

# Family Integration Practice Guide

Improving lives of refugee families in Scotland



May 2019



## Forewords

Integration is a complex process, and even more so for children and families. It is important that both refugee families and service providers have a good understanding of the rights and entitlements that help refugee families on their integration journey. When people are forced to flee their homes and their lives are shattered by war and conflict, it takes all of us to work together to restore dignity and help people to rebuild their lives in safety.

Scottish Refugee Council has been providing advice and advocacy for refugees in Scotland for over 30 years. We work alongside other organisations, community groups and individuals offering support and welcome to newly arrived refugees, sharing our expertise to ensure that all refugees are treated fairly, with dignity and that their human rights are respected. SRC has a clear strategic ambition to share our knowledge and learning from practice. As such, Scottish Refugee Council is proud to be a partner with the Scottish Government and COSLA in the development and implementation of the Scottish Government New Scots refugee integration strategy.

Since 2005, Scottish Refugee Council has been delivering integration services to newly granted refugees and had to adapt to change in population profiles, from a large proportion of single people to a large proportion of families, often with complex needs. Our Holistic Integration Service, funded by Big Lottery Scotland, was a learning programme which enabled us to evidence priorities needed in service development and practice improvement.

Our Family Keywork service was developed to offer family-centred support in partnership with a range of service providers. Families have complex needs and can take longer to settle than individuals. Refugees also often rely heavily on peer and community support. Without the right support, families can end up in difficult states, including destitution

and exploitation, due to a lack of understanding of their entitlements. The situation for asylum seekers is made worse by the UK's hostile environment which actively uses the threat of destitution as a policy lever. It is therefore more important than ever to ensure that all refugee families have access to timely and accurate advice and support.

Through this practice guide, and our broader work, we aim to improve the timeliness and quality of local support available to refugees across Scotland; whether it be through public sector, community or peer support channels. Learning from SRC work over many years to support integration has identified a clear need for a holistic approach, which – as well as addressing immediate vulnerabilities – recognises refugees' strengths and resilience and promotes capacity-building.

This practice guide brings together the wealth of diverse experiences of SRC, our partner organisations and a range of Scottish local authorities in delivering integration support to refugee families in different contexts and with differing levels of resources. Working together and sharing learning from practice is vital to enabling refugee families to achieve their potential and actively contribute to communities across Scotland.

We hope this good practice guide and the associated Rights and Entitlements Factsheets will provide a useful reference for professionals working across family and refugee support services. This will help to ensure that our new Scots live prosperous lives here and, when refugees prosper, we all prosper.

**Sabir Zazai**  
Chief Executive,  
Scottish Refugee Council.

Effective and successful resettlement ensures that refugee families feel safe, secure and able to integrate into community life as smoothly and quickly as possible. No matter where families are settled across Scotland, it is imperative that newly arrived refugees feel welcomed, are treated fairly and have the same opportunities as others to thrive and rebuild their lives in line with their aspirations; a key objective of the Scottish Government's 'New Scots Refugee Integration Strategy 2018-2022'.

Delivering a wide range of services in rural locations can be challenging at the best of times and it would not be possible to coordinate successful service delivery without a strong commitment to collaborative working from a wide range of partners representing statutory, specialist and third sector organisations, volunteers and community groups. The importance of collaborative working cannot be overestimated in the approaches adopted to supporting recently-arrived refugees in Highland. Since the first Syrian families arrived in Highland in 2016, a multi-agency approach to the Vulnerable Person's Resettlement Scheme has enabled us to provide holistic support and advice to families to support them on their journeys to reaching their potential and empowering them to achieve the best outcomes possible.

Working in partnership with a wide range of stakeholders at both local and national levels has provided invaluable opportunities to share good practice and learning. The Highland Council is proud to have had the opportunity to contribute to the development of the Practice Guide and participate in the rich discourse of the Community of Practice. This allowed Highland to learn from more-experienced and densely-populated Local Authorities, while also contributing our experiences, being mindful of the particular challenges associated with rurality which may be of relevance to other areas in Scotland with similar geographies.

The factsheets and information contained within this Practice Guide will ensure that professionals and other partners have access to a wide range of peer support, advice, practical tools and general support which will help to improve knowledge and capacity, reduce any inequality, and help us all to improve the services that we can deliver across Scotland which will benefit both refugee families and our wider communities.

**William Gilfillan**  
Director of Community Services,  
The Highland Council.

## Acknowledgements

We wish to thank members of the project Community of Practice for their invaluable contributions to both the design and contents of this guide, and support of the project learning events: Duncan Campsie, Glasgow City Council; Lauren Casey, Voula Fragogiannaki and Jonathan Smith of North Lanarkshire Council; Andrew McKay, Highland Council; Jane Morrison, Comhairle nan Eilean Siar; and Fiona Voronova, City of Edinburgh Council.

We would also like to thank the Steering Group members for their guidance and support throughout the project: William Gilfillan, Highland Council; Alison Gordon, North Lanarkshire Council; Jackie Irvine, City of Edinburgh Council; and Susanne Millar, Glasgow City Council.

Particular thanks are due to the following individuals (and their teams) who provided the case study material featured in this guide: Lyn Ma, Glasgow Clyde College; Katie MacLean, Aberdeenshire Council; Andrew McKay, Highland Council; Karen Riddle, City of Edinburgh Council; and Fiona Voronova, City of Edinburgh Council.

Likewise, special thanks are due to members of the Cumbernauld and Motherwell ESOL classes who shared their experiences of integration, as well as to local authority staff who facilitated visits and shared their practice learning, including: Karen Riddell, Mhairi McNeill, Shingai Maramba and Violetta Palak from City of Edinburgh Council; Julie Brown, Jess Findlay, Maria McVey, Michelle Ozturk, Eileen Weir and Christine Smith from North Lanarkshire Council.

We are grateful to Highland Council for allowing us to include their draft integration evaluation framework and to the Scottish Centre for Community Development (SCDC) for permitting us to reproduce the

Community engagement and refugee empowerment diagram from their Widening the Welcome report (2018).

We would like to thank our SRC volunteer, Caitlin Elizabeth Taylor, for her work on rights and entitlements and supporting the organisation of the learning events and, to Helen Baillot and Kat Allen for compiling, structuring and producing the guide. We would also like to thank Dylan Fotoohi for establishing the Community of Practice and starting a very collaborative learning process with our Local Authority partners.

We would like to thank Gayle Findlay and Peter Broomfield from COSLA Migration Scotland for their guidance and support in launching this new resources.

Finally, we wish to thank all our speakers and participants at the Glasgow, North Lanarkshire and Edinburgh learning events held during 2018.

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## Introduction

This practice guide has been developed through the **Improving Lives of Refugee Families in Scotland Project**; led by Scottish Refugee Council to share best practice and learning across Scotland.

### Project aims & outcomes

The overall project aim is to:

**improve refugee family integration across Scotland, breaking cycles of poverty, inequality and poor outcomes for refugee children and their families.**

The project aims to achieve the following outcomes:

- Family practitioners across Scotland understand the needs and distinctive circumstances of refugee families and are supported to work successfully and effectively with refugee families.
- Mainstream family and children's policy and practice is enhanced across Scotland to ensure sustainable positive impact on refugee families.

### Project structures

A **Project Steering Group** meets twice a year. The group members are senior staff at Scottish Local Authorities who are involved in strategic decision-making. North Lanarkshire, Glasgow, Edinburgh and Highland Councils have provided members to the steering group, which is chaired by Scottish Refugee Council's Head of Asylum, Integration and Resettlement.

**A Family Integration Community of Practice** has been established with Service Managers from Highland, Glasgow City, North Lanarkshire, City of Edinburgh and Eilean Siar Councils. Six meetings were held in 2018.

The focus of the Community of Practice has been to share learning and feed into the development of this Practice Guide. The group also liaises with COSLA's Strategic Migration Partnership, the Syrian Resettlement Lead Officers Group and the Rural Resettlement Peer Group.

### What is a Community of Practice?

Communities of practice provide a space for practitioners to connect with each other across service and disciplinary boundaries.

These personal connections facilitate dialogue and increase insight into the role and function of other services.

Communities of practice create formal and informal opportunities for collaboration and assist in modelling collaborative interagency processes.

(Renewing Scotland's public services: priorities for reform in response to the Christie Commission. Scottish Government, Sept 2011)

The practice guide has been further informed by three learning events, which were held in Glasgow, North Lanarkshire and Edinburgh during 2018. The Lanarkshire and Edinburgh events were co-delivered by Community of Practice members. A total of 223 practitioners participated, comprising a wide range of practitioners and service managers from across family services, education, housing and social security and specialist refugee support services. Additionally, 29 practitioners participated in seven on-site learning visits in North Lanarkshire and Edinburgh.

## This Practice Guide

This practice guide outlines an approach to refugee family integration that is based on cumulative learning from Scottish Refugee Council's refugee integration services, as well as on learning shared during this project by service providers and local authorities across Scotland. Although Glasgow is currently the only asylum dispersal area in Scotland, we have included information relevant to both asylum seekers and refugees throughout this guide and the associated factsheets. This is because other local authorities in Scotland currently have small numbers of resident asylum seekers, outside of the dispersal system, alongside resettled refugee families. Longer term, dispersal of asylum seekers may be widened to encompass additional local authority areas.

Given the diversity in local context across Scotland's local authority areas, this is not a 'one-size-fits-all' family integration service model. Instead, the approach equips practitioners with tools that they can adapt to confidently support refugee families within a range of communities and locations.

The overall purpose of the guide, and the approach that it outlines, is to contribute to building inclusive communities where people, regardless of their immigration status or background, are empowered to reach their full potential.

The Guide is divided into 3 sections:

**Section 1. Overview of good practice framework**

**Section 2. A five-step approach to good practice**

**Section 3. Good practice case studies**

## Further reading:

**Toolkit:** Developing a Community of Practice King's College London, January 2013

[www.kcl.ac.uk/scwru/res/roles/copdp/CPToolkit-FINAL.pdf](http://www.kcl.ac.uk/scwru/res/roles/copdp/CPToolkit-FINAL.pdf)

# **Section 1:**

## **Good practice frameworks**



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North Lanarkshire Learning Event (© SRC)



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City of Edinburgh Learning Event (© SRC)



Glasgow Learning Event (© Iman Tajik)

## Good practice frameworks

In this guide, we focus on three good practice frameworks that are relevant to work with refugee families. These are:

- [Christie Commission](#) principles for public sector reform;
- The [Indicators of Integration framework](#), including learning from the Holistic Integration Service; and
- [Getting It Right for Every Child](#) (GIRFEC).

This guide provides practical examples where these frameworks have informed and enhanced holistic, effective and efficient services that promote the integration of refugee families in communities across Scotland.

### 1.1 Christie Commission

The Four Pillars of public sector reform identified by the Christie Commission

1. Services are built around people and communities, their needs, aspirations, capacities and skills, and work to build up their autonomy and resilience.
2. Organisations work together effectively to achieve outcomes.
3. Organisations prioritise prevention, reducing inequalities and promoting equality.
4. Services constantly seek to improve performance and reduce costs, and are open, transparent and accountable.

Under each of these pillars, we highlight below elements that inform work with refugees.

#### Objective One: resilience and communities

Vulnerability is not a state, it is situational. Refugees may feel vulnerable when they have inadequate access to housing, welfare, health, education, legal or interpreting services. Services should counter this by taking a person-centred approach and adopting an asset-based perspective.

**Recognising the resilience of refugee families and supporting them to build autonomy in a new social environment is crucial and has repeatedly been highlighted by refugees themselves.<sup>1</sup>**

Taking a community-led approach to integration ensures that the experiences and attitudes of receiving communities are not missing from the debate.

#### Objective Two: partnership

Partnership working ensures that a range of local agencies or initiatives are involved in integration from as early as possible after families' arrival. This builds the sustainability of service provision, ensuring that refugee families can access any additional support that they need.

Establishing referral routes to mainstream services not only supports current clients but can empower families to exercise independent agency when seeking to access these services directly.

#### Objective Three: Prevention and reducing inequality

##### • Prevention

Early intervention can prevent refugees experiencing acute difficulties in their own integration pathway. Newly arrived families need to access immediate support to access housing, finance and health assessments. Newly granted refugees need immediate assistance to manage the transition from asylum to mainstream systems and to avoid destitution.

1. Alison B. Strang, Helen Baillot & Elodie Mignard (2018) 'I want to participate.' transition experiences of new refugees in Glasgow, Journal of Ethnic and Migration Studies, 44:2, 197-214, DOI: 10.1080/1369183X.2017.1341717

A holistic assessment is required to identify issues to address and to support people to achieve their goals.

### • Women's rights

In families with children, women are more likely than men to be primary care-givers. Some women may have limited experience of dealing with 'official' matters outside the family home.

As is the case across society, refugee women may be disproportionately affected by experiences of gender-based violence, including domestic abuse.<sup>2</sup> Creating women-only information sessions or groups can be an effective way to open safe spaces for discussion and disclosure.

### • Language

Access to all services and rights is mediated by people's ability to understand and communicate effectively in English. Interpretation and translation services must be uniformly available, and of reliable quality. Misunderstandings caused by poor quality interpretation can have serious repercussions. Existing good practice guidance offers a strong framework from which to build interpreting capacity.<sup>3</sup>

### Objective Four: service improvement

A learning approach has been central to previous refugee integration service provision in Scotland. Embedding learning into service provision need not be resource intensive and can enable co-production of learning with refugee families. Models for learning, developed during the Holistic Integration Service and Peer Education for Learning projects, include:

- Establishing a Community of Practice with frontline workers from across partner agencies;

### Elements of interpreting good practice with families

- Develop and monitor internal interpretation and translation policy and procedures.
  - Train frontline staff on working with interpreters, both face-to-face and by phone.
  - Never use friends or other family members as interpreters in a formal context.
  - Never place the responsibility for interpreting for parents upon children.
  - Offer people the option to request an interpreter of the same (or a different) gender for their appointments.
  - Systematically brief and de-brief interpreters on agency expectations, procedures and remit.
  - Recognise that service providers have a duty of care to all parties. Interpreters may need support after distressing interpreting sessions.
- 
- Participating in Scotland-wide forums and networks e.g. New Scots working groups;
  - Holding local learning events, to engage wider civil society representatives e.g. community groups, schools, health providers;
  - Developing peer-led approaches to identifying and sharing learning.

2. [www.asaproject.org/uploads/Safe\\_from\\_violence\\_in\\_the\\_UK\\_ASAP-RC\\_report.pdf](http://www.asaproject.org/uploads/Safe_from_violence_in_the_UK_ASAP-RC_report.pdf)

3. [www.gov.scot/publications/scottish-translation-interpreting-communication-forum-good-practice-guidelines/](http://www.gov.scot/publications/scottish-translation-interpreting-communication-forum-good-practice-guidelines/) (Scottish Government Good Practice Guidelines)

[www.womenssupportproject.co.uk/userfiles/file/GVAWP%20Good%20Practice%20Guide%202011%20Final%20Nov.pdf](http://www.womenssupportproject.co.uk/userfiles/file/GVAWP%20Good%20Practice%20Guide%202011%20Final%20Nov.pdf) (*Good Practice interpreting for women who have experienced Gender Based Violence*).

## 1.2 Indicators of Integration

Scotland has a long history of welcoming refugees. This guide reflects learning from service provision. It covers diverse, and often challenging, time periods when providers across the country were called upon to develop new skills and knowledge to welcome new Scots to their communities. These include:

- Kosovan Programme (1999);
- Dispersal of asylum seekers to Glasgow under the National Asylum Support Service (NASS) scheme (2000 onwards);
- Gateway resettlement of Congolese families (North Lanarkshire 2005);
- Resettlement of Afghan interpreters (2010 onwards);
- Syrian Vulnerable Persons' Resettlement (2015 onwards) – now Vulnerable Persons Relocation scheme (VPR); and
- Vulnerable Children's Resettlement Scheme (VCRS) and Dubs amendment (2016).

The idea of 'integration' has been fundamental to shaping much of this work. In this guide, we use the Scottish Government's definition of integration as being:

*“a long-term, two-way process, involving positive change in both individuals and host communities, which leads to cohesive, diverse communities.”*

Ager and Strang's '[Indicators of Integration](#)' Framework<sup>4</sup> identifies nine inter-related integration 'domains' and has shaped the national New Scots Refugee Integration Strategy (developed in partnership by the Scottish Government, Scottish Refugee Council and COSLA).<sup>5</sup>

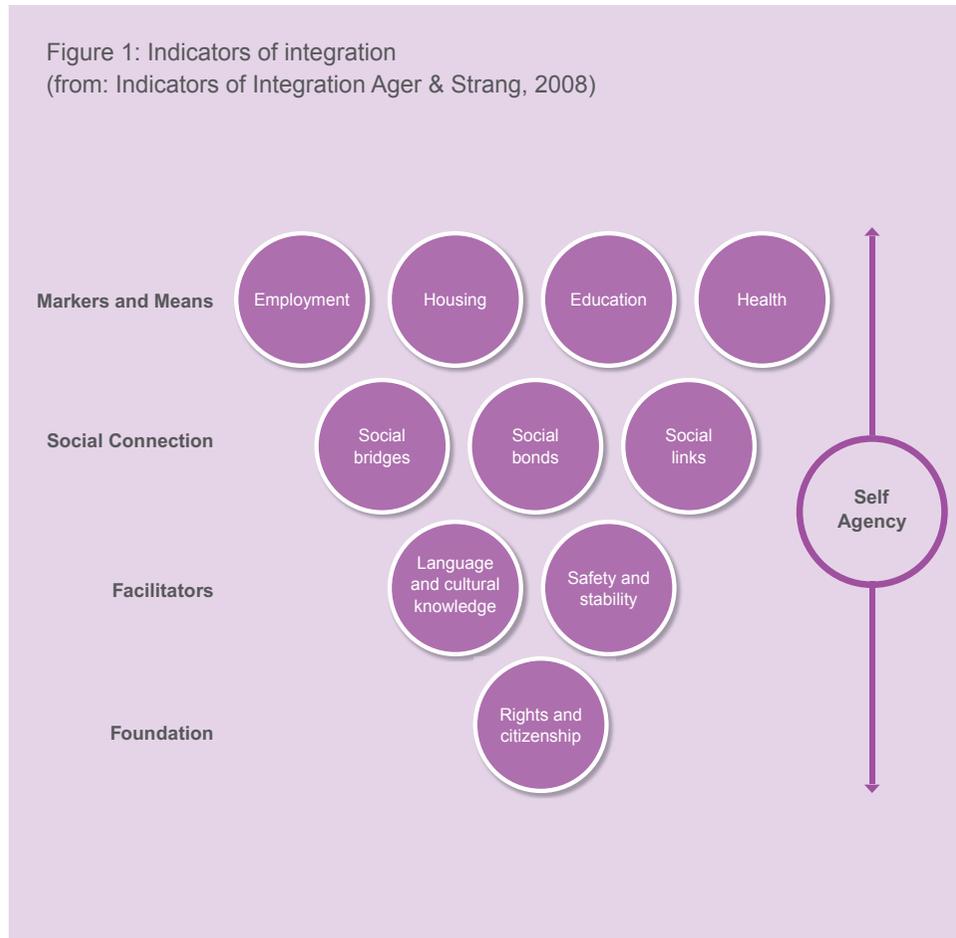
Over time, practitioners have recognised the interconnectedness of these domains – for example, language learning and employment; and the importance of not assigning a rigid hierarchy to any one set of domains.

Instead, refugees themselves should be empowered to determine their own aspirations and needs holistically, rather than being led by service providers to focus in isolation on traditional measures of integration such as employment or education.

4. *Indicators of Integration final report*, Home Office Development and Practice Report 28 (2004) <https://webarchive.nationalarchives.gov.uk/20110218141321/http://rds.homeoffice.gov.uk/rds/pdfs04/dpr28.pdf>

5. The Indicators of Integration Framework has been reviewed by the Home Office and an updated framework was published on 3 June 2019 [www.gov.uk/government/publications/home-office-indicators-of-integration-framework-2019](http://www.gov.uk/government/publications/home-office-indicators-of-integration-framework-2019)

Figure 1: Indicators of integration  
(from: Indicators of Integration Ager & Strang, 2008)



The indicators of integration framework has been fundamental to the design and delivery of integration services for refugees. Scotland is the only nation within the UK to have consistently delivered a national refugee integration service since 2005, led by Scottish Refugee Council and partners.

Informed by the Christie Commission and iterative learning from service delivery, services delivered by Scottish Refugee Council since the Holistic Integration Service<sup>6</sup> have been co-designed with refugees and built on the following principles:

- early intervention and prevention;
- recognising resilience and vulnerability;
- partnership; and
- sustainability – focus on long term goals.

Learning from these services underpins the implementation of the New Scots national strategy.

The following key learning points are referenced throughout this guide.

- **Systemic barriers** that prevent access to rights impede integration progress. People often require independent advice and advocacy to resolve these.
- **Casework support** is essential at transition points. These include when families move from asylum support to mainstream housing and welfare systems, and after the arrival of family members under family reunion.
- **Resilience and independent agency** underpin the Indicators framework and service responses should promote these.
- **Social connections** – to wider communities, services and other refugees and migrants – are not only outcomes, but facilitators of broader integration processes.

6. The Holistic Integration Services was independently evaluated and 3 yearly reports were published highlighting key learning and making recommendations for policy changes and service delivery:

- <https://www.scottishrefugeecouncil.org.uk/wp-content/uploads/2019/10/Holistic-Integration-Service-year-1-evaluation-report.pdf>
- <https://www.scottishrefugeecouncil.org.uk/wp-content/uploads/2019/10/Holistic-Integration-Service-Year-2-report.pdf>
- [https://www.scottishrefugeecouncil.org.uk/wp-content/uploads/2021/01/RRRIntegratScot\\_FINAL.pdf](https://www.scottishrefugeecouncil.org.uk/wp-content/uploads/2021/01/RRRIntegratScot_FINAL.pdf)

### 1.3 Getting It Right For Every Child (GIRFEC)

Home Office statistics show that 8,054 children seeking asylum arrived in the UK in 2017.<sup>7</sup> Of these, 5,655 were in the care of a parent or guardian, and so were dependants on that person’s asylum claim.<sup>8</sup>

Outside of education provision, the needs of children arriving with their families have received relatively little attention, prior to the development in Scotland from 2015 onwards of the Vulnerable Persons Relocation Scheme. One exception to this was the Scottish Refugee Council’s Family Keywork service, which successfully used GIRFEC as a framework to assess the impact of work with newly arrived families seeking asylum. The service employed the SHANARRI outcome signifiers (see figure 2 right), building a formal service evaluation around these.

While all of these outcome signifiers are of relevance within this Guide, the SHANARRI outcome signifier below is crucial:

**Children are actively involved in the assessment, planning and review processes affecting them.**

This outcome should guide engagement at all stages of the approach outlined in this guide, to ensure that children’s specific integration needs are neither marginalised nor ignored. This is particularly the case for young people aged 16 to 18 who, when arriving as part of a family unit, may struggle to find and engage with age appropriate education and employment-related activities.<sup>9</sup> Learning from projects for separated children, as in the Glasgow Clyde College 16+ programme case study (see section three below), can guide efforts to connect with family members from this age group.

Figure 2: SHANARRI wellbeing indicators and outcomes (from: They Give Me Courage, 2016)

SHANARRI Wellbeing Indicators	SHANARRI Outcome Signifier
Respected, Included	Children are actively involved in assessment, planning and review processes affecting them.
Safe, Included	Children live in well-maintained, safe and secure home environment suitable for their needs.
Included	Families are more aware of the benefits to which they are entitled.
Achieving, Active	Families and children are supported and guided in their learning.
Healthy	The child, young person & family access health care when needed.
Healthy	The child, young person & family receive additional support and care when they need it.
Safe, Respected	Children feel safe at home.
Nurtured, Healthy, Safe, Included	Improvement in parenting skills.
Nurtured, Healthy, Safe, Responsible	Children are actively involved within his or her family, social network, school and community.
Healthy, Active	Parents have increased resilience.

7. Under Immigration legislation, a child is defined as someone aged under 18.

8. The needs of separated child, or Unaccompanied Asylum Seeking Children, deserve specific attention. A reference for learning from the Scottish Guardianship Service is included as further reading at the end of this section.

9. [www.refworld.org/pdfid/560cde294.pdf](http://www.refworld.org/pdfid/560cde294.pdf)

## 1.4 A five-step approach

With these frameworks in mind, in section two below, this guide outlines a five-step approach to working with refugee families. It is important to note that while some services will be broad in scope, and well-resourced, others may focus on only one aspect of integration. Regardless, we suggest that considering how each of these five steps can be integrated into practice will connect future work with refugee families to existing good practice and contribute to successful outcomes for all new Scots making Scotland their home.

### The five steps outlined in section two of this guide are:

1. Assessing need and identifying rights
2. Integration planning
3. Connecting with communities
4. Measuring progress
5. Influencing change.

### Further reading:

Getting it Right for Every Child and the SHANARRI indicators

[www.gov.scot/policies/girfec/wellbeing-indicators-shanarri/](http://www.gov.scot/policies/girfec/wellbeing-indicators-shanarri/)

Family Keywork report

[https://www.scottishrefugeecouncil.org.uk/wp-content/uploads/2019/10/Scottish-Refugee-Council\\_s-Family-Keywork-Service-Evaluation-Report.pdf](https://www.scottishrefugeecouncil.org.uk/wp-content/uploads/2019/10/Scottish-Refugee-Council_s-Family-Keywork-Service-Evaluation-Report.pdf)

‘She endures with me’: an evaluation of the Scottish Guardianship Pilot, Heaven Crawley and Ravi KS Kholi (April 2013)

<https://www.scottishrefugeecouncil.org.uk/wp-content/uploads/2019/10/She-endures-with-me-Final-evaluation-of-the-Scottish-Guardianship-Service-Pilot-Executive-Summary-PDF.pdf>

## **Section 2:**

a five-step approach to  
good practice in refugee  
family integration



Figure 3: Five-step approach to refugee integration support



## A five-step approach to good practice

### Step one: assessing needs and identifying rights

A key concern for practitioners across Scotland has been assessing the differing needs of refugee families, particularly in areas with small pre-existing migrant communities.

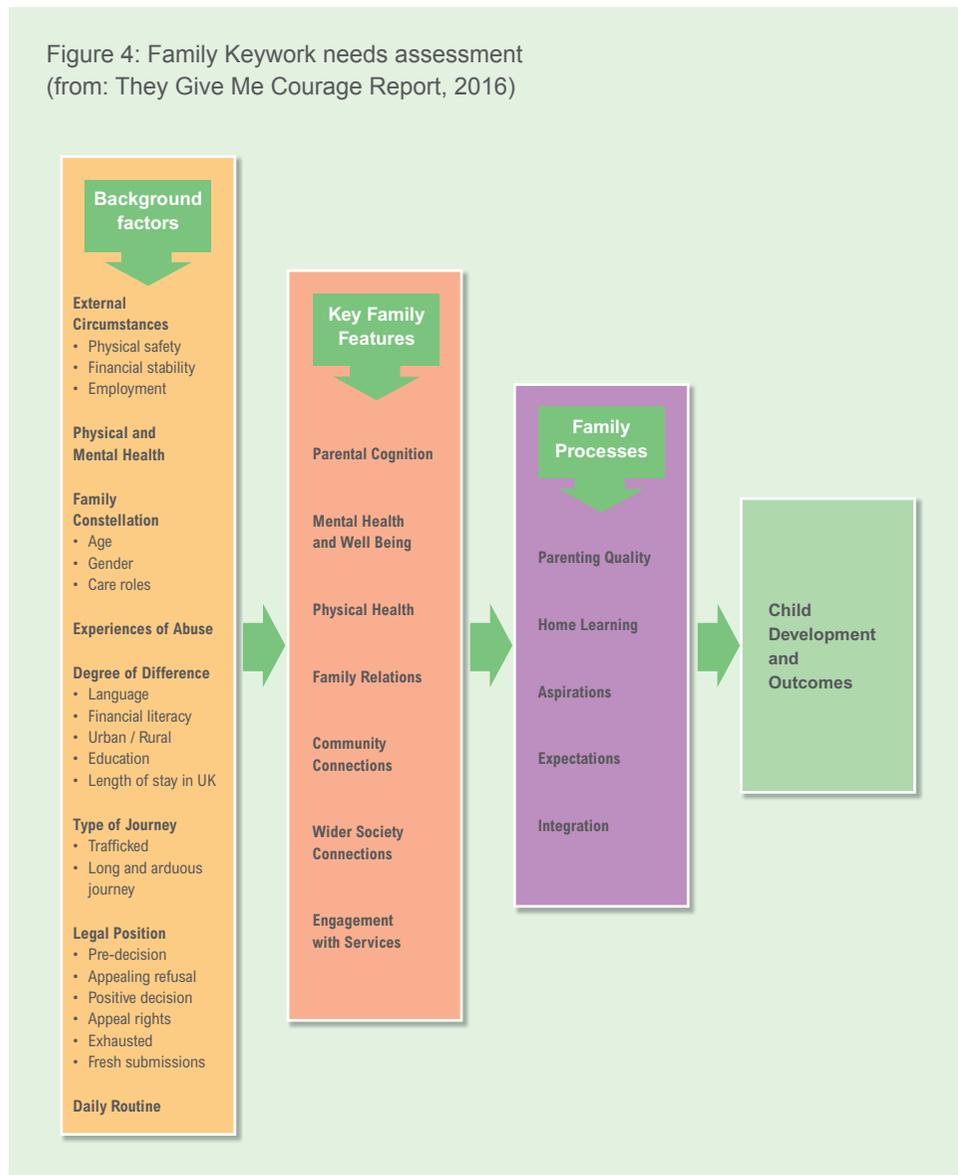
- **Needs assessment**

Needs assessment tools and methods need not be different to those employed by practitioners in other contexts. It is crucial that agencies take a ‘children first’ approach, working with children and their carers in a way that focuses not on their immigration status or route to the UK, but on their age and stage of development.

The Family Keywork Service integrated a refugee-specific needs assessment model,<sup>10</sup> as outlined in figure 4 below, with broader work based on GIRFEC. This enabled the service to include factors that are specific to refugees and families seeking asylum, for example, pre-flight experiences, social isolation and language barriers. Combining this with a broader children’s rights approach ensured that refugee families were not excluded or deemed ‘different’ from other families in Scotland.

10. [https://asop4g.eu/wp-content/uploads/2019/01/EVASP-TrainersHandbook\\_Trauma-vulnerabilities.pdf](https://asop4g.eu/wp-content/uploads/2019/01/EVASP-TrainersHandbook_Trauma-vulnerabilities.pdf)

Figure 4: Family Keywork needs assessment  
(from: They Give Me Courage Report, 2016)



### • Taking a rights-based approach

The Scottish Government and COSLA explicitly recognise that integration should begin, and be supported, from the first day of a family’s arrival in Scotland.

Two broad principles underpin this stance and must inform all work with refugee families:

1. Public bodies have a duty to actively promote the rights enshrined in the UN Convention on the Rights of the Child for asylum seeking children as for any other child living in the UK. The provisions of the Scottish Government ‘Getting it Right for Every Child’ framework apply equally to all children regardless of immigration status.
2. Under the UK Equality Act 2010 and the Public Sector Equality Duty in Scotland, public sector employees and those working on behalf of the public sector, are required to promote equality in accessing their services.<sup>11</sup> Since April 2018, an additional Fairer Scotland duty requires public bodies to consider how they can reduce inequality caused by socio-economic disadvantage when making strategic decisions. These provisions apply equally to everyone living in Scotland.

### • Identifying rights on a case-by-case basis

The rights of refugees and people seeking asylum are governed by an ever-changing landscape of legislation and guidelines that cut across devolved and reserved competences. Independent advice and advocacy are frequently required in order that families can access their rights, even when these are uncontested.<sup>12</sup>

As a rule, families with refugee status, humanitarian protection or other

11. [www.equalityhumanrights.com/en/commission-scotland/public-sector-equality-duty-scotland](http://www.equalityhumanrights.com/en/commission-scotland/public-sector-equality-duty-scotland)

12. *Rights, Resilience and Refugee Integration in Scotland: New Scots and the Holistic Integration Service* (June 2016) [www.scottishrefugeecouncil.org.uk/assets/0001/1142/Full\\_Integration\\_Report\\_June\\_2016.pdf](http://www.scottishrefugeecouncil.org.uk/assets/0001/1142/Full_Integration_Report_June_2016.pdf)

forms of leave to remain granted as a result of an asylum or human rights claim have broadly the same rights to access public funds and services as any other resident of Scotland.

People who are still awaiting a decision on their asylum claims face more restrictions on their rights. The effects of living within this ‘hostile environment’ can be considerable and may impact on multiple areas of life such as child welfare and adult and child health.

Detailed guidance for practitioners can be found in the thematic fact sheets developed in tandem with this guide, and in COSLA’s recent guidance relating to migrants broadly with No Recourse to Public Funds (NRPF): [Migrants Rights and Entitlements to Local Authority Support](#).<sup>12</sup>

When using this guidance, practitioners must be aware of the legal limits of their remit and not stray into giving immigration advice unless they are OISC trained and qualified to do so.

### Immigration Advice

It is **illegal** for unqualified persons to provide immigration advice.

The provision of immigration advice by non-lawyers is regulated by the Office of Immigration Services Commissioner (OISC).

Advice should be sought from the OISC to ensure that practitioners are not giving advice on regulated matters.

[www.gov.uk/government/organisations/office-of-the-immigration-services-commissioner](http://www.gov.uk/government/organisations/office-of-the-immigration-services-commissioner)

## Step two: integration planning

Integration planning has been central to refugee integration service delivery for a number of years.<sup>14</sup> When co-produced with family members, the planning process embeds public sector service reform recommendations of person-centred services that promote resilience and autonomy.

### • Underpinning principles

**Ownership:** integration plans are owned by refugees and must reflect their goals and aspirations, not those of the service providers supporting them.

**Independent agency:** the integration planning process should recognise people’s resilience and support them to exercise independent agency with regard to accessing rights, engaging with services and achieving their goals.

**Time limited:** incorporating an agreed time limit into the planning process ensures that expectations around the duration of support are clear from the outset.

### • The planning process

Personal integration planning refers not to one document or diagram, but to a process. Whatever form the planning process takes, it should enable people to set and monitor progress towards their own integration goals; and be holistic enough to encompass the multi-dimensional nature of integration.

13. *Migrants Rights and Entitlements to Local Authority Support*, COSLA (February 2019) [www.migrationscotland.org.uk/migrants-rights-entitlements/introduction/1-1-how-use-guidance](http://www.migrationscotland.org.uk/migrants-rights-entitlements/introduction/1-1-how-use-guidance)

14. *Rights, Resilience and Refugee Integration in Scotland: New Scots and the Holistic Integration Service* (June 2016) [https://www.scottishrefugeecouncil.org.uk/wp-content/uploads/2021/01/RRRIntegratScot\\_FINAL.pdf](https://www.scottishrefugeecouncil.org.uk/wp-content/uploads/2021/01/RRRIntegratScot_FINAL.pdf)

Service providers may choose to co-produce a separate Personal Integration Plan with each family member; or to work instead on a Family Plan where a holistic view of the family as a unit is taken.

Set review points structure pro-active service interventions and enable families to measure progress and revise their goals as necessary, as is illustrated in Figure 5 Family Keywork model below. Plans should not be shaped by crisis interventions but should focus on families’ longer-term integration, as defined by them.

● **Integration planning in practice**

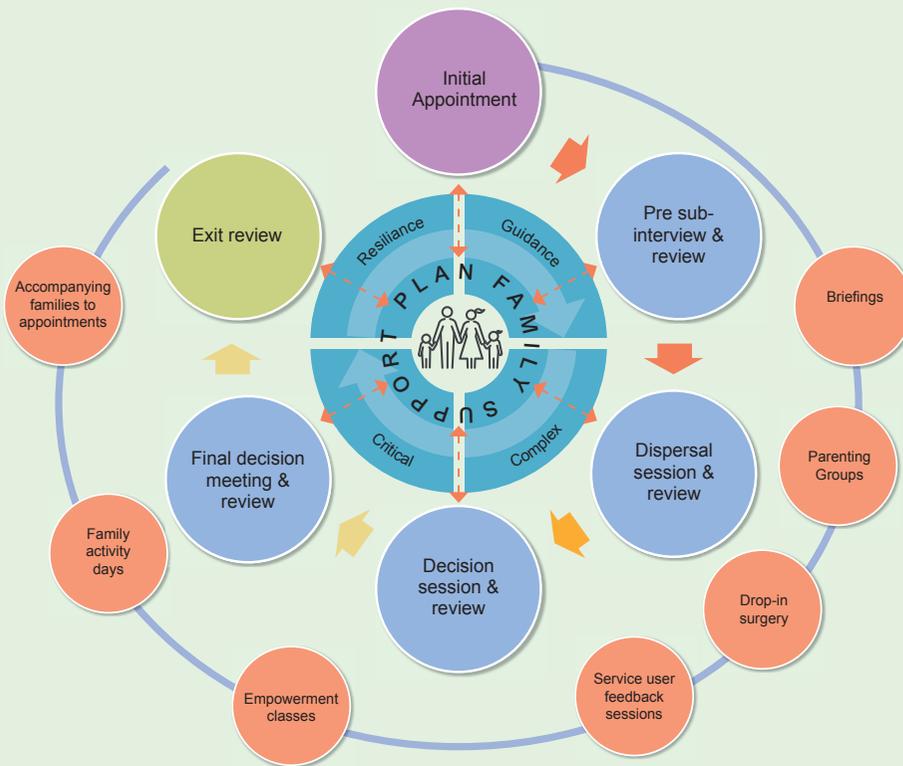
Existing refugee integration and family services have used the ‘Indicators of Integration’ framework (see Section One above) to structure the integration planning process.

Planning proceeds through a discussion of each integration ‘domain’. Families are encouraged to identify their current situation, goals and aspirations, and the steps they need to take to achieve these. Progress is monitored and further support provided where required at agreed review points.

In the pages below, we highlight summary key considerations to take into account under each of the seven domains of integration. These have been drawn from practice learning.

Specialist training for frontline workers may be required in order that they can confidently navigate these domains during assessment and planning processes. Further reading recommendations are provided at the end of this guide.

Figure 5: Family Keywork service delivery model (from: They Give Me Courage Report, 2016)<sup>15</sup>



## Education needs

- Support parents and children to quickly gain an understanding of how Scottish schools operate, through building opportunities for parental engagement and support.
- Consider any local connections and access to support services when identifying appropriate schools and nurseries.
- Engage refugee parents in mainstream school life, rather than exclusively in separate activities.
- Ensure that professional interpreting support is in place if needed for parents and children – children should never be asked or left to interpret for their parents.
- Recognise the needs of 16 to 18 year olds – entry to school rather than further education college will, in some cases, provide better access to future learning opportunities.
- Recognise that schools are important social hubs that play a key role in building social connections for parents and young people.

## Language & cultural knowledge needs

- Promote existing language skills – refugee families bring skills in world languages to local areas and can share these with others, including potential employers.
- Explore opportunities and project models that enable language practice and learning outside the classroom. Families may be isolated and need support to meet people outside their immediate circle in order to practice their language skills in informal contexts.
- Recognise that cultural literacy can be a shared outcome of language learning, whereby all parties develop shared understandings of diversity and common ground.
- Accommodate learners with low and mixed language skills, including those who have both high and low literacy in their first language.
- Ensure there are good (affordable) transport links from areas in which refugees are living to ESOL venues and other community hubs.
- Involve learners in developing their ‘learning plan’ and seek regular feedback to ensure that classes continue to be relevant to learners’ needs and interests.
- Tie support in with college start dates – it is important that progression to college courses is facilitated where appropriate and that learners’ progress is not held back by lengthy waits to access a course.

## Health and social care needs

- Support to register with GP and dental practices or to access specialist referrals and/or interpretation services where required.
- Explain the NHS, what it is and how it works including: when to use Accident and Emergency services; appointment booking; out-of-hours GP services and home visits; the role of NHS 24; health visitors' role; specialist referrals including timescales; hospital transport and prescriptions.
- Clear explanation and/or translation of medical instructions including details of medication.
- Opportunities for positive social interaction as part of a preventative health agenda – social isolation is a major issue for many refugees which impacts upon mental health and wellbeing.
- Promote positive mental health to enable the disclosure and discussion of mental health issues, including those stemming from past experiences of warfare, torture and gender-based violence.
- Early and positive intervention in cases where there is concern for the welfare of children. Workers who are experienced in supporting refugees may be able to mitigate systems-related stresses in a manner that safeguards children and avoids the need for mainstream Social Work intervention.

## Social connections needs

Family-centred activities as well as adult-focused activities with childcare provided. Families particularly struggle to access suitable activities for their children during school holidays.

Peer support can be effective and empowering, however peers may need support with issues around boundaries and avoiding developing dependency. Facilitating professionals need to be aware of risks associated with peer support such as exploitation, inappropriate information disclosure, discrimination or misinformation.

Build families' confidence in using public spaces and facilities in their wider area. Where finances allow, providing free bus passes and leisure cards is helpful but time-limits on free (or reduced cost) access should be made clear from the start.

Families in rural areas may prioritise obtaining a private vehicle and require advice and information regarding driving licence regulations, car insurance and child safety requirements.

## Employment needs

- Support to improve knowledge and understanding of UK recruitment processes and labour market e.g. formal interview techniques, competence-based applications.
- Factor in the competing issues faced by refugees during their initial months of settlement, which may require flexibility on the part of mainstream service providers.
- Support to get prior qualifications and learning recognised and where necessary to gain UK qualifications to continue in their previous line of work or seek an alternative.
- Support for refugees interested in setting-up a business and also for young people reaching employment age to explore their options.
- Information on rights to prevent potential exploitation by employers who fail to grant employment rights.
- Support for asylum seekers to build their employability while waiting to be recognised as a refugee.
- Well-supported volunteering roles that build confidence and knowledge of working practices and provide access to workplace-based references for future job applications.

## Financial stability needs

- Independent advice and advocacy are critical during transition periods (e.g. arrival, move from asylum support to mainstream system, family reunion) when problems and delays with benefit claims are common. Even the most resilient refugees may struggle to navigate complex social security systems.
- Support with opening a bank account as refugees are often unable to provide banks with suitable proof of address.
- Finance-themed language support e.g. to help with using cash machines and online banking.
- In family reunion cases, joining spouses often need specialist support to access benefits to which they are entitled despite their lack of prior residency in the UK. Spouses may also require support to set up independent bank accounts so they can access their own income.
- Ongoing support to navigate the welfare system and to understand what is required to avoid losing benefits or being sanctioned.
- Additional support may be required during major changes of circumstances such as an illness which prevents working, the death of a spouse, separation or older children leaving home.

## Housing needs

- Enable access to independent advice and information to explore options and understand rights.
- A holistic, integration-informed approach considering factors such as education, health and employment access. Housing practitioners should take into account existing social networks and connections when allocating tenancies to refugees.
- Assessment for housing support to help families to deal with, for example, energy suppliers, council tax and heating.
- Early intervention to prevent homelessness and support Rapid Rehousing in suitable and secure housing for newly granted refugees made homeless when exiting the asylum support system.
- Minimise temporary accommodation moves to avoid loss of social connections and interruption of support from local services.
- Prevent housing crisis of reunited families by working with refugee sponsors to ensure suitable temporary or settled accommodation is ready for the families' arrival.
- Support orientation within the locality – families may have little knowledge of areas where they are offered accommodation.

## Step 3: Connecting with communities

While the integration planning process typically takes a family-centred or person-centred approach, the process of integration does not take place in a vacuum. Rather, integration occurs within local areas, wider urban or rural spaces e.g. at city or regional level; and nationally with regards to wider public attitudes to new members of Scotland's communities.

Building social connections across these sites – whether bridges, bonds or links – can support integration across other domains such as health and employment.

### • Enabling social connections

Refugees engaging with this, and previous projects, repeatedly identify their desire to build relationships within their local communities. To meet this need, projects across Scotland have harnessed local community assets to create opportunities for 'meaningful encounters' between people born in Scotland, longer term residents and newly settled refugee families. Such activities play the multiple roles of assisting new arrivals to develop confidence in English, widening their access to local services and extending people's social bonds.

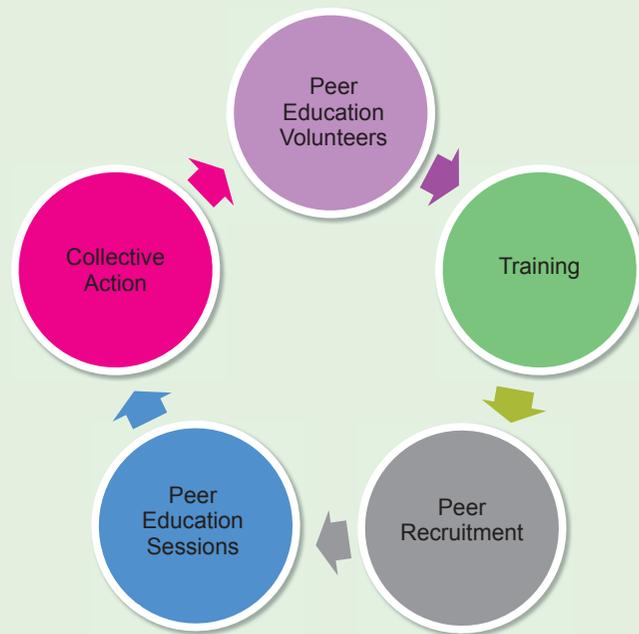
### • Creating opportunities for reciprocity

Social connections are most powerful when they contain an element of reciprocity – refugee families do not just receive assistance or friendship but are able to return this to friends and communities.

Several projects have incorporated reciprocity into their design through using a peer education approach. 'Peers' – broadly defined as people who themselves have experience of integrating into local areas as newcomers

– are trained and supported to assist others with this process. The Sharing Lives, Sharing Languages initiative, piloted in Renfrew, Midlothian, Aberdeenshire and Dundee, brought together multilingual peer groups formed of Syrian new Scots and local volunteers. With a focus on sharing and developing language skills, this model not only enabled Syrian family members to develop their confidence in English but to share their own language skills with others. Peers and resettled refugees then worked jointly in sessions facilitated by trained peer educators to decide upon collective actions, as is illustrated in Figure 6 below.

Figure 6: Peer education approach (from: Sharing Lives, Sharing Languages, 2018)



More broadly, Peer Action and Learning (PAL) is a peer-to-peer approach to service provision that seeks to facilitate collective learning and action, with the aim of bringing about positive social change at an individual and collective level. PAL involves supporting groups to engage in a mutual learning process to share and increase knowledge, and to translate this knowledge into action.

Specialised refugee support services guide refugees and asylum seekers through the maze of services and systems and support them to access their rights and entitlements. Refugees who have been through the process, gain invaluable knowledge of key systems and how to navigate them, as well as understanding of the broader process of social integration. As well as helping to improve the lives of other refugees, this knowledge through lived experience is an asset that can be mobilised to enhance service provision.

The practice of PAL systematically supports:

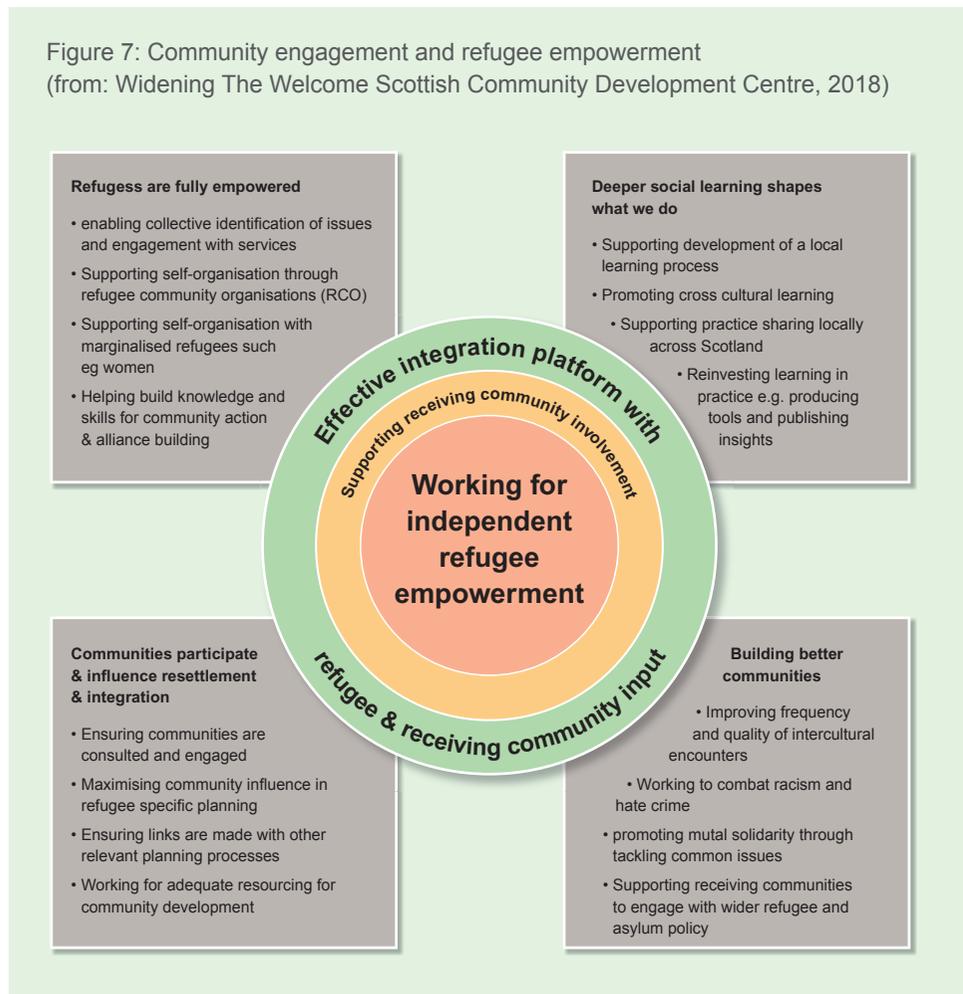
- the creation of strong and meaningful social bonds between peers;
- peers to engage with existing community-based groups, activities and services;
- the exploration of social issues and concepts such as health, education or employment from diverse cultural perspectives.

#### ● Community empowerment

Local organisations have a powerful role to play in integration, and any service should seek to mobilise these assets rather than building from zero. Recent consultation work with community organisations across Scotland by the Scottish Community Development Centre has set out a comprehensive agenda for community engagement and empowerment

as reproduced in Figure 7 below. This agenda recognises the multi-dimensional nature of integration and the importance of linking integration-focused service interventions into existing work at community level.

Figure 7: Community engagement and refugee empowerment (from: Widening The Welcome Scottish Community Development Centre, 2018)



## Step four: measuring progress

Measuring integration progress can range from full-scale, formal evaluation to one-to-one sessions with individual family members. Examples of each are given below.

### • Personal level

The most important measures of progress are those that provide families with a readily accessible means for them to assess their personal progress.

Where personal, or family integration plans have been developed, reviewing these at regular intervals can enable families to discuss successes, identify barriers and re-set goals in light of progress made or changes in their circumstances.

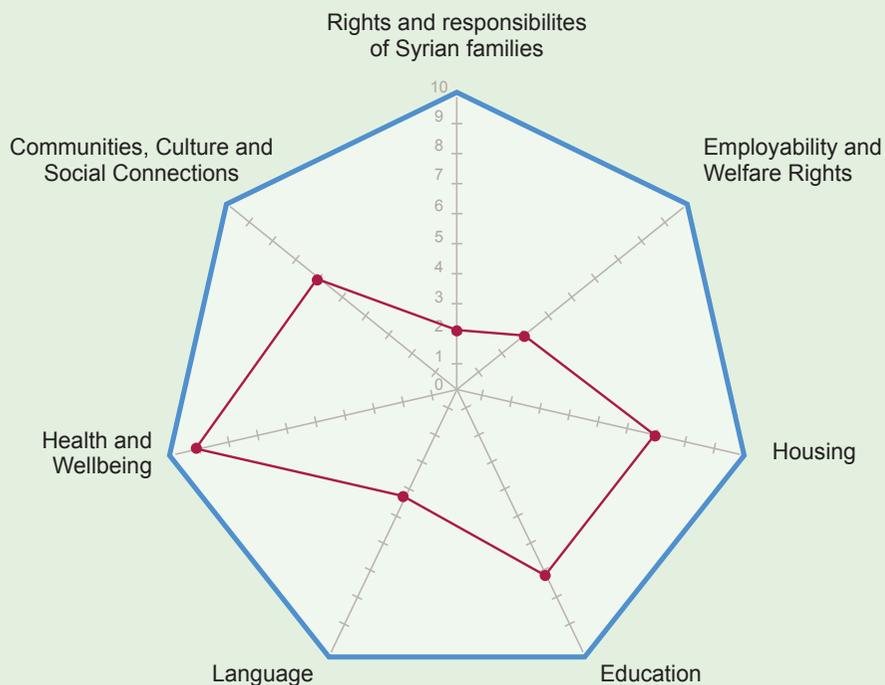
Visual methods can support this process and offer a written or printed ‘product’ that families can use in other contexts e.g. when discussing goals with an employment coach. The example featured below is under development by Highland Council and has not at the time of writing been implemented in practice. However, as an approach it is adaptable and fits well with the integration planning process outlined in Step two above.

### • Group feedback

Opportunities for ongoing feedback can keep interventions relevant and allow insights from refugees’ own experiences to emerge in order to inform future service delivery.

Figure 8: Highland Council – charting integration progress

The more balanced the scores are in each area, and higher scores in general, are indicative that a family feels they are making good progress in settling in to their community.



● Service level evaluation

The Home Office have recently produced an updated ‘Indicators of Integration’ framework that provides a comprehensive set of suggested integration outcome measures that can be used to structure formal evaluation processes.<sup>16</sup>

As noted above, existing frameworks of good practice, for example GIRFEC/SHANARRI, can already be used to evaluate work with refugee families, with the advantage that they provide a readily comparable bank of data that is easily understood by mainstream agencies.

Involving service recipients as active subjects within evaluation processes e.g. through peer research, or Participatory Action Research, has the dual benefit of embedding integration outcomes within the evaluation or monitoring process; and generating rich insights from within refugee families and communities.

Scottish Refugee Council have worked with peer researchers in service evaluation in a process that had positive effects on researchers’ own integration journeys.

*“I enjoyed it. I interviewed people from different countries. I met a lot of new people. I got a lot of experience.”*

*(Peer researcher quoted in Scottish Refugee Integration Service evaluation)*

The PAL approach (described above) could be adapted for any level of service evaluation or for use at the service design stage. In recognition that integration does not only involve adaptation by refugees but also by receiving communities, consideration could be given to involving Scottish-born ‘peers’ as well as refugees.

16. [www.gov.uk/government/publications/home-office-indicators-of-integration-framework-2019](http://www.gov.uk/government/publications/home-office-indicators-of-integration-framework-2019)

## Step five: influencing change

The final element of the five-step approach is a commitment to using experience from practice to influence change.

This can range from intensive systems change advocacy that tackles wide-ranging failures in provision; to using learning from service provision to positively adapt individual practitioner approaches.

### • Systems change advocacy

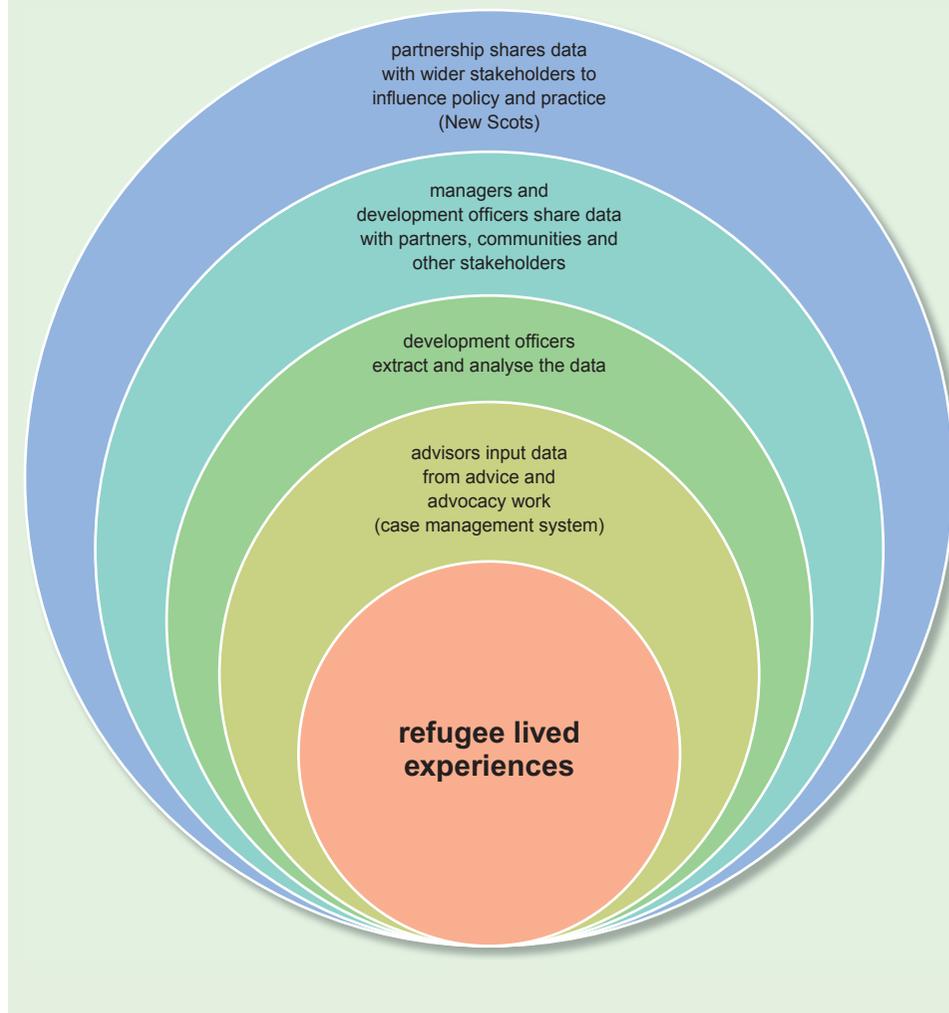
Work with resettled refugees has most often taken place in a context where there has been a broad consensus about the need to support families to access their basic rights: housing, education, welfare benefits; and where partnership working across statutory and voluntary agencies has underpinned preparations for families' arrival.

However, for families who arrive directly in Scotland via the asylum route, systemic barriers and the hostile immigration environment can impede or in some instances, halt, integration. A fundamental element of refugee integration services has therefore been to draw on refugees' experiences and the insights offered by frontline workers to identify trends, highlight systems issues, and where possible, advocate for change.

This process, as operated during the Holistic Integration Service, is represented in figure 9 right.

This model of bringing evidence from the 'frontline' to the attention of operational and strategic partners has resulted in systems changes that directly improve the situation for families in Scotland, as illustrated in section 3.7.

Figure 9: Holistic integration spheres of influence (from HIS report 2016)<sup>17</sup>



17. *Rights, Resilience and Refugee Integration in Scotland: New Scots and the Holistic Integration Service* (June 2016) [https://www.scottishrefugeecouncil.org.uk/wp-content/uploads/2021/01/RRRIIntegratScot\\_FINAL.pdf](https://www.scottishrefugeecouncil.org.uk/wp-content/uploads/2021/01/RRRIIntegratScot_FINAL.pdf)

### ● Forums for partnership – change by consensus

Systems change advocacy need not be confrontational. Since the first arrival of asylum seekers in Scotland through the Kosovan Programme and then the dispersal scheme, organisations across the statutory and voluntary sectors have developed strong partnerships where problems can be rapidly identified and wherever possible, resolved or mitigated.

Evidence from the Scottish Refugee Council’s partnership Holistic Integration Service directly informed the Department for Work and Pension’s development of their ‘customer journey’. The voluntary sector maintain nomination agreements for people recently granted status through the asylum process with a variety of housing associations.

In Scotland, New Scots thematic working groups offer ready-made forums where practitioners and policy-makers can meet to share good practice and agree common strategies for improvement and change.

### ● Individual practice and learning

Changes to policies and procedures are enacted not by decision-makers, but by frontline workers delivering services. It is therefore crucial that frontline workers engaged in work on family integration have the opportunity – either through formal Community of Practice structures, or through less formal opportunities for dialogue – to discuss the challenges they face and make suggestions for change.

The growth in the number and variety of practitioners engaging with refugee families since the development of the VPR programme offers a positive opportunity to widen practice insights beyond the main cities and to understand how integration works in practice throughout the variety of settings offered within Scotland. Bringing practitioners together also offers multiple practical benefits in service planning and delivery.

### ● Influencing positive public attitudes

Finally, well-designed integration activities can build broader public support for refugee settlement in Scotland. Recognising refugees as skilled professionals who enrich their new social environment – without recourse to images of vulnerability – can have resonance with a wide audience. This is illustrated by the case studies in section 3.5.

#### Further reading:

Rights, Resilience and Refugee Integration in Scotland: New Scots and the Holistic Integration Service, SRC (June 2016)

[https://www.scottishrefugeecouncil.org.uk/wp-content/uploads/2021/01/RRRIntegratScot\\_FINAL.pdf](https://www.scottishrefugeecouncil.org.uk/wp-content/uploads/2021/01/RRRIntegratScot_FINAL.pdf)

Migrants Rights and Entitlements to Local Authority Support, COSLA (February 2019)

[www.migrationscotland.org.uk/migrants-rights-entitlements/introduction/1-1-how-use-guidance](http://www.migrationscotland.org.uk/migrants-rights-entitlements/introduction/1-1-how-use-guidance)

Sharing Lives, Sharing Languages: A Pilot Peer Education Project for New Scots’ Social and Language Integration, SRC (June 2017)

[https://www.scottishrefugeecouncil.org.uk/wp-content/uploads/2019/10/Sharing\\_Lives\\_Sharing\\_Languages\\_REPORT.pdf](https://www.scottishrefugeecouncil.org.uk/wp-content/uploads/2019/10/Sharing_Lives_Sharing_Languages_REPORT.pdf)

Refugee Peer Education for Health and Well-being – Evaluation Report, 2015

<https://www.scottishrefugeecouncil.org.uk/wp-content/uploads/2019/10/Peer-Education-Evaluation-Report.pdf>

## **Section 3:**

good practice examples

## Section Three: good practice examples

In this section, we present case studies from around Scotland, which have been provided by Local Authorities and their partners as well as Scottish Refugee Council Services.

Highlighting issues that in many cases cut across the five-step approach outlined in Section Two, these case studies demonstrate the breadth of experience existing in Scotland. In sharing this learning, our aim is that it can be drawn upon more widely when seeking to welcome new Scots into communities, regardless of their route into the country.

### 3.1 Language

The three case studies below illustrate how central intensive language learning is – not just in the short but also medium – term to refugee integration. The first case study highlights challenges for services around support access and boundaries, while the second and third case studies illustrate successful approaches to delivering practical, topic-based learning to adults and young people respectively.



- English language learning as a gateway to integration

### English for Speakers of Other Languages (ESOL) classes:

Adult learner and tutor perspectives (North Lanarkshire)

After a year and a half living in North Lanarkshire, Syrian ESOL class members shared their experiences of ESOL classes and wider integration with us for the guide.

- Learners perceived that the biggest barrier to becoming fully integrated and independent remained their level of spoken and written English.
- ESOL classes were the single form of support that had helped them most and were seen as a gateway to becoming fully integrated and independent.
- It was important to parents that class times fitted around school times.
- A free crèche enabled both parents of young children to attend classes.
- Sustainable access to affordable and quick transport links is an important factor in accessing key services, including ESOL classes (local bus travel is too expensive and time-consuming where several buses are involved).
- ESOL classes informally served as a much-valued space where families could raise broader queries e.g. relating to health or benefits. However, for ESOL practitioners, these queries often fell well outside their normal professional remit and areas of expertise. This highlighted a need for clear referral pathways, ready signposting to appropriate advice sources and/or coordination between specialist practitioners.

### Key learning points

- ▶ English language learning remains central to integration support in the medium term.
- ▶ Classes need to be accessible to parents and in relation to where refugee families are living.
- ▶ High demand for ongoing ad hoc support with issues and unfamiliar systems that individuals and families encounter provides opportunities for tutors to customise class learning, by focusing upon real-life scenarios and goals.
- ▶ However, ongoing individual support requests directed to ESOL tutors as a main point of contact present challenges that need to be addressed in overall integration services planning.

## • Supporting practical language learning

### Talk-Talk pilot, Edinburgh

City of Edinburgh Council piloted a five-week intensive speaking and listening class called Talk-Talk. Eight volunteers with the ITALL (Initial Training in Adult Literacies) qualification attended two 2-hour training sessions prior to the Talk-Talk course. Volunteer tutors were supported and guided by the staff Group tutor.

Students enjoyed the high level of support 1:1 or 1:2 (for 2 hours a week), which allowed them to learn at their own pace. Although the resources provided were the same for each student, working with a different volunteer tutor every week made the lessons unique and diverse due to tutors' varied teaching approaches and techniques. Topics covered included:

- People and jobs – different professions, places of work, equipment required, qualifications and ambitions of students;
- Health – symptoms and illnesses, making appointments with the doctor / dentist, talking to the doctor / dentist;
- Medication / at the pharmacy – talking about medication, reading medicine labels, talking to the pharmacist; first aid box content and use.

Tutors, support workers and learners reported improved comprehension of transactional and everyday English and heightened independence in using English outside the classroom.

It is planned to make Talk-Talk a permanent feature within the Council's ESOL programme.

### Key learning points

- ▶ Volunteer input can be very effectively incorporated into structured ESOL learning through provision of appropriate training and guidance to volunteers.
- ▶ Students engage well with practical, transactional language learning that has direct application in their lives.

Growth in learners' independent capacity can be explicitly incorporated in language learning and captured in service evaluation.

- Meeting the needs of young people over 16

### Glasgow Clyde College 16+ Programme, Glasgow

The ESOL 16+ Programme is aimed mainly at unaccompanied young people who are referred by agencies such as Scottish Guardianship and Glasgow Social Work Department. It is a fulltime programme and unique in Scotland.

The programme takes a topic-based learning approach using other disciplines such as creative arts, outdoor learning, maths and technologies. There is a focus on identifying the strengths and talents of young people and taking a nurturing and peer group approach.

The college has worked in partnership with the John Muir Trust (and previously the Forestry Commission) to give young people an opportunity to learn about nature in Scotland and about how to access public places. Young people were able to show what they already knew about botany and animals because some of them came from rural backgrounds. This learning and use of prior knowledge would not have been possible to achieve in a classroom setting.

### Key learning points

- ▶ There is a gap in suitable integration support for young people, particularly 16-18 year olds.
- ▶ A topic-based learning approach can effectively build upon prior knowledge and interests to support broader personal growth during key transition years, as well as language skills.
- ▶ Peer group approaches enable tapping into and developing individual learners' strengths and potential.

## 3.2 Health and social care

The first case study below provides a strong example of a child-centred, preventative approach which has been developed by a voluntary sector social work organisation, working collaboratively with statutory agencies and colleagues.

In contrast, the second case study features an established statutory service in Glasgow that has evolved to encompass acute needs of asylum seekers and refugees in the city.

- Working with families proactively to address trauma

### Safe Haven project, Edinburgh

The Safe Haven project at Multi-cultural Family Base, a charity based in Edinburgh, works with refugee children and families who have been affected by trauma in their home country and in their journey to the UK. The project intersects with City Council services, offering both one-to-one and therapeutic group support. The Safe Haven project aims to help:

- Children to develop a sense of control over their lives
- Parents to understand the effects of trauma and support them to assist their children
- Children and parents to access mainstream community groups and clubs
- Children and parents to develop friendships with people from other communities.

Under the Safe Haven project, families receive an assessment of need and risk. This involves family visits as well as discussions with school staff and Council Refugee and Migration team workers. A flexible service is offered to address the family's most pressing needs. This includes direct work with children, either at the Multi-cultural Family Base centre or within schools.

The project focusses on work with children. However, a need was also identified for a men's befriending group, to support language learning and building connections with Scottish people.

### Key learning points

- ▶ While each family and child's experiences are unique, trauma associated with the experience of being refugees is common and can substantially impact upon individual health and integration progress.
- ▶ Parents are key partners in addressing children's trauma and, where possible, proactively building parental capacity to effectively support their children reduces the likelihood of family crises and unplanned need for more intensive intervention by health and social care services later on.
- ▶ Early, family-centred support with addressing trauma can be effectively dovetailed with wider integration support, including through schools and community services.

- Statutory trauma service for complex cases

### Glasgow Psychological Trauma Service

The NHS GG&C Psychological Trauma Service (GPTS) is a tertiary level specialist mental health service which offers multi-disciplinary, psychologically informed interventions to clients who present with Complex Post Traumatic Stress Disorder (CPTSD) following experiences of complex trauma. This is a multidisciplinary service including a mental health practitioner, clinical psychology, occupational therapy and art psychotherapy. The service specialises in providing support not just to refugees but to other groups including the homeless population.

#### Key learning points

- ▶ Appropriate trauma support for refugees can be combined with existing mental health services and does not necessitate setting up a refugee-specific service.
- ▶ Preventative approaches have value but there remains a significant need for more intensive, clinician-led intervention in complex cases.

Finally, the third case study is a statutory and voluntary sector partnership project employing a Peer Education approach to addressing broad health and wellbeing issues.

- Peer Education for health approach

### Refugee Peer Education for Health and Well-being pilot, Glasgow

The Refugee Peer Education project was developed and piloted by the NHS Greater Glasgow and Clyde NE Sector Health Improvement Team in collaboration with Scottish Refugee Council. Two cohorts of refugee Peer Educators and peer groups were convened in 2014-2015. Each group ran for ten weeks in central Glasgow and was facilitated by a project worker with a refugee background. Below are the components of the Refugee Peer Education model.

- Peer Educators received training in health services, health and wellbeing, communication and facilitation skills.
- Peer Educators themselves recruited participants to the groups from within their national/language communities.
- Each peer group was encouraged to attend three sessions addressing: 1) Understandings of health and related services; 2) Identifying health concerns in the community; and 3) Mobilising resources to address health issues through collective action.
- Each group organised either social or sporting collective activities in addition to the Peer Educations sessions, in response to health needs identified by the groups.

The [Project evaluation](#) found that participation directly benefited the individuals involved – especially the Peer Educators. The peer education approach was also an effective mechanism for community mobilisation. Participants reported a sense of acceptance and trust that they did not experience in other social settings, enabling them to discuss concerns more openly. Others who had not participated in the peer groups were keen to join the activities. Although some activities such as free swimming were already available locally, these had not been accessed in large numbers by refugees until the Peer Education project provided a catalyst.

The project also highlighted barriers to accessing services stemming from cross-cultural misunderstandings. For example, peers expected that access to health services would be gained through personal connection and leverage, enabling them to bypass GP referrals and waiting lists.

### Key learning points

- ▶ The Peer Education model provides structure and focus which facilitates the exchange of formal and informal knowledge.
- ▶ A Peer Education model could be effectively employed with a broader health and wellbeing remit and including inputs from service providers in different sectors.
- ▶ The Peer Education format can also provide service providers with insight into informal cultural practices and assumptions that may be impacting on service access and engagement.

### 3.3 Community

The two case studies below provide simple examples of how family integration within local communities can be actively supported.

#### Mothers-and-toddlers group, Moray

A weekly mother-and-toddler group brings together Arabic and English-speaking mothers with their children. The group aims to provide a safe environment where mothers can share parenting skills and concerns, play with children and share languages. In addition, mothers can join a local Step-by-Step group where they can meet other mothers and toddlers of different nationalities. The group often visits parks and other public spaces where Syrian and British children can interact with one another ([Sharing Lives Sharing Languages evaluation report, 2018](#)).

##### Key learning points

- ▶ Forming relationships with peers from different linguistic and cultural backgrounds is an integral dimension of the language learning process.
- ▶ Bridge-building through peer education projects can address the challenges of social isolation and low literacies levels.
- ▶ The peer education model provides an inclusive framework for social integration.

#### School transport learning

During evaluation of its programme to assist Syrian families arriving through the VPR, one local authority highlighted how it had initially used taxis to enable children to travel to and from school, to avoid the immediate practical problems with families using unfamiliar public transport.

After a change in practice, the local authority noted that promoting the use of local buses and mixing with other parents at the school gates was found to be a more effective means of supporting longer term family integration and independence.

##### Key learning points

- ▶ Isolation of refugee families can be a major impediment to integration.
- ▶ Sometimes doing less for families can actively help refugees to build bridges and integrate within their local communities quicker.

### 3.4 Refugee involvement

The two case studies below demonstrate the benefits of involving refugees directly in developing support services. Both examples use asset-based, co-production and peer-to-peer support approaches. They both also involve partnership working between different professional teams, across statutory and voluntary sectors.

#### New Young Peers Scotland Group, Glasgow

*“We want to help other young people like us...  
we know the struggle of coming to a new country alone”*

*(NYPS participant).*

**New Young Peers Scotland** (NYPS) are a group of young unaccompanied asylum seekers and refugees living in Glasgow. They aim to help other young people from all over the world arriving in Scotland without any family. Group members are between 16 and 23 years old and have all been ESOL students at Glasgow Clyde College, which partners the group together with Ypeople and Glasgow City Council Social Work Services.

The group was set up following consultation with over 40 young people through Glasgow Clyde College. Professional partners

provided peer mentoring training to the original group members. With support from their partners, the group has been successful in winning funding to support their work from Youthbank, Year of the Young People and Creative Scotland. The group’s activities have included: a film project where the group worked together with a professional film maker and researcher to produce a series of short films; writing an online magazine for new arrivals; holding a welcoming event for other young people; and creating a peer mentoring network for young people arriving unaccompanied in Glasgow.

NYPS have also been awarded a grant from the Heritage Lottery fund to develop a Mental Health First Aid Kit for young asylum seekers and refugees who do not have a support network.

The group have won Saltire awards as well as a show Racism the Red Card poster award. Members have spoken at a Youth Work conference and gained YouthLink Scotland accredited Participative Democracy certificates.

#### Key learning points

- ▶ Language learning can be effectively combined with young refugees’ wider learning and skills development.
- ▶ Peer support and co-production approaches have huge potential to grow and benefit participants well beyond direct support provided by services.
- ▶ There are opportunities for statutory services to partner creatively with third sector organisations in building capacity and resilience within client communities.

## Aberdeenshire Family Learning Group

One year into the Aberdeenshire Resettlement Programme, Housing Officers raised concerns that young mums were isolated and were not engaging in local early years' activities.

The Refugee Resettlement Housing Officer, Health Visitor, Early Years' Development Worker and Social Work Family Support Worker agreed a range of initial outcomes and activities. The professional partners brought together young Syrian mums and their children at a family centre once a week to explore play, integration and mainstream early years' opportunities.

The women most wanted a space to interact with each other and to feel they and their children are safe. Their experiences as young women living through war meant they had different needs and expectations to parents the services were used to supporting.

The group ran for three months. The women grew in confidence and enjoyed interacting with each other. However, staff were challenged by the women's reluctance to engage with their children in the way staff expected. Mums enjoyed the freedom to explore themselves knowing that their children were close by and cared for. They wanted to continue their group but agreed with staff the next stage would be supported progression into mainstream early years' provision rather than continuing with a separate group.

Housing Officers ensured all nursery applications were completed and shared details of local activities. In practice, mums engaged with provision that included childcare. However, none of the women attended local music, activity and toddler groups with their children. Common reasons were lack of language skills, confidence and interest. Mums wanted to attend activities they themselves enjoyed as well as benefiting their children.

The team discussed possibilities for continuing the group with volunteers

from local social enterprise 'Friends of Amal'. Volunteers worked with the women to set-up a new community-led group made-up of Scots and Syrians. This new group has developed activities including clothes-making, outings and coffee mornings.

The young mums are also part of Al-Amal (community development) project. They used the opportunity to challenge ESOL providers about the lack of crèche facilities and ESOL family learning opportunities. This led to a Service Level Agreement being extended to include ESOL family learning delivery for young mums.

One year on, the team is planning an 'Early Years New Scots' Summit. The young new Scots women will co-design the summit with the Resettlement Team and Early Years Strategy Group. The women plan to invite Community Midwives, Health Visitors, GPs, Community Workers, Early Years' providers, Social Work and church groups and will use the summit as an opportunity to share their experiences of being mums in Syria and Scotland. The aim is to persuade professionals to re-evaluate their services in relation to the needs of new Scots' families rather than simply considering how to make clients fit in with existing services.

The combination of family learning and community development asset-based approaches has had a lasting impact on families and on the services that support them.

### Key learning points

- ▶ Services need to be prepared to challenge assumptions and adapt to meet the needs of refugee families.
- ▶ Providing participants with the space and support to explore issues and solutions themselves takes time and staff resources, but ultimately, can yield substantial benefits to services, participating families and their communities.

### 3.5 Employment

The employment case studies below demonstrate two very different approaches to offering tailored refugee employability support. The first example highlights the potential to build upon refugees' existing strengths and interests, while the second highlights the benefits of direct engagement with employers.

#### Syrian Supper Club, Edinburgh

Syrian adults living in Edinburgh identified with their support worker an interest in creating their own catering company, producing traditional Syrian food.

Edinburgh City Council facilitated development of this idea through a partnership with the Cyrenians, who had opened a Cook School in February 2018. A certificated food hygiene course was held through the school in July 2018, and all 11 Syrian participants gained the qualification.

Subsequently, the Cyrenian Cook School has hosted a series of 'Syrian Supper Clubs', open to the public. This has provided employment for course participants, and has ignited wider public interest in, and support for, the programme. Tickets for the 2019 programme of Supper Clubs sold out quickly, and the Syrian chefs are aiming to hold weekend classes through the Cyrenian Cook School. They are also in talks with a publisher about producing a recipe book.

#### Key learning points

- ▶ There is substantial untapped potential within refugee communities that can be revealed through taking an asset-based approach.
- ▶ In developing employability and employment opportunities for refugees, cross-community social integration and awareness has also been positively impacted through media coverage as well as direct connections.

#### Unlocking Refugees' Full Potential: employability pilot project

Scottish Refugee Council has successfully piloted an employability project in Glasgow and Edinburgh, which involved a specific employer directly in key elements of the training sessions. In total, 55 refugees participated with the aim of increasing their opportunity for employment.

Scottish Refugee Council developed training materials and activities tailored to refugees interested in working in the hospitality sector. The intensive, three session courses were co-delivered with staff from the supporting company. Scottish Refugee Council also developed a training course to help employers understand the experience of refugees, the asylum process and legal issues around rights to work.

At the end of the course, participants who were ready, were offered a (no obligation) opportunity to apply for a paid entry-level role with the company. The employer adjusted their interview questions to take account of refugees' strengths and experiences. In total, 17 participants were successful in obtaining employment during the lifetime of the six-month project, of which, 10 were employed by the partner employer. 100% of those who had been in employment for 30 or 90 days by the end of the project remained in employment. The partner employer continues to engage with Scottish Refugee Council.

#### Key learning points

- ▶ The pilot demonstrated the value for refugees of real-life employer engagement in training.
- ▶ Engagement with the full training course was more important in terms of employment outcome than the starting experience and skills level of participants.
- ▶ The partner employer reported benefitting from a more diverse workforce and access to a pool of typically hard working and eager-to-learn employees.

### 3.6 Higher education access

The example below highlights real-life challenges encountered by refugees seeking to undertake university study in Scotland. It demonstrates the potential to introduce peer support elements to strengthen current information and advice provision.

#### Peer support with applying to university, Edinburgh

Resettlement staff in Edinburgh received feedback from a Syrian student about the challenges he had experienced with applying for a university place and gaining an understanding of the UK Higher education system. As a result of this feedback, the team has started to invite refugees who have successfully navigated the higher education application process – including this student – to share their experiences with other refugees who are interested in applying for university courses, at education themed group information sessions.

Difficulties encountered included with completing the UCAS application form and with understanding the process of applying through UCAS prior to sitting exams. Making sense of the diversity of entry requirements for different courses and institutions, and also of the Clearance system was also challenging for students new to the UK.

Refugee students commonly assumed that, to enrol on a university course, they would need to gain an IELTS (International English Language Testing System) certificate. In practice, obtaining an English National 5 is sufficient for refugees who are considered home (not international) students in Scotland.

Refugees also commonly did not realise that prior qualifications from their country of origin could count towards their UK studies, potentially enabling them to enter directly at a higher level rather than duplicating studies already completed.

Once enrolled on a course, challenges included familiarisation with: different exam formats, coursework requirements, tutorials, lab work, essay writing and sourcing references.

#### Key learning points

- ▶ Refugees often aspire to gaining higher education qualifications and can greatly benefit from timely information about university study in Scotland.
- ▶ Refugee who have experience of higher education in Scotland are well placed to provide relevant information and support to their peers.

### 3.7 Independent advice and advocacy

The three examples below highlight the importance to integration of respectively:

- access to independent advice and advocacy to enable individuals and families to access the services they currently require;
  - advocacy based on recent cases to influence local practice; and
  - cross-organisation advocacy for systemic or wider practice changes.
- **Advocating for refugee families' inclusion**

#### Family Keyword: facilitating access to health, social care and education services

Scottish Refugee Council's Family Keyworkers are frequently engaged in liaising with statutory services to ensure that asylum seeking families have timely access to the key services they require. At times, Keyworkers step in to raise welfare concerns about a particularly vulnerable family or child and to request a professional home visit and assessment.

However, much of Keyworkers' time is taken up with following-up with service providers and advocating on behalf of families who have tried but failed to access services to which they are entitled independently.

#### Common examples include:

- complex cases where statutory providers disagree about which agency has responsibility for providing support;
- cases where statutory providers fail to provide appropriate or timely interpretation or translation to enable service access;
- cases where families struggle to find suitable school or nursery places for their children and/or to access free school meals and clothing grants.

The systems involved are complex to navigate. For example, even with good interpretation support, people without prior knowledge cannot be expected to easily understand the respective roles of GPs, hospital consultants, schools, social workers and local authority inclusion teams in ensuring a child with complex disabilities has timely access to a school place and appropriate support. Without the help of an independent, professional advocate able to holistically assess their situation and press to meet their needs, many families would miss out on entitlements and have a higher potential to experience crises requiring substantial intervention.

Family Keyword service and case reviews indicate that this type of advocacy often yields positive outcomes and can have a substantial positive impact upon the overall wellbeing and mental health of family members.

#### Key learning points

- ▶ Refugee families often have complex needs that may not neatly fit within mainstream services' standardised processes.
- ▶ Refugee families are often unsure of their entitlements and of how to appropriately follow-up with professionals who fail to get back in contact with them or to adequately provide a service.
- ▶ Frontline professionals often lack confidence in dealing with refugees who have low levels of English and sometimes unnecessarily seek to communicate via refugee support workers rather than engaging directly with clients using interpretation services.
- ▶ As a result, although the overriding goal is to support refugees to become self-sufficient, timely access to independent professional advocacy remains a critical aspect of the holistic integration package.

- Advocating for practice changes to make local services more inclusive

### Family Keywork: Asylum housing and privacy

Following an incident in which a single mother living with three young children in asylum accommodation in Glasgow was greatly distressed by an unannounced entry to her property by housing staff including male repairs officers, while she was in her bathroom, the family's Keyworker undertook advocacy on her behalf with the housing provider (Serco). This involved raising the issue of privacy and clarifying the procedures for Serco (or a contractor's staff) using keys to enter an occupied asylum property to undertake an inspection or repairs.

As a result of the issue being raised with Serco by the Keyworker, their staff were reminded by a manager to knock three times and announce themselves courteously before using their keys to enter a property. This and other similar cases continue to be used as evidence to support ongoing organisational advocacy around privacy issues.

#### Key learning points

- ▶ Follow-up advocacy can help to improve adherence by providers and their contractors to necessary procedures and provide reassurance to clients about future practice.
- ▶ Individual case studies provide an evidence base for wider advocacy work.

- Feeding into wider advocacy work

### Scottish Refugee Integration Service: advocacy successes

Following widespread criticism of delays in the process of issuing National Insurance Numbers (NINOs) by (amongst others) Scottish Integration Service partners, newly granted refugees now have their NINO printed on their Biometric Residence Permit. This straightforward procedural change has made the process of applying for mainstream benefits from DWP and HMRC significantly easier.

In relation to universal credit, Scottish Refugee Council and partner organisations are advocating on issues that are negatively impacting refugee families such as: difficulty with managing claims using the online journal system for those with low levels of English or literacy; claims that are lost within the system; and the five or more weeks waiting time between application and first payment.

#### Key learning points

- ▶ Integration services hold a substantial body of data that (appropriately anonymised) can be effectively used to evidence the need for systemic changes.
- ▶ There is considerable scope for collective advocacy involving organisations both within and outside formal partnerships.

### 3.8 Working in partnership

The case studies below illustrate different forms of partnership working. The first example is of inter-agency working in a defined area where specific needs have been identified. In contrast, the second and third examples demonstrate the advantages of establishing regular meetings for frontline staff providing support services, in general terms and in relation to a specific case.

#### Family Keywork: Partnership maternity support in Glasgow

The Scottish Refugee Council Family Keywork service has developed a support package for pregnant women in the asylum process. The support provided takes into account: family circumstances; the mother's physical and mental health; additional pregnancy-related needs; and practical requirements.

The Family Keywork service's approach has been to foster partnership working with health, social care and voluntary sector agencies to ensure women receive the antenatal and postnatal care they need, as well as wider family support. Practice examples include making referrals to the British Red Cross New Mum's project and contacting hospital social services to arrange temporary care for children of a single mother while she is giving birth.

#### Key learning points

- ▶ A holistic package of support for refugee women around pregnancy is beneficial and should cover both physical and mental health.
- ▶ Interagency partnership is crucial to providing this level of support however, it is helpful to have a named worker with a holistic overview who can play a coordinating role as required.

#### Holistic Integration Service Community of Practice, Glasgow

Frontline staff from the five partner organisations (Scottish Refugee Council, British Red Cross, Bridges programmes, Glasgow Clyde College, WEA Scotland) involved in delivering the Glasgow-based Holistic Integration Service for new refugees, met together six times a year for the duration of the three-year programme. This Community of Practice was used to share experiences and raise concerns about the running of the programme and the needs of beneficiaries.

Practitioners reported that they found the Community of Practice meetings a useful place to address logistical difficulties such as the timing of referrals or potential timetable clashes between activities provided by respective organisations. This helped in supporting beneficiaries to coordinate their inputs and manage conflicting priorities.

By meeting regularly, staff established relationships that made it easier to coordinate with one another about individual client issues. Some practitioners also took the opportunity to shadow one another.

#### Key learning points

- ▶ Discussing cases together enables staff with specific specialisms (e.g. language learning) to develop a more holistic understanding of the needs and circumstances of refugees.
- ▶ Frontline staff benefit from the opportunity to share practice learning and to improve inter-partner coordination.

### Joined-up working in North Lanarkshire to address vulnerability

A is a Syrian lady with children. The family has been living in North Lanarkshire for around two and a half years. A's husband died suddenly and the family struggled to cope with their loss.

A suffers from depression and anxiety, which was compounded by lack of sleep during this difficult period. The sleeping tablets she was prescribed were not working and she was told by her GP that she would have to wait six months before she became eligible for a referral to counselling services.

A's husband had handled the family finances and attended appointments on behalf of the family. A therefore had no experience of claiming benefits in her own name, and was fearful for the future. Besides from her children, she appeared to be very isolated. The family's support worker was concerned that A was struggling to cope with bereavement and that this was likely to have ramifications for the whole family.

The North Lanarkshire cross-departmental resettlement support team (involving social work, housing and ESOL staff) discussed how they could best move forward with supporting the family, using a coordinated approach. Initially, support focused on helping them to stabilise their financial situation and to apply for additional sources of support to meet funeral expenses and housing costs. However, the family, and particularly A's, health and wellbeing were also a primary concern. Joining a local befriending scheme was suggested to the family and A's daughter benefited from taking-up this opportunity.

A member of the support team agreed to offer to accompany A to a GP appointment to see if any improvements could be made to her medication and to discuss whether access to talking therapies could be accelerated. The team also agreed to attempt to link A in with a local social meet-up group for ladies through the local mosque and to enquire about any additional sources of social support available with which A could connect.

#### Key learning points

- ▶ Regular meetings allow staff from different teams to coordinate their support and also to pool their thinking about difficult cases.
- ▶ Shared reflection helps frontline staff to track integration progress of individuals and families holistically.

### 3.9 Integration in rural areas

The example below outlines practical challenges encountered with resettling families in remote rural locations in the Highlands and steps recommended to address these.

#### Housing-led approach in Highland

Learning from the initial VPR resettlement programme in Highland centred around the sustainability of placing arriving families in remote locations. Of the 4 Syrian families initially housed in Kinlochleven, 2 have chosen to relocate to Dingwall and Alness, to be near to the services, potential employment opportunities and the majority of Syrian families who live in the Inner Moray Firth area.

#### Additional practical issues encountered include:

- Shortage of a sufficient pool of Arabic interpreters available locally.
- Ensuring interpreting confidentiality within a small community of language speakers.
- Securing ESOL tutors to deliver the required hours in remote locations.
- Access to secondary health services in Inverness with no private transport.
- Families isolated from those sharing the same culture, language and religion.

Providing support to families dispersed across such a wide geographical area also posed considerable challenges to the lone resettlement support worker.

#### Key learning points

- ▶ Availability of suitable housing for families is important but should not be the sole deciding factor in selecting sustainable locations for resettlement.
- ▶ Future holistic services planning would benefit from including assessment of the availability of suitably qualified ESOL tutors and interpreters in specific areas.
- ▶ Selection of families to be resettled in remote, rural locations should be considered carefully as rural resettlement does not suit all families.

## Conclusion and next steps

This guide has explored the ways in which a holistic and whole family approach to supporting refugee integration can be effectively implemented. The good practice examples reinforce the inter-connectedness of integration support in different areas such as housing, health and education. It is no coincidence that many of the good practice examples featured in the guide include strong elements of cross-sectoral partnership working.

The welfare of children has always been prioritised within integration services. However, young people over 16 stand out as a group who can greatly benefit from more tailored support and opportunities.

Direct involvement of refugees in developing and shaping services emerged as an important theme in the learning events held in 2018 and also in several of the good practice examples. In particular, peer support approaches are increasingly being used innovatively; these demonstrate the potential to support family integration in a way that promotes independence and personal development.

The case studies in Section Three highlight good, inclusive practice by mainstream services as well as models of support offered by professionals specialising in working with new refugees. The case studies also reveal some challenges associated with supporting integration in more rural areas lacking the concentration of services available in Glasgow and Edinburgh.

The guide illustrates the growing depth and breadth of integration experience within both public and third sector organisations across Scotland. Viewed in conjunction with our series of refugee rights and entitlements factsheets, our aim is that this will provide a useful

reference guide for the wide range of professionals involved in supporting refugee integration.

The next stage for the Scottish Refugee Council's Improving Lives of Refugee Families in Scotland project will be to develop a family integration training course, which will initially be offered to local authority staff around Scotland. We will also be continuing to share learning through the Community of Practice and exploring opportunities to grow this network by involving more frontline practitioners.

## Additional reading

### New Scots national strategy

**New Scots: Integrating Refugees in Scotland's Communities 2014-17 final report**

[www.gov.scot/publications/new-scots-integrating-refugees-scotlands-communities-2014-2017-final-report/](http://www.gov.scot/publications/new-scots-integrating-refugees-scotlands-communities-2014-2017-final-report/)

**New Scots: refugee integration strategy 2018-2022, Scottish Government**

<https://beta.gov.scot/publications/new-scots-refugee-integration-strategy-2018-2022/pages/5/>

### Scottish Refugee Council integration services learning

**'She endures with me': an evaluation of the Scottish Guardianship Pilot, Heaven Crawley and Ravi KS Kholi (April 2013)**

<https://www.scottishrefugeecouncil.org.uk/wp-content/uploads/2019/10/She-endures-with-me-Final-evaluation-of-the-Scottish-Guardianship-Service-Pilot-Executive-Summary-PDF.pdf>

**The Holistic Integration Service, Learning and evaluation Year 1: 2013 – 2014, Alison Strang, Ruth Marsden and Elodie Mignard (August 2014)**

<https://www.scottishrefugeecouncil.org.uk/wp-content/uploads/2019/10/Holistic-Integration-Service-year-1-evaluation-report.pdf>

**Refugee Peer Education for Health and Well-being Evaluation report, Alison Strang (May 2015)**

<https://www.scottishrefugeecouncil.org.uk/wp-content/uploads/2019/10/Peer-Education-Evaluation-Report.pdf>

**Insights into Integration Pathways: New Scots and the Holistic Integration Service, Alison Strang, Helen Baillot and Elodie Mignard (June 2015)**

<https://www.scottishrefugeecouncil.org.uk/wp-content/uploads/2019/10/Holistic-Integration-Service-Year-2-report.pdf>

**Rights, Resilience and Refugee Integration in Scotland: New Scots and the Holistic Integration Service, SRC Evaluation report (June 2016)**

[https://www.scottishrefugeecouncil.org.uk/wp-content/uploads/2021/01/RRRIntegratScot\\_FINAL.pdf](https://www.scottishrefugeecouncil.org.uk/wp-content/uploads/2021/01/RRRIntegratScot_FINAL.pdf)

**Family Keywork Service, SRC Evaluation report (2016)**

[https://www.scottishrefugeecouncil.org.uk/wp-content/uploads/2019/10/Scottish-Refugee-Council\\_s-Family-Keywork-Service-Evaluation-Report.pdf](https://www.scottishrefugeecouncil.org.uk/wp-content/uploads/2019/10/Scottish-Refugee-Council_s-Family-Keywork-Service-Evaluation-Report.pdf)

**Sharing Lives, Sharing Languages: A Pilot Peer Education Project for New Scots' Social and Language Integration, Lavinia Hirsu and Emily Bryson (June 2017)**

[https://www.scottishrefugeecouncil.org.uk/wp-content/uploads/2019/10/Sharing\\_Lives\\_Sharing\\_Languages\\_REPORT.pdf](https://www.scottishrefugeecouncil.org.uk/wp-content/uploads/2019/10/Sharing_Lives_Sharing_Languages_REPORT.pdf)

**Scottish Refugee Integration Service Evaluation report, Helen Baillot and Elaine Connolly (2019 – forthcoming)**

**PAL, Peer Action and Learning for New Scots integration, Dylan Fotoohi, Scottish Refugee Council (2019 – forthcoming)**

### Refugee integration research

**Indicators of integration final report, Alastair Ager and Alison Strang (2004)**

<https://webarchive.nationalarchives.gov.uk/20110218141321/http://rds.homeoffice.gov.uk/rds/pdfs04/dpr28.pdf>

**Integration or isolation? Mapping social connections and well-being amongst refugees in Glasgow, Alison Strang and Neil Quinn (2014)**

<https://eresearch.qmu.ac.uk/bitstream/handle/20.500.12289/4139/eResearch%25204139.pdf?sequence=1&isAllowed=y>

**'We started life again': Integration experience of refugee families reuniting in Glasgow research report, British Red Cross (2015)**

[www.refworld.org/docid/560cde294.html](http://www.refworld.org/docid/560cde294.html)

**From Refugees to Workers Mapping Labour-Market Integration Support Measures for Asylum Seekers and Refugees in EU Member States (2016)**

[www.bertelsmann-stiftung.de/fileadmin/files/user\\_upload/Studie\\_NW\\_From\\_Refugees\\_to\\_Workers\\_Vol1.pdf](http://www.bertelsmann-stiftung.de/fileadmin/files/user_upload/Studie_NW_From_Refugees_to_Workers_Vol1.pdf)

**Refugees Welcome? The Experiences of New Refugees in the UK report, All Parliamentary Group on Refugees (April 2017)**

[www.refugeecouncil.org.uk/wp-content/uploads/2019/03/APPG\\_on\\_Refugees\\_-\\_Refugees\\_Welcome\\_report.pdf](http://www.refugeecouncil.org.uk/wp-content/uploads/2019/03/APPG_on_Refugees_-_Refugees_Welcome_report.pdf)

**Alison Strang, Helen Baillot & Elodie Mignard (2018) 'I want to participate.'**

**transition experiences of new refugees in Glasgow, Journal of Ethnic and Migration Studies, 44:2, 197-214, DOI: 10.1080/1369183X.2017.1341717**

[www.tandfonline.com/doi/full/10.1080/1369183X.2017.1341717](http://www.tandfonline.com/doi/full/10.1080/1369183X.2017.1341717)

**Working Together for Local Integration of Migrants and Refugees, OECD (April 2018)**

[www.oecd.org/publications/working-together-for-local-integration-of-migrants-and-refugees-9789264085350-en.htm](http://www.oecd.org/publications/working-together-for-local-integration-of-migrants-and-refugees-9789264085350-en.htm)

**Education for refugee and asylum seeking children: Access and quality in England, Scotland and Wales, Refugee Support Network (July 2018)**

<https://downloads.unicef.org.uk/wp-content/uploads/2018/09/Access-to-Education-report-PDF.pdf>

**A Journey towards safety: A report on the experiences of Eritrean refugees in the UK, UNHCR (Aug 2018)**

<https://www.unhcr.org/uk/protection/integration/5b8fe8694/a-journey-towards-safety-a-report-on-the-experiences-of-eritrean-refugees.html>

**Widening the Welcome: Exploring experiences refugee resettlement approaches in Scotland, Scottish Community Development Centre (Sept 2018)**

[www.scdc.org.uk/what/widening-the-welcome](http://www.scdc.org.uk/what/widening-the-welcome)

**A long term commitment: integration of resettled refugees in the UK, University of Sussex (Dec 2018)**

[www.sussex.ac.uk/migration/research/integrationcitizenship/refugeeresettlement/reports](http://www.sussex.ac.uk/migration/research/integrationcitizenship/refugeeresettlement/reports)

**Home Office Indicators of Integration framework 2019**

[www.gov.uk/government/publications/home-office-indicators-of-integration-framework-2019](http://www.gov.uk/government/publications/home-office-indicators-of-integration-framework-2019)

## Children's wellbeing indicators

**Getting it Right for Every Child and the SHANARRI indicators**

[www.gov.scot/policies/girfec/wellbeing-indicators-shanarri/](http://www.gov.scot/policies/girfec/wellbeing-indicators-shanarri/)

## Interpretation good practice guidance

**The Scottish Translation, Interpreting and Communication Forum Good Practice Guidelines, Scottish government (2004)**

[www.gov.scot/publications/scottish-translation-interpreting-communication-forum-good-practice-guidelines/](http://www.gov.scot/publications/scottish-translation-interpreting-communication-forum-good-practice-guidelines/)

**Good practice guidance on Interpreting for women who have experienced gender based violence, Glasgow Violence Against Women Partnership**

[www.womenssupportproject.co.uk/userfiles/file/GVAWP%20Good%20Practice%20Guide%202011%20Final%20Nov.pdf](http://www.womenssupportproject.co.uk/userfiles/file/GVAWP%20Good%20Practice%20Guide%202011%20Final%20Nov.pdf)

## COSLA resources

**Migration Scotland, COSLA Strategic Migration Partnership Library of online resources**

[www.migrationscotland.org.uk/about](http://www.migrationscotland.org.uk/about)

**Migrants Rights and Entitlements to Local Authority Support, COSLA (Feb 2019)**

[www.migrationscotland.org.uk/migrants-rights-entitlements/introduction/1-1-how-use-guidance](http://www.migrationscotland.org.uk/migrants-rights-entitlements/introduction/1-1-how-use-guidance)

## Integration support case studies

**Resettlement of Syrian refugees in West Dunbartonshire, Gareth Mulvey et al (June 2018)**

<http://whatworksscotland.ac.uk/wp-content/uploads/2018/06/WWSResettlementofSyrianRefugeesinWestDunbartonshireExecutiveSummary.pdf>

**COSLA archive of New Scots case studies**

[www.migrationscotland.org.uk/uploads/19-03%20-%20Scottish%20New%20Scots%20Integration%20Case%20Studies\\_1.pdf](http://www.migrationscotland.org.uk/uploads/19-03%20-%20Scottish%20New%20Scots%20Integration%20Case%20Studies_1.pdf)

## Refugee housing practice guide

**A Housing Practitioners' Guide to Integrating Asylum Seekers and Refugees, Jamie Stewart (2nd edition)**

<https://www.scottishrefugeecouncil.org.uk/wp-content/uploads/2020/11/Housing-Practitioners-Guide-phase-2-FINAL.pdf>

## Social work guidance

**Refuge and asylum in Scotland: Social work support a human right not an administrative burden, UNISON Scotland and SASW (November 2017)**

[www.housing-rights.info/docs/Housing\\_Practitioners\\_Guide\\_to\\_Integrating\\_Asylum\\_Seekers\\_Refugees.pdf](http://www.housing-rights.info/docs/Housing_Practitioners_Guide_to_Integrating_Asylum_Seekers_Refugees.pdf)

## Community of practice toolkit

**Toolkit: developing a community of practice, Kings College London (2013)**

[www.kcl.ac.uk/scwru/res/roles/copdp/CPToolkit-FINAL.pdf](http://www.kcl.ac.uk/scwru/res/roles/copdp/CPToolkit-FINAL.pdf)

## Vulnerable asylum seekers trainers' handbook

**EVASP: Enhancing vulnerable asylum seekers protection trainers' handbook, University of Essex**

[https://asop4g.eu/wp-content/uploads/2019/01/EVASP-TrainersHandbook\\_Trauma-vulnerabilities.pdf](https://asop4g.eu/wp-content/uploads/2019/01/EVASP-TrainersHandbook_Trauma-vulnerabilities.pdf)

## Definitions: refugee and asylum seeker

### Refugee

Any person who has been recognised as being in need of international protection by the UK Government. This includes people who have been granted:

- Refugee status
- Humanitarian Protection (including resettled refugees)
- Discretionary Leave to Remain (following a claim for asylum)
- UASC leave for those who arrived as Unaccompanied Asylum Seeking Children (under 18 years of age at the time of applying for asylum).

### Asylum seeker

Any person who has made a claim for asylum under the terms of the 1951 Refugee Convention.

## Appendix one: List of factsheets

Our series of nine factsheets on refugee rights and entitlements cover the following topics:

1. Introduction
2. Human rights and equalities
3. Education
4. Employment and volunteering
5. Financial support
6. Health and social care
7. Housing
8. Access to legal advice
9. How to claim asylum.

[Check Scottish Refugee Council's resources page for factsheets, guides and toolkits on refugee rights and entitlements](#)



The Integration Loan form can be used to apply for a loan to help you build your life in the United Kingdom. This should be spent on items and activities that will help you start your life here, such as a deposit for accommodation, training that will help you get a job, or buying items for your home.

**Your Asylum Decision**

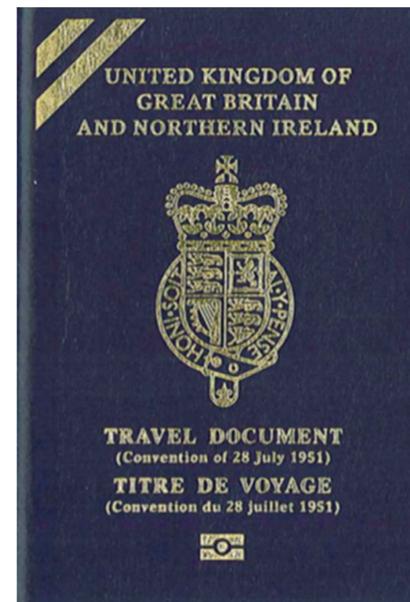
This leaflet provides more information about your grant of asylum and the help available to you.

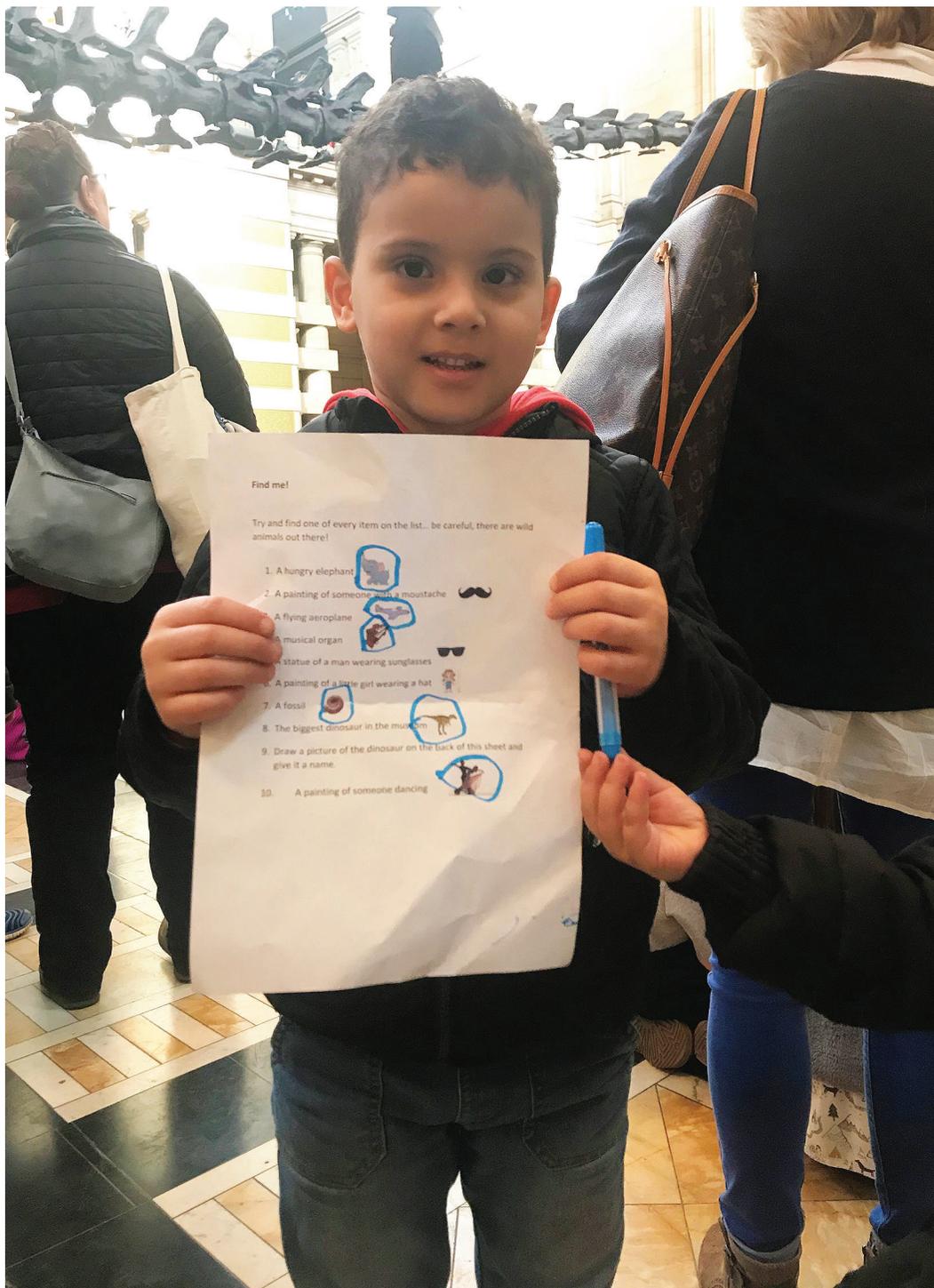
Yours sincerely,

Asylum Implementation Team  
*Acting on behalf of the Secretary of State*

## Convention Travel Document

Can be obtained from the Home Office by everyone with refugee status, subject to a fee and application. This is an optional document, equivalent of a passport.





Scottish Refugee Council is an independent charity, which provides advice and information to people seeking asylum and refugees living in Scotland.

We campaign for a fair and humane asylum system and support and promote diverse and welcoming communities.

There are many ways to help us support people rebuilding their lives in Scotland – by campaigning, volunteering, fundraising, donating or joining us as a member.

Scottish Charity Number: SC008639

Company Number: SC145067

OISC reference number: N200100084

Visit [scottishrefugeecouncil.org.uk](http://scottishrefugeecouncil.org.uk) for more information.

 [www.facebook.com/scottishrefugeecouncil](https://www.facebook.com/scottishrefugeecouncil)

 [www.twitter.com/scotrefcouncil](https://www.twitter.com/scotrefcouncil)

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