

Institution: University of Sussex		
Unit of Assessment: 23 – Education		
Title of case study: Improving policy and practice on Integration, Education and Language for refugees and migrants		
Period when the underpinning research was undertaken: 2006 – 2018		
Details of staff conducting the underpinning research from the submitting unit:		
Name(s):	Role(s) (e.g. job title):	Period(s) employed by submitting HEI:
Linda Morrice	Reader in Education and Migration	2003 – present
Period when the claimed impact occurred: 2017 – 2020		
Is this case study continued from a case study submitted in 2014? N		
1. Summary of the impact		
<p>Morrice's research has shown that the diverse language and educational needs of refugees and migrants require targeted pedagogical approaches in order to optimise effective integration strategies. Her work has underpinned changes to key government policies and guidelines, including measures of progress against integration objectives across governmental departments (e.g. employment, health and housing), and improvements to specific provision for education and language acquisition. The policy changes enable transition into improved practice supported by a training package developed and delivered by the International Organisation for Migration (IOM), and helps prevent marginalisation, reduce isolation, and increase educational and employment opportunities for migrants and the 15,000 refugees granted asylum in the UK annually. In addition, in Brighton and Hove, Morrice's work has inspired a new language and support service which has benefitted over 420 refugees and migrants, 350 of whom have been provided with individual support to develop tailored pathways in education, training, language learning and employment.</p>		
2. Underpinning research		
<p>The 'refugee crisis' of 2015 saw the largest number of refugees in Europe since World War II. In the UK, the crisis led to a fourfold increase in the annual number of resettled refugees between 2015 and 2020. The focus of the UK government has shifted to refugee integration and to strategies for improving social cohesion; defining and establishing measures and good practice for effective integration within hosting communities has become a social, economic and political priority. Morrice drew on her research to identify indicators for measuring integration, and key facilitators of effective integration via two main strands: education and language acquisition.</p>		
Education		
<p>In 2004-06, Morrice and colleagues used questionnaire, interview and focus group data from 51 refugees and 59 stakeholders to identify areas of major inequality and disadvantage throughout the education, training and employment experiences of refugee and migrant communities in the UK (R1). Between 2006 and 2010, she conducted a longitudinal study evaluating the life histories of refugees with highly qualified professional backgrounds and the importance of education, particularly Higher Education (HE), in enabling them to re-establish careers and gain employment in the UK commensurate with their qualifications and aspirations. Her research highlighted the lack of policy support for adults and the need for specialist and tailored support to find employment (R2). She identified barriers to access and participation, including the lack of recognition of overseas qualifications, the need for universities to be more flexible in assessing entry requirements for courses, and the importance of strategies to ensure equal participation once in HE (R3).</p>		
<p>In 2013-18, Morrice took the lead on the educational element (language proficiency and education) of a multidisciplinary, ESRC-funded research programme (Optimising refugee resettlement in the UK: a comparative analysis) with other University of Sussex colleagues,</p>		

Collyer (Geography), and Brown (Psychology). It was the largest longitudinal study of refugee resettlement in the UK, and the first to combine qualitative and quantitative data to evaluate the well-being and integration of refugees resettled under the Gateway Protection Programme (in or before 2010), 4 or more years after their arrival. Through this programme, the education experiences of 86 young refugees (aged 13–24 years) who were resettled to the UK between 2006 and 2010 were explored. The research highlighted how lack of English language proficiency and disrupted pre-migration education meant that refugees were ‘aged out’ of free full-time education before they could gain key qualifications needed to progress (R4). Findings emphasise the need for support to catch up with academic content and earlier entry into school, rather than long periods in separate language provision.

Language

Using data from the ESRC ‘*Optimising Refugee...*’ Programme (as above) collected at 3 different time points in Brighton & Hove, Greater Manchester, Norwich, and Sheffield, Morrice showed that language proficiency was key to effective integration with other British people and society. Uniquely, her research demonstrated a causal relationship between higher levels of language proficiency and a range of integration outcomes: better cultural understanding; better health; greater belief in own abilities (self-efficacy); increased likelihood for employment and access to education; and higher job and educational satisfaction. Importantly, better language skills were shown to lead to more contact with other communities, but contact with other communities alone did not necessarily improve language skills or result in other positive outcomes, including well-being. Against a backdrop of dramatically reduced Government funding for English for Speakers of Other Languages (ESOL) provision, the research clearly underscored the vital importance of high quality language provision to integration and refugee well-being (R5). The data showed that ESOL provision was often insufficient, lacked coordinated strategies at local and national levels, and was not flexible enough to meet the diverse learning needs of resettled refugees. Morrice evidenced that in order for some refugees to become integrated and useful members of society, they needed to engage in informal and social learning opportunities, as well as more formal activities (R6). The needs of the most vulnerable migrants – women, those with caring responsibilities, those with disabilities/health issues, those with low or no educational background and the elderly – were not being met by existing provision and pedagogical practices; as a result the disadvantage of language was maintained even 5 years after arrival. At the same time, other refugees required fast track and intensive programmes to facilitate their earlier entry into the labour market.

3. References to the research

- R1.** Houghton, A-M. And Morrice, L. (2008) *Refugees, Asylum Seekers and Migrants. Steps on the education and employment progression journey*. Leicester: National Institute for Adult Continuing Education. <https://sro.sussex.ac.uk/id/eprint/60506/>
- R2.** Morrice, L. (2011) *Being a refugee: learning and identity. A longitudinal study of refugees in the UK*. Stoke-on-Trent: Trentham Books. <https://www.amazon.co.uk/Being-Refugee-Learning-Identity-Longitudinal/dp/1858564905> Copy available on request.
- R3.** Morrice, L. (2013) Refugees in higher education: boundaries of belonging and recognition, stigma and exclusion, *International Journal of Lifelong Education*, 32(5): 652-668. <https://doi.org/10.1080/02601370.2012.761288>
- R4.** Morrice, L., Tip, L. K., Brown, R. & Collyer M. (2020) Resettled refugee youth and education: aspiration and reality, *Journal of Youth Studies*, 23(3): 388-405. <https://doi.org/10.1080/13676261.2019.1612047>
- R5.** Tip, L. K., Brown, R., Morrice, L., Collyer, M. and Easterbrook, M. (2018) ‘Improving refugee well-being with better language skills and more intergroup contact.’ *Social Psychological and Personality Science*, 10(2): 144-151. <https://doi.org/10.1177%2F1948550617752062>
- R6.** Morrice, L., Tip, L.K. Collyer, M. and Brown, R. (2019) ‘You can’t have a good integration when you don’t have a good communication’: English language learning among resettled refugees in the UK. *Journal of Refugee Studies*, fez023. <https://doi.org/10.1093/jrs/fez023>

4. Details of the impact

Morrice's work has been cited in media articles, parliamentary discussion and support for parliamentary process, including providing evidence for key debates (impact 1 below). Results of the ESRC grant were summarised and published in a full-page article in [The Guardian](#) national newspaper in November 2016 (average issue readership: 1,027,000), helping to promote national understanding of the plight of refugees (particularly women). It highlighted the impact of disruption to core education due to the turmoil in their home country, and sought to dispel the myth that refugees will learn English language simply through contact with British people.

Her expertise in the field was recognised by Government and in 2017 resulted in an invitation to form part of a working group with the Home Office to create an evidence-based approach to effective integration, identifying indicators and measures of successful integration in language and education, and more broadly across multiple domains. At a national level her research has resulted in change to Government policy and guidelines (impacts 2a, 2b and 2c below), and the development of a new good practice document on refugee integration (2b below). At a local level her work has already resulted in new funding to support the development of a local ESOL strategy, new pathways and tailored support for ESOL learners (impact 3 below).

1. Contributing to public and political debate

Morrice's influence within Parliament has helped inform and change policy discourse in relation to the rights of marginalised groups. Her research on language learning has been referred to and quoted in two Parliamentary debates on ESOL. Dame Caroline Spelman MP referred to Morrice's research on 24 October 2017 to highlight the groups most likely to struggle to learn English and called for 'dedicated and targeted action' to avoid the risk of isolation (S1a). Preet Kaur Gill MP referenced the research in a Parliamentary debate on ESOL chaired by Nadine Dorries on Monday 3 July 2019. She referred to the lack of language support highlighted in Morrice's research as leading to a 'tragic waste of refugees' unfulfilled potential', and called for new ESOL funding (S1b).

2. Changes to Government policy and guidelines

New government documents and substantial changes to governmental policy documents resulted from Morrice's research:

a) Home Office Indicators of Integration Framework

Morrice was engaged as an academic advisor to the Home Office review of its [Indicators of Integration](#) (IoI) framework between 2017 and 2019, and co-authored the revised IoI framework (2019) (S2). The framework is '... used by the Home Office, MHCLG, other Government departments and local government to shape integration policy, practice and measurement across the UK' (S3). Her research is described as 'pivotal in its review and redesign' and as having 'led directly to the inclusion of new material' in the domains of Education, and Language and Communication (S3).

Morrice's research on language as a key driver of integration led to language and communication being recognised as a distinct domain (it was previously combined with culture) in the 14 domains of the expanded IoI framework that enables policy makers to identify the different facets of integration. This has necessitated a suite of new and more comprehensive indicators, highlighting the importance of ESOL provision at a national level. Morrice's research is described as leading the Home Office 'to recognise language and communication as a distinct domain with a suite of new indicators. The new indicators we have adopted will ensure that the diverse language needs of the population, including the most vulnerable, are recognised and measured' (S3).

Her contributions to the Education domain resulted in substantial changes. This included indicators and measurements for the education of adults and young people (a group absent in the previous framework). As a result of Morrice's research 'we [Home Office] have included indicators for young people and adults achieving access to tertiary and higher education in the new framework which will ensure the participation of this group is now measured and strategies put in place to facilitate progression' (S3).

In addition to individual outcome measures, the framework includes guidelines for local and national good practice based on evidence-based approaches known to underpin effective integration. These good practice indicators are designed to support local and national policy makers to plan, implement and evaluate strategies for effective integration. The new local and good practice indicators for language and communication stress the importance of strategies which meet the diverse needs of ESOL learners, including non-formal learning opportunities; the new good practice indicators for education identify strategies which facilitate and measure progression of (previously neglected) youth and adults (S3). The indicators are accompanied by an online 'tool kit' which provides policy makers and practitioners with a cohesive approach to monitoring integration services and evaluate progress.

It is expected that the indicators 'will be used across Government departments (Home Office, DWP, MHLG, Public Health England) to measure integration and inform policy and practice. The previous indicators were used widely over 15 years and we [Home Office] anticipate that the new material will be adopted as extensively' (S3). Referring to the imminent adoption of the new framework, the Rt Hon Caroline Nokes, MP Minister of State for Immigration, described how the framework 'will be a key resource for integration practitioners at all levels, offering a common language for understanding, planning, monitoring and measuring integration, and supporting better and more tailored integration services' (S2).

As a result of the new IoI, the International Organisation for Migration (IOM), in partnership with the Home Office, has developed a training package for Local Authorities, non-governmental organisations and other professionals on how to use the new framework to develop, support and evaluate integration strategies. Training was piloted with 72 stakeholders from 43 Local Authority and Regional Strategic Migration Partnership areas (London, Manchester, Glasgow, Cardiff and Belfast) between October and November 2019. Evaluations (S4) asked participants to assess their understanding in relation to four questions: knowledge of IoI framework, the toolkit, good practice in integration design strategies, and good practice in measurement and evaluation of integration. Progress evaluations indicate that 60% of participants assessed their knowledge to have progressed by 4 to 8 steps (out of a total of 8 steps). Qualitative evaluations evidenced how participants' thinking has changed as a result of the training. Participants will now disseminate and use the revised indicators to improve integration planning and evaluation. When asked if / how they plan to use the IOI Framework as a result of the training, participants' responses included: 'very useful for some of the interventions we are planning. E.g. ESOL provision, mental health support and employment'; 'Yes, plan to discuss with my line manager about how we can incorporate into Vulnerable Persons Resettlement planning and delivery, but also wider integration goals of the council' (London); 'use it as part of designing a regional strategy' (Manchester); 'Have started to use this to identify gaps in support'; 'Review terms of reference of our strategic resettlement group, also contract terms of refugee support services' (Cardiff); 'I will be using this when looking at the evaluation of the VPRS in Northern Ireland (last 5 years)'; 'will arrange for it to be disseminated through the Department' (Belfast) (S4). In addition, webinars were delivered to 25 participants from 17 civil society and community-based organisations.

b) Integrating Refugees: What works? What can work? What does not work? A Summary of the evidence.

Professionals and practitioners at the consultation events requested more guidance on the most effective strategies for supporting integration. As a result, the Home Office commissioned Morrice to co-author a new [Home Office good practice guide](#) which draws from her research (R1 – R6) to summarise the most up to date and robust evidence on refugee integration.

c) Office for Students (OFS) 2020-21 Access and participation plan guidance

Morrice's research also influenced the Office for Students (OFS) 2020-21 Access and participation plan guidance (S5b), which includes a new section on effective practice advice for refugee students; their website also includes a direct link to Morrice's research, in its guidance for effective practice relating to refugees (S5a). Her research has '...helped to inform our [OFS] understanding of the barriers to successful participation in higher education for this group' and

'... contributed to our current A-Z of Effective practice' (S5c). This guidance and its resources are used by UK universities to inform their widening participation plans.

3. Impact on local practice: Language provision and tailored support

The findings of R1 were incorporated into an International Migrant Needs Assessment Report conducted by Brighton and Hove City Council (BHCC) (S6). A successful application to the Government Controlling Migration Fund for £188k (S7) was supported by a policy brief summarising the ESRC grant outcomes, enabling the City to establish an ESOL Hub. The Hub provides an integrated 'one stop' advice service for migrants with referrals for ESOL provision and other support services across the city. Crucially, the service recognises the diverse needs of refugees and provides longer term support with individual pathway planning. 17 months into the funding (September 2020) the Hub has benefitted over 420 ESOL speakers; 350 beneficiaries were provided with information and signposted to relevant services, and a further 70 received bespoke pathway planning and goal setting. This included support to improve English outside of formal ESOL classes, the development of tailored education and training pathways, employability training, reducing social isolation, and access to other services (S8). A letter from the Community Safety Manager and lead on refugees and migration issues at BHCC confirmed that the hub 'better meets the needs of the almost 2,500 residents who in the 2011 census "could not speak English well or at all"' and confirmed that Morrice's research played a role in developing a 'City-wide ESOL strategy' (S9).

5. Sources to corroborate the impact

- S1. a+b.** Hansard records of Parliamentary debates: **a)** English Language Teaching: Refugees (October 2017) [See citation by Dame Caroline Spelman, column 93WH] <https://hansard.parliament.uk/commons/2017-10-24/debates/B7130941-F08E-4DE2-ADBB-DBF4623E3605/EnglishLanguageTeachingRefugees> **b)** English for Speakers of Other Languages (July 2019) [See citation by Preet Kaur Gill, column 557WH] <https://hansard.parliament.uk/Commons/2019-07-03/debates/56F90AB8-4172-407E-82EC-D239B0BBE294/EnglishForSpeakersOfOtherLanguages>
- S2.** Ndofor-Tah, C. Strang, A. Phillimore, J. Morrice, L., Michael, L., Wood, P., Simmons, J. (2019) *Home Office Indicators of Integration framework 2019*. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805870/home-office-indicators-of-integration-framework-2019-horr109.pdf
- S3.** Letter from Jon Simmons, Head of Home Office Policy and Analysis Team, Home Office
- S4.** Evaluations of International Organisation for Migration (IOM) training sessions (quantative and qualitative)
- S5. a-c.** Office for Students (OfS) **a)** [OFS Effective Practice. Topic Briefing on Refugees](#) Direct link to Morrice's research on website (captured 1 July 2020). **b)** Regulatory notice 1. Access and participation plan guidance (Refugees now listed within underrepresented groups in education system, p. 17) <https://www.officeforstudents.org.uk/media/0bcce522-df4b-4517-a4fd-101c2468444a/regulatory-notice-1-access-and-participation-plan-guidance.pdf> **c)** email from Rachel Wright, Senior Policy Advisor, OfS (2020)
- S6.** International Migrants in Brighton & Hove January 2018. Part of the Joint Strategic Needs Assessment Programme. Full Report. Brighton & Hove City Council. [Cites R1]
- S7.** Summary of projects funded by Migration Fund (inc. Brighton & Hove ESOL Hub which cites ESRC policy brief) https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/733135/Annex_A_summary_of_projects_already_funded.pdf
- S8.** Evidence of beneficiaries on ESOL Hub
- S9.** Letter from Lucy Bryson, Community Safety Manager – Refugees and Migrants, Brighton and City Council (2018).