of his family in Algeria. He admits that he feels depressed and that he has difficulty in concentrating and attending class because of this. He talks about bad experiences back home and has been visiting the Medical Foundation.

Needs
• Social contact
• Confidence building
• Advice and guidance about future opportunities
• A flexible provision around attendance and punctuality
• Stimulation and motivation in class
• Close monitoring of his well-being as far as possible

Addressing the Needs
• We gave him much positive feedback about his language and abilities
• We gave him practical support regarding his benefit worries
• We offered him the opportunity to talk generally about his life and circumstances in a safe environment
• We referred him to an Adviser for guidance and support for progression
• We monitored him closely and kept in touch with him during his absences without pressurizing him
First steps

You may want to start by providing help with learning English at your own premises or where the refugees have been housed. You may find that this is a necessary first step for those people who do not feel ready to join formal classes. You might wish to invite a local ESOL provider to offer language classes on your premises and work in partnership with you to design a programme to suit the needs of your target group. Alternatively you may prefer to engage your own teacher.

Although many people might prefer to start learning English very informally through social interaction it is important to find a qualified and experienced English language teacher, who would have the skills to introduce the language learning process most effectively. Suitable qualifications would include:

- City & Guilds Initial Certificate in Teaching Basic Skills (ESOL) 9284 in addition to a general teaching qualification and experience;
- RSA/UCLES Certificate in English Language Teaching to Adults (CELTA);
- RSA/UCLES Diploma in English Language Teaching to Adults (DELTA);
- Trinity TESOL Diploma or Certificate;
- RSA TESLA Certificate;
- Specialist PGCE or Certificate in Education in ESOL.

You need to check whether teachers with the above qualifications, or qualifications in teaching English as a Foreign Language (EFL), have experience in teaching speakers of other languages living in the UK. Do ask their previous employers for references.
If you work with volunteers you may wish to involve them in teaching English. While they have a valuable contribution to make by giving the learners opportunities to use English in normal conversation, it is important that they receive some training and are supported by a qualified teacher. Volunteers would appreciate the opportunity to gain new skills as well as a nationally recognised qualification and where possible should undertake the City & Guilds Initial Certificate in Teaching Basic Skills (ESOL) 9284.

The Basic Skills Agency’s Introduction to Teaching English as an Additional Language to Adults was written to support this qualification.

Consider how you will advertise and recruit for your courses

- Written publicity – keep words to a minimum but try to include words like ‘Learn English’ in a variety of languages. If you use illustrations make sure they are culturally appropriate. Include a map, clearly showing your venue and transport links to get there.

- Liaison with other agencies – there may be key contacts in the local social services department who will know where refugees are based locally. Distribute your publicity widely, via GPs, health visitors, community centres, Citizens Advice Bureau and minority ethnic organisations. Your LEA may have an Ethnic Minority Achievement Service or Bi-lingual Learners Support Service which could put you in touch with families.

- Open Days and Taster Sessions – these can help to ‘break the ice’ and engage new learners. Try to put on short orientation or induction courses for new arrivals.

- Link English language learning to the learners’ interests e.g. children’s activities, services, education, training or health, craft or leisure activities.
Flexible, creative teachers should have the skills to develop English language programmes in different settings, which are effective and of good quality. They should also base their schemes of work on the ESOL core curriculum. To ensure quality you will want to include the following elements.

- An initial interview to gain information about each individual’s previous educational experience, interests and aspirations. You may need the help of an interpreter (your local authority, NASS, One Stop Service, National Register for Public Service Interpreters or Refugee Community Organisations in your area should be able to help, or contact the Refugee Council which has lists of interpreters).

- An assessment of each learner’s existing English language skills and knowledge, linked to the ESOL core curriculum and Adult Basic Skills Standards.

- Learning plans that outline the steps they need to take to acquire the speaking, listening, reading and writing skills they need.

- Learning plans should be reviewed, by teacher and learner together, at regular intervals to record skills that have been learned and set new targets.

- Learning programmes or courses based on the Adult ESOL Core Curriculum.

- Build in time for co-ordination, tutor support and trouble shooting.

- Different approaches to teaching and learning: well-structured and paced lessons that include direct teaching; small group and pair work; language games. Don’t forget to create or include opportunities to learn outside an English ‘class’, such as going shopping or to the library in a group or with an English speaking companion, watching television, visiting places of interest etc.

- Other opportunities to use language in ‘real’ situations and gain useful information. For instance, by inviting people from a range of organisations to make presentations to your learners, such as health visitors,
librarians, employers, councillors, representatives from local museums or leisure centre and schools.

- The opportunity to gain English language qualifications if appropriate.

- Numeracy – while many of your learners will be highly numerate in their own language they will need to express their skills in English. Others may have little or disrupted education and will need to develop numeracy skills alongside the necessary language.

- Encouragement to move on by providing information or by accompanying learners in going to careers and guidance services, educational institutions and job centres. Taster sessions, mentors from different workplaces or work placements will give your students valuable experience.

Intensive language provision of 12 hours a week or more is more effective than 2 hours a week. If you don’t have the resources to offer this level of provision through paid teachers, think about how you might recruit and deploy volunteers to enable learners to practise and reinforce their language skills, as well as encouraging learners to engage in language activities every day.

The way in which you organise your programme will depend on the profile and cultural background of the group. For instance, if they are mostly young and single you may want to sub group them by level of language skill, by interest, gender or age. Some cultures may need you to provide women only classes. You may wish to have intergenerational groups working with families which is proven to be a highly motivating and powerful approach to teaching language.

Design a programme that not only matches some of the needs of your target group but also motivates, empowers them and provides an element of community and belonging for group members.
At the most basic you will need premises where the learners will not be disturbed, furnished with tables, chairs, whiteboard, overhead projector, photocopier and somewhere to store your books and equipment.

Your teacher will need a range of different assessment materials to determine levels of language proficiency and knowledge, based on the adult literacy skills standards and ESOL curriculum.

- At the very least you should have an audio-cassette player with a recording facility and cassettes for the students to record language relevant to their needs, as well as commercially produced language cassettes.
- Video players and digital cameras are an excellent teaching resource.
- Do offer access to ICT facilities if you can – if the language classes are being provided through a college or adult education institution they may be able to provide laptops or access to ICT centres. Or you could arrange sessions at a library or open learning centre e.g. a learndirect or UK On-line centre.
- If you have access to the Internet there is a wealth of information that may be accessed or downloaded as well as many websites dedicated to ESOL. Web-based e-mail can be used to keep in touch with family and friends who have been housed elsewhere.
- There are few textbooks written specifically for ESOL learners but, used selectively and sensitively, there are many EFL textbooks based on a structured language curriculum such as the Headway series. Do use textbooks with care, some of the topics may be upsetting to your learners or may be quite inappropriate.
- Learners should have access to bilingual dictionaries and others written specifically for English language learners.
- Bilingual storybooks are invaluable for family literacy programmes and easy readers for adults. There are a number of books produced by refugee writers.
Funding is complex and will often depend on the status of the learner. It may be possible to obtain funding from your Local Learning and Skills Council or the LEA. Alternatively work in partnership with local providers of further or adult education.

It may also be possible to apply for other sources of funding e.g. grants from the European Social Fund, Single Regeneration Budget etc.

For information on core and additional funding sources, refer to A guide to funding adult literacy and numeracy learning programmes 2001-2002 DfES 2001. The Educational Grants Advisory Service (EGAS) provides up to date information on loans, grants and benefits, educational trusts and charities.

Be as proactive as possible by keeping abreast of latest developments nationally and in your local area. Learn about funding streams and deadlines. Put yourself on the map and raise the profile of your organisation by becoming involved in local initiatives, going to meetings, sending out information to appropriate individuals, agencies and organisations. This can be time consuming particularly for a small organisation and you will have to be selective about which meetings you attend. Try to build up a network of contacts who will then keep you informed by including you on their mailing lists, even if you can't get to meetings regularly.

Do include a range of useful material that is available for free: information leaflets, forms, brochures, tourist information, local maps, timetables, free newspapers, health and safety information, recipe cards from supermarkets, housing and voluntary organisation information, leisure amenities, catalogues.
CASE STUDY - Praxis Community Projects Ltd

Organisation
Praxis is a multi-disciplinary refugee-led community based organisation concerned with human rights, social justice and equality of opportunity for people who are displaced. It has developed a range of responses to advance the interests of refugees, asylum seekers and migrants since its establishment in 1983. There are four integrated programmes: Community Participation, Community Services, Education and Enterprise and an International Programme. These programmes respond to the needs and aspirations of participants from across London representing more than 70 different communities.

Project Aim
Praxis Education and Enterprise Programme aims to facilitate the route from education through to employment for refugees and migrants. This process is carried out through individual advice and guidance sessions, financial assistance, group work, Basic Skills Training (English language, literacy and IT), Community Development Training and Continuing Professional Development. Praxis aims to customise its courses to meet the particular needs of its client group and in particular to enhance confidence and awareness of the wider education, training and employment opportunities available.

Barriers to Learning
In accessing learning the issues faced by learners include:
- accessible and appropriate English language courses;
- transport costs;
- appropriate childcare;
- family responsibilities;
- insecurity of status;
- temporary accommodation;
- lack of confidence and awareness of the 'system';
- lack of access to networks;
- discrimination.
Programmes

Basic Skills Programme: examples of courses run at Praxis.

• English with Dressmaking for Latin American and Somali Women
• English for Women interested in Childcare Training
• English Language support for Vocational Courses
• English and Somali Literacy Course
• English for Catering Co-operative Workers
• English Language Tutorials
• English and IT for Study

Community Development Training

• Public Speaking
• English Language for Community Development Activists
• English Language for Prison Visiting Volunteers
• English Language, Training and Presentation Skills for Community Development Leaders

Continuing Professional Development

• Foundation Training for Interpreters
• CPD Modules for Interpreters
• Pre-employment courses for Internationally Trained Nurses
• NVQ and CPD for Childcare Workers

Recruitment

The most common recruitment method is word of mouth within refugee communities and by working with leaders and activists within those communities. Praxis sends publicity leaflets about its programmes to other agencies and has advertised in magazines, newsletters and training and employment networks.

ESOL Curriculum and Accreditation

Praxis staff have undertaken training on the Adult ESOL Core Curriculum. Their aim is to assess and deliver courses in parallel with the curriculum to ensure a smoother transition for students onto mainstream courses. Some of the more advanced courses have also been linked into other accreditation systems, such as CATS (Credit Accumulation and Transfer Scheme).
Tutors and Modes of Delivery

Bilingual tutors are recruited in particular for lower level English language groups. Tutors who have close knowledge of the communities and/or have direct experience of being a refugee, are encouraged to deliver courses. Sufficient resources for co-ordination and support to tutors are essential to the smooth and effective delivery of programmes.

Modes of delivery include: individual tutorials, assignments, visits from outside speakers, visits to other establishments, group work and pair work.

Classes are delivered during school hours, Saturdays and during holiday times. Initial assessment and information sessions, with follow up guidance, is given prior to the start of each course.

Partnerships

A good relationship with a local college has contributed to the development and sustainability of the teaching programme.

This includes being able to access additional resources, such as the loan of laptops, access to library and ICT facilities, advertising Praxis courses in the college newsletter and recruiting tutors from the college. Outreach work with refugees living in hostel accommodation has resulted in courses being run for residents of these centres.

Outcomes

• Basic Skills development
• Volunteer opportunities
• Work placements
• Employment
• Peer support in classes
• Awareness of other opportunities
• Access to other services
• Improved health
• Reduction in isolation
• Establishment of new partnerships

This Praxis project was funded through The Adult and Community Learning Fund (1999-2002).

Praxis Community Projects Ltd, Pott Street, Bethnal Green, London, E2 OEF. Tel: 020 7729 7985, Fax: 020 7729 0134.
USEFUL CONTACTS

The Basic Skills Agency
Commonwealth House, 1-19 New Oxford Street, London, WC1A 1NU
Tel: 020 7405 4017 Fax: 020 7440 6626
e-mail: enquiries@basic-skills.co.uk
www.basic-skills.co.uk

The Refugee Council
Training and Employment Section, Toplin House,
240-250 Ferndale Road, London, SW9 8BB
Tel: 020 7737 1155 Fax: 020 7737 3306
www.refugeecouncil.org.uk

Useful telephone numbers at the Refugee Council:
• Information line – 020 7820 3085
Open Mondays, Tuesdays, Wednesdays and Fridays, 10.00am – 1.00pm. A message service is provided. You can also e-mail the information desk at info@refugeecouncil.org.uk.

• Advice line – 020 7346 6777
Open Mondays, Tuesdays, Thursdays and Fridays, 10.00am – 1.00pm, 2.00pm – 5.00pm. The One Stop Service advice line is operated by advisers with experience in asylum and immigration matters. It aims to provide advice and information on a wide range of issues, including social security, family reunion, identity and travel documentation, education, housing, legal issues and information about refugee community organisations. The advice line welcomes calls from both individuals and organisations.

• Advice on employment, training and career opportunities – 020 7346 6700

World University Service Refugee Education and Training Advisory Service (RETAS)
14 Dufferin Street, London, EC1Y 8PD
Telephone Advice Line 020 7426 5801 on Tuesdays and Thursdays 2.30-5.00pm
www.wus.org.uk

RAGU (Refugee Advice and Guidance Unit)
The Learning Centre, University of North London,
236-250 Holloway Road, London, N7 6PP
Tel: 020 7753 5044 Fax: 020 7753 5012

The Welsh Refugee Council
Unit 8, Williams Court, Trade Street, Cardiff, CF10 5DQ
Tel: 02920 666 250 Fax: 02920 343 731
e-mail: wrc@globalnet.co.uk
EGAS (Educational Grants Advisory Service)
C/o Family Welfare Association, 501-505 Kingsland Road, London, E8 4AU
Tel: 020 7254 6251

NASS (National Asylum Support System)
Voyager House, 30 Wellesley Road, Croydon, CR9 2AA
Tel: 0845 602 1739
NASS is the Home Office department responsible for managing the dispersal process.

Institute of Linguists
Saxon House, 48 Southwark Street, London, SE1 1UN
Tel: 020 7940 3100
e-mail: info@iol.org.uk
Can provide the National Register of Public Service Interpreters in both hard copy and CD-ROM

Refugee Action
The Old Fire Station, 150 Waterloo Road, London, SE1 8SB

Refugee Community Organisations (RCOs)
e-mail: Info@Refugeecouncil.org.uk for a list of all the RCOs in the UK or in your region
Tel: 020 7820 3085

UK NARIC (National Academic Recognition Information Centre for the United Kingdom)
The service helps map overseas qualifications to UK qualifications.

The Ruth Hayman Trust
PO Box 17685, London, N6 6WD
[www.ruthhaymantrust.com](http://www.ruthhaymantrust.com)
Gives small personal grants to support the education of adults who live in the UK and speak English as a second language.
USEFUL PUBLICATIONS

The Basic Skills Agency
The Basic Skills Agency, Admail 524, London, WC1A 1BR
Tel: 0870 600 2400 Fax: 0870 600 2401
www.basic-skills.co.uk

For the Basic Skills Agency Publications Catalogue, copies of the Literacy, Numeracy and ESOL curricula and Working with Refugees and Asylum Seekers: Support materials for ESOL providers.

DfES Publications
DfES Publications, PO Box 5050, Sherwood Park, Annesley, Nottingham, NG15 0DG.
Tel: 0845 6022260
e-mail:dfes@prolog.uk.com
www.dfes.gov.uk/readwriteplus

For a copy of the National Standards for Adult Literacy and Numeracy (please quote ref: NSALN) and A guide to funding adult literacy and numeracy learning programmes 2001-2002.

Avanti books
Tel: 01438 745876
www.avantibooks.com

A mail order book company supplying basic skills support materials to students and teachers in post-16 and adult continuing education. The materials cover literacy, numeracy and ESOL; key skills and workplace basic skills; family literacy and lifelong learning.

KELTIC
www.keltic.co.uk

Specialising in materials to teach and learn English as a foreign or second language.

The Bournemouth English Book Centre (BEBC)
Albion Close, Parkstone, Poole, Dorset, BH12 3LL
Tel: 01202 712934 Fax: 01202 712913
e-mail: elt@bebc.co.uk

Refugee Council publications
Tel: 020 7820 3042
Lingo – Resources for teaching English to Refugees. Available from the Refugee Council’s Publications (free to refugee organisations and costs £20 to others).

INexile magazine, tackling and providing up to date information on asylum issues from around the world. To subscribe call 020 7820 3039, or e-mail your name and postal address at inexile@refugeecouncil.org.uk.
USEFUL WEBSITES

www.basic-skills.co.uk The Basic Skills Agency

http://www.homeoffice.gov.uk The Home Office

http://www.dfes.gov.uk/readwriteplus ABBSU – The government’s Adult Basic Skills Strategy Unit provides information about current reports and funding.

http://www.medact.org.uk Medact Refugee Health Network

http://www.becta.org.uk ICT in Education

www.natecla.org.uk National Association for Teaching English and Other Community Languages to Adults is a membership organisation for teachers who can provide training support and trainers with experience of teaching English to refugees and asylum seekers.

http://www.qca.org.uk Information on standards and qualifications in education and training.

http://www.lsc.gov.uk The Learning and Skills Council, for further
The Basic Skills Agency is the national development agency for basic skills in England and Wales and is funded mainly by the government. However, we are an independent organisation and a registered charity. We are a not-for-profit organisation.

Our patron is Her Royal Highness The Princess Royal. The Chairman of the Agency is Lord Moser and the Director is Alan Wells OBE.

Our mission is to:
‘help raise standards of basic skills in England and Wales’.

By basic skills we mean:
‘the ability to read, write and speak in English and use mathematics at a level necessary to function and progress at work and in society in general’.

We aim to:
• promote the importance of basic skills;
• initiate and support development;
• improve the effectiveness of basic skills programmes;
• disseminate good practice (or disseminate accessible information about basic skills).

The Adult and Community Learning Fund was introduced in autumn 1998. A fixed-term programme set up by the Department of Education and Skills, it aims to involve people and more organisations in learning of all kinds in their local communities. It offers grants to community and voluntary organisations to:
• open up access to learning;
• improve basic skills;
• build capacity.

A total of 223 projects in England have now been funded through the Basic Skills Agency.
For further information contact:
The Basic Skills Agency, Commonwealth House
1-19 New Oxford Street, London WC1A 1NU
Tel: 020 7405 4017  Fax: 020 7440 6626
E-mail: enquiries@basic-skills.co.uk
www.basic-skills.co.uk

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