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# Scottish Refugee Council

Tools to support  
community integration



This project is part funded by the EU Asylum, Migration and Integration Fund. Making management of migration flows more efficient across the European Union.

## Toolkit 3

# Tools to support community integration

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# Toolkit 3 | Tools to support community integration

This toolkit is for public authorities (local, regional and/or national), civil society organisations and funders developing or investing in innovative community-led projects that support refugee integration.

- 1 A small grants funding scheme to support community-based integration practices
- 2 Good Practice Guide for integration initiatives building refugees' social connections and language
- 3 Refugee integration awareness raising materials for faith groups
- 4 Training materials for community organisations on refugee rights and working with the media
- 5 New Scots Holidays: A handbook for setting up a refugee holiday hosting scheme

These particular tools have been developed from projects delivered with refugee-assisting organisations in Scotland. Whilst there are Scottish or UK specific references (such as UK legislation citations within the training material) most of tools are directly replicable or transferable to local contexts outside of Scotland or the UK.

## Introduction

*New Scots Integration: Rights & Communities* is a Scotland-wide programme to welcome and support the integration of people who have received refugee protection. Over two years (2018-2020), the programme directly supported 1190 New Scots to achieve their ambitions for work, education and community life; and 189 organisations across Scotland to build their capacity to welcome and support the integration of New Scots.

*New Scots Integration: Rights & Communities* was led by Scottish Refugee Council in partnership with the Bridges Programmes, Workers' Educational Association and Scottish Faiths Action for Refugees. The project was funded by the European Union Asylum, Integration and Migration Fund.

Drawn from the delivery of this multiple-strand project and Scottish Refugee Council's and partners' expertise on refugee integration, we have produced three toolkits for public authorities (local, regional and/or national) and civil society organisations to replicate or adapt our tested integration projects and practices to their local contexts.

Whilst the tools we present were developed and tested through work with refugees and other beneficiaries of international protection, they are equally relevant to developing projects, infrastructure and practices to support third-country nationals.

### How to use the toolkits

Each section of the toolkit outlines the project as a replicable tool, our methodology, what lessons were learnt along the way, and how we evaluated the project. At the end of each section there are useful practical tools that can be adopted. Each section also provides further reading and links to other more detailed reports.

-  Description of tool
-  What we set out to do and what we did
-  Methodology
-  How we involved refugees
-  Evaluation of tool
-  Practical tools

We have also produced an evaluation of the whole *New Scots Integration: Rights & Communities* project if you want to learn more about the overall project development and its impact.

### Toolkits

#### Toolkit 1 – Tools to support individual refugees

1. Supporting refugees to create their own Holistic Integration Plans
2. Individual employment action plans for refugees
3. 'Survival English' ESOL Programme
4. Widening information and advice access to asylum seekers and refugees digitally

#### Toolkit 2 – Building national and regional infrastructure to support refugee integration

1. Mapping and creating a digital map of organisations and practices supporting refugee integration
2. Creating a national or regional network of organisations supporting refugee integration
3. Developing a communications forum for organisations supporting refugee integration
4. National & Regional Gatherings to exchange experiences and to improve refugee and community participation in integration policy
5. An approach to involve refugees with particular equality characteristics in integration policy

#### Toolkit 3 – Tools to support communities

1. Community based initiatives supporting language and social connections
2. Developing a small grants funding scheme to support community-based integration practices
3. Holiday hosting for refugees
4. Training programme for refugee-assisting organisations
5. Improving understanding of refugees through a speaking programme



# 1

## Good Practice Guide for integration initiatives building refugees' social connections and language

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# Good Practice Guide for integration initiatives building refugees' social connections and language



## Who is this toolkit for?

- NGOs
- Funders
- Government (local / regional / national)



## Description of final tool

Good Practice Guide for integration initiatives building refugees' social connections and language.

The guide is for anyone working in a third sector, community or local authority setting who is running a project or delivering activities for refugees supporting their integration or language acquisition.

This guide was cocreated by eight projects that helped New Scots build social connections with the wider community and provided informal opportunities for people to practise and improve their English.

The guide was developed with the assistance of Evaluation Support Scotland.



## What did we do?

Sharing Lives, Sharing Languages was a successfully piloted and evidence-based peer education project led by Scottish Refugee Council. It provided a structured intervention and model for organisations to support refugees to build social connections with the wider community, improve cultural orientation, increase language practice and build employability pathways.

In 2019/2020, we supported 8 organisations across Scotland to expand and extend the previous pilot. Each ran a peer education project aimed at improving participants' English language and their connections in their community.

We ran a tender process and selected 8 organisations, who each ran their programme differently, from classroom-based activities, to language café models to drop-in sessions.

Regional Integration Coordinators supported organisations delivering the project and Scottish Refugee Council staff carried out a 6-month review visit midway through the project visits to projects to review their projects and support them with any issues.

A final evaluation session was carried out with all organisations and an external evaluation partner to produce the good practice document.



## What was our methodology?

We based the project on the initial pilot and used an evaluation matrix to score and award tenders to different organisations across Scotland.

This project was put out to tender to organisations across Scotland and selection was based on an agreed set of criteria. Projects were based around the country and organisations presented their projects in Glasgow.

Each project was run differently, and Regional Integration Coordinators served as the link between the organisations and Scottish Refugee Council.

Reports were submitted quarterly to Scottish Refugee Council and a 6 monthly review visit was carried out to look at progress and impact.

Due to the Covid-19 pandemic, organisations delivered the final few months of their project remotely, and Scottish Refugee Council along with Evaluation Support Scotland carried out a final evaluation session with all organisations. From this the good practice guide was created.





**How did we involve refugees?**

Members of Scottish Refugee Council's Refugee Advisory Group sat on the evaluation panel together with Scottish Refugee Council staff, COSLA, Community Learning and Development Standards.

**Learning – What changes did we make along the way?/How would we do things differently?**

The Sharing Lives Sharing Languages programme is based on an informal peer learning model, and this programme showed the variety of models that can be used to support community learning. Organisations who had worked in more formal English language programmes with the same volunteers said that this informal model allowed them to see their clients in a different light, for example practising language outside of a classroom environment adds a different dynamic and allowed for more informal conversations, allowing tutors, peers and learners to develop better relationships.

**Validation/Evaluation of tool**

Reports submitted quarterly from organisations showed that the project helped to build social connections between participants and peers, and people gained confidence in accessing local facilities such as public transport, leisure activities and libraries

The good practice guide created with the support of all organisations shows different methods and ideas that organisations used in their delivery of the project that demonstrates the success of the programme.

**Practical Tool**

- Good Practice Guide for integration initiatives building refugees' social connections and language.

# Good Practice Guide for integration initiatives building refugees' social connections and language

**Introduction**

**Where this guide came from**

In 2019/20, eight projects took part in Sharing Lives, Sharing Languages project managed by the Scottish Refugee Council as part of New Scots Integration: Rights and Communities.

The projects helped New Scots build social connections with the wider community and provided informal opportunities for people to practise and improve their English.

The projects largely used a peer education model so that people with experience of rebuilding their lives in Scotland were able to pass on that first-hand knowledge and experience to help others in a similar situation.

The purpose of this good practice guide is to share the projects' learning about HOW they achieved positive outcomes – what worked and what challenges they overcame. This guide was cocreated by the eight projects and the Scottish Refugee Council with support from Evaluation Support Scotland. Details about each project are in the annexe.

**Who is this guide for?**

This guide is for anyone working in a third sector, community or local authority setting who is running a project or delivering activities for refugees about integration or language.

You don't have to do everything we suggest in this guide but you'll find tips and ideas to help you run a successful project and achieve positive outcomes with and for New Scots.

**A: Increased social connections**

This part of the guide is about what works in helping New Scots make connections to other people and to the place where they live so they feel welcome, share their skills and contributions and access the services and amenities they need.

**What works in connecting New Scots to other people?**

**Top tips**

- ✓ Make connections with existing local groups. New Scots want to be part of the local community and appreciate being able to interact with others.
  - Help New Scots meet other people in the community including people who were New Scots themselves. For example:
    - several projects held successful parties that brought project New Scots together with others in the local community.
    - A couple of projects had cafés where people could mix more informally
    - Some projects recruited volunteers as mentors.
- ✓ New Scots may say “yes I’ll come” to events and then don’t turn up. So find ways to motivate them to attend. One tip is to run activities with practical benefits in terms of education or work. Examples from our projects included bike maintenance, sewing groups and activities for children.
- ✓ Amongst New Scots encourage families to divide up and sit with others so they get to know each other; play games.
- ✓ Think through how a New Scot might (want to) make social connections and navigate society, based on their past experiences and cultures. This is very different for different people.

## What works in connecting New Scots to other people?

### Case Studies

**Sewing 2gether all Nations** developed a partnership with a local school. The Headteacher was very keen to get involved, as his best friend at school when he was a child was a refugee from Chile. Through the partnership Sewing 2gether New Scots ran sewing classes in the local school for Primary 7 pupils and the pupils, parents and Sewing 2gether New Scots took part together in a Christmas carol celebration and Burns Supper. A Sewing 2together's participant began to volunteer in the school (she is keen to become an art teacher).

**Pachedu** ran an event with a housing association where New Scots gained a food hygiene certificate at the end. People came to get the certificate but they also met new people from the local community and made positive connections.

**WEA Highland** linked up Highland Multicultural Friends and encouraged their Syrian clients and their volunteers to attend the weekly session for women from different cultures. This was very successful. New Scots practiced their English, met local people and made friends.

**Refugee Survival Trust's Wee Welcome** project enabled New Scots to come together with other local parents. New Scots eventually started to organise meetings independently and became friends with locals.

**Perth and Kinross Council** and **ESOL Perth's** International Christmas Party brought together over 100 people of all nationalities. The Party was held at a time and place suitable for all the families. There was a DJ and music, arts & crafts table and party games with prizes. People brought a dish/contribution for the table – which overflowed with food! One refugee said: "We never get a chance like this to have fun and be together with our children and with lots of other people too – we met lots of new people"

## What works in connecting New Scots to places or services in the local area?

### Top Tips

- ✔ Give New Scots the practical skills and confidence to use public transport.
- ✔ Introduce New Scots to free things they can do locally (eg museums) and to local services (libraries, food banks, advice services).
- ✔ Help New Scots to map their area so they get to know where services are and can go there independently.

### Case Studies

**Argyll & Bute Council** set up a yoga/aerobic/dance in a sporting centre, at the request of New Scots women. Some with very low English skills showed up even though they weren't initially coming to English classes, and that was very successful. Some men did the same with sauna, spa and football activities.

**Refugee Survival Trust** did a mapping exercise in different areas across Glasgow as New Scots are scattered around the city. The map had different local services and each participant learnt more about their area such as public transport, post offices, libraries and other services available locally. They also had the task to go and explore the area and put new services and places on the map.

**Pachedu** organised a trip to a local library. The librarian gave New Scots a tour and explained services beyond just book borrowing i.e. cancer support or opportunities to learn computer skills. All New Scots got library cards, so this was something tangible at the end. Some took out books. The library had a graded readers section, with a big range, so there were materials also aimed at adults, not just for children/not patronising.

**WEA Highland** New Scots set up a study group and each participant had a different interest: driving theory, English, college homework, etc so WEA volunteers worked on each topic on a one-to-one basis. New Scots started feeling more comfortable about using the library as a study place. Eventually they started going to the library independently to read and borrow books.

## B: Increased language skills

This part of the guide is about what works in helping New Scots to improve their spoken and written English skills and confidence so they can live and work successfully.

## What works in motivating New Scots to improve language skills?

### Motivating factors

- **Social connections:** Some New Scots were motivated when English was the common language through which to make social connections.
- **For work or education:** Some New Scots were motivated by improving their English for further education or employment, or volunteering to help with employability.
- **Helping their children.** One project learned it was necessary to explain to groups of mothers of preschool children that it is really beneficial for children to learn some English words pre-nursery/school so that when they go to English speaking school environment, the language is then less of a shock to the system. Other mothers were motivated by being able to help with homework or understand letters from the school.
- **For getting about day to day:** Learning about places and services in the area helped New Scots to learn language in an everyday way.

Overall it helps to have a language goal – something a New Scot wants to achieve and needs English for.

## What works in helping New Scots actually improve their spoken or written English?

### Top Tips

- ✔ ESOL should be very practical – not (just) about getting a certificate but about being able to apply the learning practically. Provide one-to-one support around language challenges, including housing applications, personal statements for college purposes, what to say at the bank. Doctors, hospitals, and computer skills are other popular topics.
- ✔ Introduce New Scots to free things they can do locally (eg museums) and to local services (libraries, food banks, advice services).

- ✔ Help New Scots to map their area so they get to know where services are and can go there independently.

Make the link between English and social connections. For example:

- ahead of a social activity or an event explain to New Scots what to expect and help them practise relevant language in advance so they have words and phrases they could try when the moment comes.
- Use English through activities – cook and chat, creative activities, dance classes.
- Encourage New Scots to speak to somebody they didn't know.
- Play games together during activities. Create a fun atmosphere.
- Several groups found sewing or crochet works well – New Scots are relaxed and in a mixed group, so women spoke English while working.

- ✔ Have open classes so anyone from the local community can come - allowing New Scots to build up friendships with different people from local community.
- ✔ Invite New Scots to take a lead in initiating conversations and enabling interactive lessons. Encourage New Scots to help each other.
- ✔ Run informal conversational classes that women can attend with very young children.
- ✔ Be aware:

- about the connection between confidence and proficiency. For example speaking to a local authority isn't just about having English language skills.
- the wide variety of experience of education before New Scots come to Scotland and adapt accordingly.
- Driving licence theory is hard to teach! Be ready to simplify the language for New Scots.
- Some New Scots are less comfortable learning in mixed groups of men and women.

## What works in helping New Scots actually improve their spoken or written English?

### Case Studies

This example from the Language and Integration Developer at Grampian Race Equality Council illustrates how language self-confidence can be as important, or even more so, than actual language skills:

“One of the refugees asked for one of our case workers to make a phone call on her behalf to fix a faulty door in her flat. The caseworker was busy, so I suggested that she could make the call from her mobile on speaker and I would be there in case she needed additional assistance. Her language skills were enough for her to conduct the call without assistance and to understand the person on the phone.

The change in approach empowering her to speak on the phone, had a positive impact in her sense of self confidence. There is always a potential benefit in encouraging refugees to use their existing skills and abilities rather than suggesting their need to acquire new ones or overlook their own resourcefulness.”

**Sewing 2gether all Nations:** When New Scots arrived they had a chat with a qualified ESOL tutor over a cuppa, then moved on to sit with peer volunteers with books and for themed conversation or writing, then moved on into sewing. A globe was passed round the circle as people all introduced themselves in English as the common language for a range of nationalities. Friendships grew as people wanted to ask more about each other.

**ESOL Perth** organised a bike course for learners who learned vocabulary and bike maintenance and went on some bike rides.

**Argyll & Bute Council** found that most women they worked with were not necessarily unmotivated, but not confident, maybe don't have very good literacy skills in their own language. The project put on fun things like aerobics which made New Scots more confident socialising in their own language, and built up trust to come back to English classes.

Several projects used *WhatsApp* during lockdown. This developed at first with use of signs and emojis, photos, then moving on to more complex language, cooking recipes and so on.

## What works in connecting New Scots to places or services in the local area?

### Top Tips

- ✔ Give New Scots the practical skills and confidence to use public transport.
- ✔ Introduce New Scots to free things they can do locally (eg museums) and to local services (libraries, food banks, advice services).
- ✔ Help New Scots to map their area so they get to know where services are and can go there independently.

### Case Studies

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**WEA Highland** New Scots set up a study group and each participant had a different interest: driving theory, English, college homework, etc so WEA volunteers worked on each topic on a one-to-one basis. New Scots started feeling more comfortable about using the library as a study place. Eventually they started going to the library independently to read and borrow books.

## C: Increasing the capacity of organisations to work with New Scots and integrate them into community life

This section of the guide looks at how to make sure your own project or organisation has the capacity to help New Scots make social connections and improve language skills.

We found that “increased capacity” means an organisation:

- knows the range of **issues** that New Scots have (and that different New Scots have different issues)
- has the **skills** (staff and volunteers) to receive and support New Scots
- knows **other organisations** that can help
- can access **good practice** in supporting New Scots (such as this guide!)
- Right now (in 2020) – digital capacity is important so activities can be run on line

### Top Tips

- ✔ Provide training and advice to staff who engage in activities involving New Scots. Awareness and good practice needs to be constantly shared as not everybody knows the issues around New Scots and asylum seekers.
- ✔ Provide induction training to ensure volunteers know what is okay and what may be offensive to other cultures, mistakes to avoid.
- ✔ Having lived experience amongst staff and volunteers can help.
- ✔ ESOL teachers have to learn different skills as learners' needs are not standard (see above).
- ✔ Develop partnerships with others with complementary experience or skills eg community groups, ESOL groups, churches, arts groups, housing associations. Perth and Kinross Council and ESOL Perth developed a partnership with the local bike station.
- ✔ Don't assume the local authority has all the answers. Projects run by the local authorities themselves benefited from combining their expertise with local voluntary organisations.

### Case Study

**WEA Highland** partnered with Highland Multicultural Friends which offers support to all communities, sharing our volunteer resource with them, joining their ‘food and friendship’ sessions, and in this way New Scots had access to more supporters and more familiar faces.

## D: Other learning about running a good project for New Scots

This section of the guide sums up other key learning points from our eight projects identified about how to run a successful project for New Scots.

Getting the balance between New Scots deciding what they want to do and staff/volunteers taking a lead to expand their horizons

- ✔ You can take a lead in setting an activity but then provide opportunities for New Scots to co-design the specifics of what is delivered.
- ✔ Be aware that New Scots might defer to you as the “teacher”. Some New Scots have come from living under repressive regimes, and may be unused to taking initiative. Empowerment is not always part of people's experience.
- ✔ One solution is an induction with New Scots at the start to explain why they are encouraged to be involved in these things and what the benefits are.
- ✔ Another tip is to build the confidence of regular attendees to be a voice for others in the group who are nervous about making suggestions directly.
- ✔ Be aware that New Scots' choices may be too expensive for your project budget or limited by what they know so explain what some options could be.
- ✔ Ask yourself: How are New Scots responding to the activities? They may vote with their feet. Attendance might start dropping at times, so be as responsive as you can and learn from experience.
- ✔ Create a safe space to discuss any problems that arise so New Scots can raise concerns rather than just stop coming.

## Case Studies

**Sewing2together All Nations** found that some New Scots had good skills in sewing (had carpet shops in home country, or worked in factory). So they asked those more highly skilled if they would teach a little, in English. One woman for example brought along weaving to teach, prepped in advance. There has been learning exchange around dressmaking in different styles. A social enterprise developed and some of the finished articles are now being sold and income used for food and bus passes to attend classes. New Scots are not allowed to work but can get a feel for the work situation and the importance of quality, methods, etc.

**Perth and Kinross Council** and **ESOL Perth** organised a trip to a pantomime. This was a huge experience for the 58 people who attended (including 5 Syrian families), many of whom had never been inside Perth Theatre, far less attended a pantomime.

**Govan Community Project** did not have a clear outcome at the start of their project as they let New Scots decide what they wanted to achieve. They had a stable cohort who took the lead. They held a forum at Christmas letting New Scots decide what they wanted to do in the New Year. New Scots developed their own biographical stories in the form of poems with the aim of turning this into a film with a film maker. Covid-19 got in the way but the project had significant direction from New Scots with a creative result.

## Managing professional and personal boundaries between New Scots and staff

Some New Scots viewed staff as a friend, would invite them to their house etc. Take a clear (but positive) line about boundaries and discourage home visits.

**Argyll and Bute Council** had clear guidelines. They noted that it's more complex in a small community; it could almost be your neighbour you're volunteering with. Their mentors had a meeting at the start of the project to go over this, made it clear that if you do want to be friends you have to come out of the programme. For tutors it's non-negotiable, you can't have social relationships.

## Encouraging attendance

Attendance was one of the most common challenges for projects. It can take time to get groups up and running – hard with short-term funding. People still in the asylum process are moved around a lot during the asylum process which can put them on the other side of town. Winter or bad weather can put people off.

## Top Tips

- ✔ Word of mouth can help a group gain momentum eventually.
- ✔ Start small – one project had a big event where many people turned up to do various activities at first, and a very small amount of people attended the following session. This was due to the first event being too chaotic and loud, because of the number of people and children attending the event.

## Supporting effective volunteering

### The characteristics of an effective volunteer

- ✔ Relaxed, friendly, warm, patient. Having genuine interest in people and loving getting to know new people as well.
- ✔ Empathy: being able to imagine being in other people's shoes and understanding what it means to not know the language.
- ✔ Being open to learning from New Scots as well and blend in with the group. Seen as peers. Engaging as equals. Not patronising. Respectful.
- ✔ Not "on a mission" as this can make New Scots nervous.
- ✔ Reliable. Able to work autonomously (once trained inducted) and continue engagement with the learner without needing constant support from staff.
- ✔ It's beneficial to have volunteers who can tell people about the local area.

Volunteers can't be expected to acquire specialised ESOL skills but **WEA Highland** got over that challenge by explaining to volunteers at the outset how to initiate conversations in their first few interactions with New Scots, e.g. around children, photos of family, places and food which would prompt a desire to say/tell/explain. This built volunteers' sense of purpose and then inspired confidence among the learners.

Several projects faced a lack of male volunteers – especially young men.

## Volunteering case study from Argyll & Bute

One Syrian man, a chef before becoming ill and who is now in a lot of pain and finds it difficult to walk, was mentored by a local Scottish chef who has also had poor health. The mentoring was a positive thing for both men. They had many things in common both having travelled widely and also having a passion for food. They regularly met to talk about their profession. This also meant that the Syrian man could practice his English. His English has improved greatly, these conversations having helped. They also went on a number of visits over last summer including a visit to the kitchen of Mount Stuart House where they talked with the chef in the kitchen there.

## E: Overall project success factors

Our project identified six of the factors that help make a successful project. Here they are ranked order of importance:

1. Having fun
2. Getting timing of activities right
3. Good volunteers
4. A good space to meet
5. Giving New Scots some control
6. (For some) sorting out childcare

## In their own words... a piece of advice from our projects to others running a language and integration project

"Be inquisitive. Think about the other person. Try to find out what they are thinking and feeling. This way you'll connect with people better and everyone will get more out of it."

"Don't assume what people might be (or not be) interested in – they welcome the chance to be part of new opportunities."

"Be patient. Everybody is different and has different needs. Some activities might work and others might not work as well. Learn from your experience in a positive way"

"Take a collaborative approach"

"Listen and learn. Be flexible and adaptable"

"The process of integrating refugees is complex and requires a great deal of effort and commitment. Training and research are needed to develop best practice"

"The cultural and sociological background of refugees are the starting point and should be thoroughly understood before engaging in any project or defining objectives and goals".

"Provide a clear brief to your volunteers. Give them a sense of responsibility."

"Confident volunteers are essential"

"Remember what refugees have been through and that they have the resilience to come back from terrifying experiences"

"Never forget what people have done/give up to live in our country"

**Annexe – project descriptions**

**GREC** use a language café model, with an integration adviser also available to support refugees, while peer educators work with refugees on conversational English in a café environment. GREC stated that “it has been evident that individuals’ capability and confidence to communicate can be improved by regular practise.”

**Govan Community Project** run a Bring Your Own Language (BYOL) programme in partnership with NASUCO. This programme was allowed to develop naturally with the support of staff, with members of the groups taking the lead. At Christmas 2019 they held a forum letting participants decide what they wanted to do in the new year, with groups working on ways to tell their story with the support of a film maker. This film is yet to be launched due to Covid but the trailer is available online .

**Pachedu’s Sharing Lives Sharing Languages Project (PSLSLP)** held weekly meetings in Paisley focusing mainly on discussion and language related to employment and employability. This focus arose out of responses to the pre-project questionnaire which indicated that participants’ main interests and concerns around English language ability and English language learning were mainly related to finding work or finding better work. These groups started with a ‘core group’ of participants and this allowed focused sessions on employability and typical ESOL however as more people joined with lower levels of English the groups became less structured. The group recruited a Peer Education Volunteer who helped to support this less structured and more “go with the flow” model by supporting people with one to one or small group support to those with lower levels of English while still taking part in the larger group activities.

**Refugee Survival Trust (RST)** have set up their “Wee Welcome Group,” and have identified members to lead different sessions and activities. They usually have 9 families attending weekly. They have also been able to signpost members of their group to other services such as Govan Community Project, helped them to apply for RST grants, and helped them to sign up to the Nextbike scheme.

On the Isle of Bute, the local council have used the Sharing Lives Sharing Languages project as an opportunity to engage with Syrian refugees on the island in a different way, linking people from the local community with the families they support and organising trips and visits to different parts of the island.

This has opened the island up to the refugee community that live there, many of whom had been on the island for 3 years but had not visited different places on it. They have now visited Mount Stuart House, a Victorian House, and the tour guides had been prompted with questions to ask the group. To visit these local attractions the group use public transport, and are encouraged by their peer educators to communicate with the local people on the bus, and the drivers. This has encouraged local people from the island to become involved in supporting refugees in their community.

**Sewing2gether All Nations** set up a sewing workshop in a community hub in Paisley, and attracted women from across the South-west of Scotland, with one lady coming from Edinburgh. This informal setting started with the group meeting in the community café, before moving into a large hall that was available. Group members introduced themselves using a globe of the world and talk about where they came from and their families. Groups would use material to learn to sew and chat to each other in an informal setting, with links to the local primary school.

**Sewing2gether All Nations** have been continuing to engage with their service users during lockdown and, as part of their work produced handmade hearts to provide as gestures of goodwill to NHS staff and patients at Renfrewshire hospitals

**ESOL Perth and PKC Communities** had previously been working independently of each other with 7 refugee families that had been settled as part of the VPRS scheme. This programme used both events and classroom activities, with outings organised to events such as the Highland Show, Christmas Party and local panto, as well as some classroom based sewing classes. This new partnership allowed the organisations to work with the families in a different setting developing better relationships and understandings of each of the families.

**WEA Highlands** used a similar model to Perth and Kinross using both events and classroom based activities and linking with local organisations. New Scots taking part in the groups set up a study group and each participant had a different interest: driving theory, English, college homework, etc so WEA volunteers worked on each topic on a one-to-one basis, using local facilities that allowed people to gain the confidence to use these facilities when not in class.





# 2

## Small Grants Scheme

This tool contains:

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# A small grants funding scheme to support refugee integration



## Who is this toolkit for?

- Funders
- Larger NGO
- Government (local / regional / national)



## Description of final tool

Capacity building refugee-led and refugee-assisting organisations to deliver integration projects and events through administering and providing small grants; and involving refugees in the decision-making.



## What did we do?

We provided 93 grants ranging from £500 to £1000 to deliver different integration projects or events across Scotland in two rounds of funding to 93 organisations, in total disseminating £66,936 funding.



## What was our methodology?

Scottish Refugee Council had previously administered small grants to refugee-assisting organisations and community groups to take part in Refugee Festival Scotland. Refugee Festival Scotland is an annual festival which takes place around World Refugee Day in June each year celebrating the contribution refugee communities make to life when they seek safety and settle in Scotland. We also drew on our experience and expertise from different grant-making projects we have been involved in (funding refugee-led groups to run consultation events to contribute to the development of the New Scots Integration Strategy engagement exercise<sup>1</sup> and advising UK funders disseminating small grants to refugee-assisting community organisations as part of the New Beginnings funding programme<sup>2</sup>). The latter identified the importance of support to ensure that refugee-led groups were able to successfully apply and be awarded funding.

We used the taxonomy of different refugee integration practices and mapping of community integration practices to set the scope of the funding. These were discussed and agreed with the New Scots Strategy Thematic group of Communities, Culture & Social Connections. For the first round of funding in February 2019, with the advice of the above, we targeted funding to three activity types: social and cultural, arts and sport projects and events.

The Small Grants Scheme was promoted across Scotland, and drop-in sessions were held over two months for community groups to find out more about the process and ask for clarity on their applications. The majority of the 43 funded projects and events took place during Refugee Festival Scotland 2019 (20 June - 30 June).<sup>3</sup>

Round 2 of funding was launched at the bringing of 2020 for small projects and events to take place between 13 April 2020 and 10 July 2020.

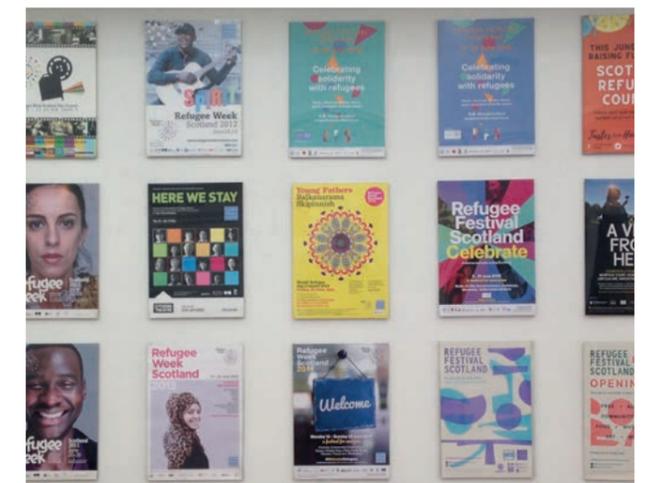
We identified gaps in geographical support and type of activity through assessment of the mapping exercise we had conducted. We agreed, with the support of the New Scots Strategy Communities, Culture & Social Connections group, that the focus should be on the following types of activities:

- Arts
- Social and cultural activities
- Sports
- Health and well-being
- Supporting people into employment
- Reducing prejudice and stigma
- Helping communities prepare to welcome and support newcomers.

Decisions were made on the grants just prior to restrictions being brought into force across Scotland to respond to the COVID-19 pandemic. As a result, successful groups who were awarded grants were requested to decide whether they wished to:

- Repurpose their grants to immediately provide support to their community during Covid-19, or
- Deliver their planned event or project digitally, or
- Postpone their event or project till later in the year.

Evaluation of the second year's events were carried out remotely using Google forms.



1 <https://www.gov.scot/publications/news-scots-2-engagement-analysis-new-scots-refugee-integration-strategy/pages/2/>  
 2 [https://www.ukcommunityfoundations.org/wp-content/uploads/2018/11/1811\\_New-Beginnings-Funders-report.pdf](https://www.ukcommunityfoundations.org/wp-content/uploads/2018/11/1811_New-Beginnings-Funders-report.pdf)  
 3 <https://www.refugeefestivalscotland.co.uk/programme-2019/>



### How did we involve refugees?

Refugees played an integral role in the delivery of the Small Grant Scheme. Not only are they the major beneficiaries of the Scheme, which aims to fund integration activities for refugee-led groups as well as other community groups working with refugees, but representatives of refugee and asylum groups are part of the application evaluation panel.

The process for the Small Grants Scheme application evaluation is detailed in the various documents included in the Appendices. This short description highlights the role refugees play in the process.

The Evaluation Panel was made up of Scottish Refugee Council staff with the Community Development Manager overseeing the process. Representatives from refugee and asylum seeker communities and 'expert' external representatives (e.g. from the Consortium of Scottish Local Authorities or Scottish Community Development Centre) were also on the panel. The roles and responsibilities of the Panel and its members is documented in the Terms of Reference document.

A call for applications was made, through our communications channels, to refugee and asylum groups for volunteers to participate in the evaluation panel.

All panel members underwent an induction session to inform them of their roles and responsibilities and to give them an overview of the evaluation process and its associated documentation. This was followed by a 'dry run' of the process, using the documents

(evaluation criteria, scoring matrix etc.) and the spreadsheets required to record scores, to assess anonymised versions of application forms from previous years.

The Evaluation Panel then met to assess the year's anonymised applications. The process involved the panel being split into pairs (usually an expert or Scottish Refugee Council staff member is paired with a refugee or asylum representative) and 20 applications are given to each pair. Each pair member then assessed 10 of these and scores them before swapping their 10 applications with the other team member and then evaluating the 10 they have not done.

Each application's aggregate score was then recorded. If there were any wide discrepancies between scores these were discussed and consensus reached to either amend the score or refer to the Community Development Manager who asked for another pair of panel members to evaluate the application.

Once all the applications were evaluated then final scores were calculated and successful applications identified until the fund was exhausted.

The refugee and asylum seeker representatives were presented with a certificate detailing the learning outcomes they have achieved as participants in the Evaluation Process.

**2019** 79 Refugee groups applied / 43 refugee groups successful.

**2020** 79 Refugee groups applied / 50 refugee groups successful.



### Learning – What changes did we make along the way?/How would we do things differently?

As a future development, we would look to use Participatory Budgeting whereby beneficiaries identify, discuss, and prioritise spending on projects giving them the power to make real decisions about how money is spent.

For these rounds we decided against this due to the time available and the goal of following a model of identifying and filling gaps through engagement.

In order to transfer funds organisations had to have their own bank account, however as many of these groups are small they applied with details of personal bank accounts. Time consuming solutions were found to resolve this issue such as agreeing with other organisations to hold money on groups' behalf. Criterion would need to be clearer on applications.

### Validation/Evaluation of tool

The programme was oversubscribed, with 158 groups applying.

In total 3,239 people attended events and projects supported by this scheme with the majority organised by refugee-led and small community organisations.

Of the 43 funded projects and events in 2019, the majority took place in Glasgow (25) and Edinburgh (9). However, organisations across Scotland also utilised the funding, from Angus to Cromarty in the Highlands, highlighting the broad geographical spread that such a scheme can make.

From a sample of the 2019 events (30), 70% of events promoted "Bridging"<sup>4</sup> social connections, bringing together people from different backgrounds beyond their own community. Evaluations demonstrated that the events helped people to have new experiences, and helped to raise awareness of refugee issues. These were key goals of the initial scheme.

### Practical Tools

- Application Form
- Application Form Guidelines
- Terms of Reference for volunteers
- Application Evaluation Process
- Evaluation Matrix
- Application form – Information and Evaluation Sources
- Script for Drop in Sessions
- Promoting the Scheme
- Evaluation Panel Members' feedback

# Small Grants Scheme Application Form

Please make sure you read and answer each question before submitting your form.

Incomplete forms will not be considered.

## IMPORTANT

- Please read the accompanying application guidelines before completing this form.
- Please complete and return/submit this form by midnight on Sunday 17 March 2019.
- We will let you know if your application has been successful during the week of April 1 2019.

Refugee Festival Scotland celebrates the contribution refugee communities make to life in Scotland. The Festival is a platform for communities to show off their skills and talents and share some of their unique cultural heritage with others. The Festival is an opportunity for people from different backgrounds to meet each other and find out more about each other's lives. This year the Festival will run from June 20 – June 30.

## Contact Details

Applicant's Name:

Telephone number:

Email address:

Website for more information (if applicable):

Facebook page and/or Twitter handle (if applicable):

What is the name of your community group?

What type of community group are you?

For example, a refugee-led group, a receiving community group, faith-based group etc.

Please tell us where in Scotland your group is based?

Please provide your group's bank details (Account number and sort code).

Please note we can only fund groups who have a bank account. If you don't have one you could consider working in partnership with another group that does. To discuss this further contact [smallgrants@scottishrefugeecouncil.org.uk](mailto:smallgrants@scottishrefugeecouncil.org.uk) or phone 0141 248 9799.

## About your event or activity

Title of your event or activity

What type of event or activity are you holding?

The following categories will be used in our Festival programme.

Visual Art / Film / Music / Discussion or conference / Community Event / Dance / Sport / Schools / Literature or Storytelling / Workshops & Participation / Social Enterprise / Theatre & Performance / Food and drink

Please pick the best fit category for you event or activity. If none of the above apply, please tell us the type of event or activity.

Is your event or activity to be held during Refugee Festival Scotland (Thursday 20th to Sunday 30th June 2019).

Please detail the date and time of your event or activity (Must be before 30 September 2019).

Where will your event or activity take place? Please provide the venue name, address and post code.

What will happen at your event or during your activity? How will this demonstrate integration in your community? (100 words maximum.)

How will you involve other organisations in planning, delivering and evaluating your event or activity? (100 words maximum.)

Tell us about any partner organisations or artists you are working with on your event or activity. How will they help to deliver it with you? (100 words maximum.)

## Evaluation of your event or activity

How will you measure your event's or activity's success and impact? (100 words maximum.)

## Budget for your event or activity

Please detail your income and expenditure for the event or activity, indicating the funds requested from Scottish Refugee Council.

Please note we will only make grants of between £100 and £500. If the costs exceed this amount, please tell us where you intend to get the additional funding from.

## Monitoring

Where did you hear about getting involved in Refugee Festival Scotland?

# Small Grants Scheme 2019

## Application Form Guidelines

### About the Small Grant Scheme and Refugee Festival Scotland

As part of the EU-funded New Scots Integration: Rights and Communities project Scottish Refugee Council seeks to improve community and social connections by supporting community-led activities through a Small Grants Scheme, promoted across Scotland, for integration projects. It is intended that 75% of funded activities will be held during the annual Refugee Festival Scotland. The remaining 25% of funded activities can be held outwith this week but before the end of September 2019.

This Small Grants Scheme is designed to enable community groups to deliver an event or activity with their members and the local public that will help the group to strengthen their connections, partnerships and networks with receiving communities. We will encourage groups to participate in Refugee Festival Scotland 2019 as this provides a focus and framework for integration activities and cultural celebrations.

Coordinated by Scottish Refugee Council, Refugee Festival Scotland is an annual Scotland-wide programme of arts, cultural, educational, heritage and sports events that brings refugee and local communities together to celebrate the contribution refugees make to life in Scotland and the welcome offered by local people. This year's Festival takes place from Friday 20 June – Sunday 30 June 2019.

This year, the theme of Refugee Festival Scotland is **Making Art, Making Home**. We want to know about activities and events that show off your group's creativity. But art doesn't just mean painting or drawing. For your group it could mean music, dance, performance, food and drink, sports and more. The most important thing is that your idea is something that could bring people together to get to know each other better.

The ideal application will be from a refugee or receiving community involving the reciprocal community and a partner(s) in an arts, culture or sports event or activity which demonstrates integration in action; and which is innovative in approach and delivery.

### What types of activities or events can we apply to the Small Grants Scheme for?

Your group can apply for all kinds of activities and events. For example: visual art, film, music, food and drink, discussion or conference, dance, sport, literature or storytelling, workshops, social enterprise, theatre and performance. Be creative.

Remember to tell us how your event or activity will stand out and how you will work with and attract different communities?

### Who can apply?

You must be a community group or organisation that is led by refugees or focused on working with refugee communities. You need to state in your application how you will involve people with refugee and asylum experiences in the planning and delivery of your event.

We can only fund groups and organisations that have a bank account. If you do not have a bank account, you could consider working in partnership with another organisation that does. If you would like to discuss this further contact [smallgrants@scottishrefugeecouncil.org.uk](mailto:smallgrants@scottishrefugeecouncil.org.uk) / 0141 248 9799

### How will Scottish Refugee Council assess our application?

A panel of Scottish Refugee Council and partner organisations staff supported by volunteer representatives from refugee communities will assess the applications and will consider the following points:

- **Complete application forms**  
Please ensure you answer all questions in the application form. We are unable to consider incomplete forms.
- **Timing**  
Please ensure your event or activity takes place either within the festival programme dates: Friday 20 – Sunday 30 June, 2019 or before the end of September 2019.
- **Relevance**  
The application should describe how the activity brings communities together. How will this support integration in the community? For instance does it

bring people together who might not have met each other? Does it help people from different cultures get to know each other better?

- **Involvement**  
Your application should describe the commitment to involve other communities in the planning and delivery of the event or activity.
- **Connection**  
Does the event or activity clearly demonstrate that it supports integration through arts, culture or sport?
- **Innovation**  
Is your idea for an event or activity fresh, different, creative?
- **Partnership**  
Are you working with other organisations in your community, not necessarily one's that work with refugee?
- **Budget and organising plans you have**  
Are they realistic and strong enough so your event or activity is successful?
- **Evaluation**  
Your application should describe how the impact and success of the event or activity will be measured. Scottish Refugee Council will request this data before the end of October 2019.

Scottish Refugee Council's Community Development team can provide guidance to applicants on completing application form but will not write them for applicants.

### How can we apply?

- Please ensure you have read the guidelines before you complete and send your application.
- Complete the online form below by midnight Sunday 17th March, 2019. Forms received after this deadline will not be considered. Any problems, contact [smallgrants@scottishrefugeecouncil.org.uk](mailto:smallgrants@scottishrefugeecouncil.org.uk) / 0141 248 9799
- We may contact your organisation to discuss your application, so please ensure you provide contact details for an appropriate person.

### Can we get more information or support to help us write our application?

#### Drop-Ins for guidance for completing the Small Grants Scheme application

Drop-in to see us one-to-one if you need guidance on completing your application. Drop-ins will take place on the following dates:

**Wednesday 13th February 2019 from 10am to 6pm**

**Wednesday 20th February 2019 from 10am to 6pm**

**Wednesday 6th March 2019 from 10am to 6pm**

All sessions/drop-ins take place at Scottish Refugee Council, Portland House, 17 Renfield Street, Glasgow G2 5AH.

Applicants outside the Glasgow area can also get telephone guidance from any of the four Regional Integration Co-ordinators covering all other Scottish Local Authority areas. Please email your Regional Integration Co-ordinator with your query and contact details.

If your groups is in: Argyll & Bute, East Dunbartonshire, Highlands, Western Isles, Orkney Islands, Perth & Kinross, Shetland Islands, Stirling, or West Dunbartonshire.

Your Regional Integration Co-ordinator is **XXXX**  
Email: [XXXX@scottishrefugeecouncil.org.uk](mailto:XXXX@scottishrefugeecouncil.org.uk)

If your groups is in: Aberdeen City, Aberdeenshire, Angus, Clackmannanshire, Dundee City, Fife, or Moray.

Your Regional Integration Co-ordinator is **XXXX**  
Email: [XXXX@scottishrefugeecouncil.org.uk](mailto:XXXX@scottishrefugeecouncil.org.uk)

If your groups is in: East Ayrshire, East Renfrewshire, Inverclyde, North Ayrshire, North Lanarkshire, Renfrewshire, South Ayrshire, or Dumfries & Galloway.

Your Regional Integration Co-ordinator is **XXXX**  
Email: [XXXX@scottishrefugeecouncil.org.uk](mailto:XXXX@scottishrefugeecouncil.org.uk)

If your groups is in: City of Edinburgh, East Lothian, Falkirk, Midlothian, Scottish Borders, South Lanarkshire, or West Lothian.

Your Regional Integration Co-ordinator is **XXXX**  
Email: [XXXX@scottishrefugeecouncil.org.uk](mailto:XXXX@scottishrefugeecouncil.org.uk)

### If your application is successful, what happens next?

1. If your application is successful, we will tell you in writing (email) by beginning of April. Please note we may not award the full amount you apply for. Following this, we will need:
  - An invoice for the awarded amount. The invoice can take up to 10 working days to process, and we will distribute the money by bank transfer. Your organisation needs to provide your bank account details on your invoice.
  - You will need to confirm your event details including venue, date, time and provide a 50-word description for the Refugee Festival Scotland website listings along with a high resolution jpg image for your event.
2. Once you have accepted your grant award from Scottish Refugee Council, we ask that you keep us informed about the event and any changes that happen during planning so that we can update our website and listings.

### If our application is unsuccessful, what happens next?

If your application is unsuccessful, we will contact you by email by the beginning of April. Feedback will be provided upon request.

# Terms of Reference Volunteer Members of the Small Grants Scheme Evaluation Panel

## 1. Introduction

As part of the EU-funded New Scots Integration: Rights and Communities project Scottish Refugee Council is seeking to improve community and social connections by supporting community-led activities through a small grants scheme, promoted across Scotland, for integration projects.

In 2019 we aim to distribute £22,000 of funding. It is intended that 75% of funded activities will be held in full or in part during the annual Refugee Festival Scotland. The remaining 25% of funded activities can be held outwith this week but before the end of September 2019.

Coordinated by Scottish Refugee Council, Refugee Festival Scotland is an annual Scotland-wide programme of arts, cultural, educational, heritage and sports events that brings refugee and local communities together to celebrate the contribution refugees make to life in Scotland and the welcome offered by local people. This year's Festival takes place from June 20 – June 30, 2019.

Community groups from across Scotland that are led by refugees or that have a focus on working with refugees and asylum seekers are invited to apply for up to £500 to deliver an arts, cultural and social, or sporting event, activity or project as part of Refugee Festival Scotland 2019 or beyond until 30 September 2019.

This fund is designed to enable these groups to deliver an event, activity or project with their members and the local public that will help the group to strengthen their connections, partnerships and networks with receiving communities. We will encourage groups to participate in Refugee Festival Scotland 2019 as this provides a focus and framework for integration activities and cultural celebrations.

## 2. Evaluation Panel Make-up

The Small Grants Scheme Evaluation Panel will be chaired by the Community Development Manager, Scottish Refugee Council. Other Panel members will be:

Arts and Cultural Development Officer, Scottish Refugee Council, Representatives of the New Scots Communities Thematic Group and four volunteer community representatives.

## 3. Invitation to Participate

Scottish Refugee Council are seeking four volunteers, minimum age 18 years old, to join the Small Grants Scheme Evaluation Panel. The opportunity is open to refugees, members of refugee community groups or people in the asylum system. However, members of refugee community groups must register their interest in a particular group, to ensure transparency, by recording any conflicts of interest.

## 4. Role

As a member of the Small Grants Fund Evaluation Panel, you will participate in the assessment and scoring of funding proposals. In addition, you will help provide feedback to unsuccessful applicants.

Full induction training into the process and criteria for evaluation will be given.

## 5. Responsibilities

- To undertake induction training.
- To assist in the development of the Small Grants Scheme scoring matrix.
- To evaluate and score the proposals against the established scoring matrix.
- To provide feedback for non-successful applicants.

## 6. Skills Required

The position requires good spoken and written English and the ability to put forward constructive and objective arguments and evaluations. In addition, confidentiality and tact are required, particularly when providing feedback to unsuccessful applicants.

## 7. Learning, skill development opportunities

- Work as part of a team to achieve a desired outcome to a fixed timescale.
- Build confidence in discussing and debating the relative merits of proposals using constructive and objective arguments.
- Gain an understanding of the grant award process.

### 8. Time Commitments

Approximately four days effort (28 hours) will be required for each member of the panel during February and March 2019. This will be organised as follows:

- Induction Training – ½ day
- Agree Evaluation Matrix – ½ day
- Grant Evaluations – 2 days
- Grant Approval and Feedback – 1 day.

An exact schedule will be agreed between the successful panel members.

### 9. Reimbursement

Normal travel expenses will be reimbursed and a minimal allowance per session per person will be paid.

# Small Grants Scheme Application Evaluation Process

### Background

As part of the EU-funded New Scots Integration: Rights and Communities project Scottish Refugee Council seeks to improve community and social connections by supporting community-led activities through a small grants scheme, promoted across Scotland, for integration projects.

In 2019 we will distribute £22,000 of funding. It is intended that 75% of funded activities will be held in full or in part during the annual Refugee Festival Scotland. The remaining 25% of funded activities can be held outwith this week but before the end of September 2019.

Community groups from across Scotland that are led by refugees or that have a focus on working with refugees and asylum seekers are invited to apply for up to £500. This grant can be used to deliver an arts, cultural, social, or sporting event, activity or project during Refugee Festival Scotland 2019 or at any date up to 30 September 2019.

This fund is designed to enable these groups to deliver an event, activity or project with their members and the local public that will help the group to strengthen their connections, partnerships and networks with receiving communities. We will encourage groups to participate in Refugee Festival Scotland 2019 as this provides a focus and framework for integration activities and cultural celebrations.

### Documents Required

- Completed, redacted and valid Application Forms
- Application Form Information and Evaluation Sources (one per Panel member)
- Application Form Evaluation Matrix (one per Panel member)
- Application Form Scoring Sheet (8 per Panel Member)
- Application Average Score Sheet (2 per Team)
- Calculation Sheet (For Chairperson)
- Application Ranking Sheet (For Chairperson).

### Evaluation Process

#### 1st Pass Evaluation of Completed forms

Chairperson will review each received form and ensure all necessary fields and information is present. If not, a note will be made of what is missing/incorrect and the application form will be removed from the rest of the process.

#### 1st Day Organisation

Chairperson will allocate Panel members into teams of 2, making 4 teams.

Each team will be given a quarter of the redacted application forms in numerical order by Index Number. For example, assuming 80 applications, Team A will be given Forms 1 to 20, Team B 21 to 40 etc.

Each team will take their allocated application forms and split them into 2, again keeping them in Index Number order. Thus Team A person 1 will do Forms 1 to 10 and person 2 forms 11 to 20.

#### 1st Day Review Process

Each team member will review each application using the “*Application Form Information and Evaluation Sources*” to find out where on the application form to look for evidence to meet the evaluation criteria and the “*Evaluation Matrix*” to determine what score this evidence merits.

For each application form record:

- the Index number,
- amount of funds requested
- whether during Festival Week and
- the criteria scores on the “*Application Form Scoring Sheet*”.

Remember to put your name on each Scoring sheet so there is an audit trail of who has done what.

Once an application has been evaluated and all criteria scored, calculate the ‘weighted’ scores and record these and final total on the “*Application Form Scoring Sheet*”.

Once each Panel member has completed his allocated application forms – swap them with your fellow Team member (it helps if you keep forms in Index order at all times). Thus, for example, Team A person 2 now does forms 1–10, person 1 forms 11–20.

Evaluate the application forms as above and record scores, weighted score, Festival Week and final scores on new “Application Form Scoring Sheets” along with your name.

Team Review of “Application Form Scoring Sheets” and recording of application average score. Using your completed “Application Form Scoring Sheets”, record each score on the “Application Average Score Sheet”. Compare the final marks allocated by each of you for each application. Any wide discrepancies should be resolved by review and discussion of your scores and any changed score entered. If this is not possible, indicate this on the “Application Average Score Sheet” for discussion later.

### 2nd Day Organisation

This is the 2nd pass of the evaluation process which involves the Chairperson asking Team A to evaluate the application forms which were previously review by Team C and Team C doing Team A’s application forms, likewise with Team B and D.

### 2nd Day Review Process

Each Team will then repeat the 1st Day Review Process until this 2nd set of application forms have been evaluated, re-evaluated by the other team member and average scores duly recorded, reviewed and discussed.

At this point each application form will have been evaluated and scored by 4 Panel members and 2 average scores generated and all the paperwork should now be returned to the Chairperson.

3rd Day Preparation Recording Final Scores  
Using the completed “Application Average Score Sheet” and working in Index No. order, the chairperson will complete the “Calculation sheet” and the total aggregate score recorded. Any wide discrepancies identified previously will be recorded for discussion when the panel meets to agree the final scores.

From the completed “Calculation Sheet” the Chairperson will rank (high score to low score) the applications in both the within Festival Week and outwith Festival Week categories on the appropriate “Application Ranking Sheet”.

### 3rd Day Agreeing Final Scores

The Chairperson will firstly call for a discussion to resolve any outstanding discrepancies between scores. Any changes made will have to be reflected on the appropriate “Application Ranking Sheet”.

“Application Ranking Sheet” for applications for both the Festival and Small Grants Scheme will now be discussed and the final outcome of successful or unsuccessful agreed.

If there are not enough applications in either category to match the funding limit, the Panel should discuss and agree whether and how unallocated funds should be applied. This may result in some unsuccessful applications in a category now becoming successful. This should be recorded on the “Application Ranking Sheet”.

### Feedback

Successful applicants will be informed by email and asked to provide invoice and event and group info for inclusion in Festival publicity.

Unsuccessful applicants will be informed by email and advised to request feedback if required by emailing the [smallgrants@scottishrefugeecouncil.org.uk](mailto:smallgrants@scottishrefugeecouncil.org.uk) address.

### Your Role in the Process

Although we seek an ‘ideal’ event or activity we know we will get many that fall short of this and communities have been informed that their event will score less than the ideal but may still get enough points to be successful.

Your role is, firstly, to understand the Evaluation process and its accompanying documents and, secondly, to honestly and objectively assess each application against the evaluation criteria. You should score the criteria on the information presented on the application form and not make assumptions. If something is not stated, it is not happening!

# Small Grants Scheme Evaluation Matrix

## How will Scottish Refugee Council assess our application?

We will consider these points first:

### Complete application forms

All questions in the application form must be answered. Incomplete forms will not be considered.

The following evaluation criteria have been ranked in importance, HIGH, MEDIUM or LOW

### Relevance (HIGH)

The application should describe how the activity brings communities together. How will this support integration in the community? For instance does it bring people together who might not have met each other? Does it help people from different cultures get to know each other better?

### Involvement (HIGH)

The application should describe the commitment to involve other communities in the planning and delivery of the event or activity.

### Connection (HIGH)

Does the event or activity clearly demonstrate that it supports integration through arts, culture or sport?

### Innovation (MEDIUM)

Is the idea for an event or activity fresh, different, creative?

### Partnership (MEDIUM)

Does the event or activity involve working with other organisations or artists?

### Evaluation (MEDIUM)

The application should describe how the impact and success of the event or activity will be measured.

### Budget (LOW)

is the budget itemised, detailed and realistic?

The ideal application will be from a refugee or receiving community involving the reciprocal community and a partner(s) in an arts, culture or sports event or activity which demonstrates integration in action; and which is innovative in approach and delivery.

## Small Grants Scheme Evaluation Matrix Scoring

Is the application form fully completed? Yes  No

Continue. Indicate missing Data & Discard

HIGH EVALUATION CRITERIA				
Marks	1	2	3	4
<b>Relevance</b> The application should describe how the activity brings together communities and how will this support integration in the community.	No mention of working with refugees or receiving communities.	Refugee led organisation but no involvement of Receiving Community. Or Receiving Community but no mention of refugee involvement.	Receiving Community working with refugee led organisation in event or activity.	Refugee led organisation working with receiving communities in event or activity.
<b>Involvement</b> The application should describe the commitment to involve other communities in the planning and delivery of the event or activity.	No mention of involvement of refugees or receiving communities.	Some mention of involvement of refugees or receiving communities but not quantified.	Full involvement of refugees or receiving communities in planning and delivery of the event.	
<b>Connection</b> Does the event or activity clearly demonstrate that it supports integration through arts, culture or sport?	No mention of arts, culture or sport.	Some mention of arts, culture or sport but not quantified.	Event or activity clearly utilises the integration approach through arts, culture or sport.	

## Small Grants Scheme Evaluation Matrix Scoring continued

MEDIUM EVALUATION CRITERIA				
Marks	1	2	3	4
<b>Evaluation</b> The application should describe how the impact and success of the event or activity will be measured.	None described.	Registration but no evaluation. Or evaluation but no registration.	Full use of registration of participants and evaluation forms to gauge impact and success.	
<b>Innovation</b> Is the idea for an event or activity fresh, different, creative?	Usual family or Community Group day of food, song etc. No mention of working in partnership.	Unusual event or activity but no mention of partner organisations or artists. Or a usual event which now includes working in partnership.	Unusual event with involvement of partner organisations or artists.	
<b>Partnership</b> Does the event or activity involve working with other organisations or artists?	No mention of partner organisations or artists.	Event or activity involves both refugee community and receiving community. Or event or activity involves refugee community or receiving community and another partner organisation.	Event or activity involves refugee community and receiving community and another partner organisation.	

LOW EVALUATION CRITERIA				
Marks	1	2	3	4
<b>Budget</b> Is the budget itemised, detailed and realistic?	Not described.	Described but not detailed or itemised and not realistic for event or activity.	Realistic, detailed itemised budget.	

## Small Grants Scheme Application form Information and Evaluation Sources

### Contact Details

Applicant's Name:	Information Only
Telephone number:	Either Telephone number or Email address must be present, otherwise form is incomplete.
Email address:	Either Telephone number or Email address must be present, otherwise form is incomplete.
Website for more information (if applicable):	Information Only
Facebook page and/or Twitter handle (if applicable):	Information Only
What's the name of your community group?	Information Only. But will be used as funding application identifier.
What type of community group are you? For example, a refugee-led group, a receiving community group, faith-based group etc.	Used to score <b>Relevance</b> criteria.
Please tell us where in Scotland your group is based?	Information Only
Please provide your group's bank details (Account number and sort code).  Please note we can only fund groups who have a bank account. If you don't have one you could consider working in partnership with another group that does. To discuss this further contact <a href="mailto:communities@scottishrefugeecouncil.org.uk">communities@scottishrefugeecouncil.org.uk</a> or phone 0141 248 9799.	Information only. If not present, form is incomplete.

### About your event or activity

Title of your event or activity	Information only.
What type of event or activity are you holding? The following categories will be used in our Festival programme. Visual Art / Film / Music / Discussion or conference / Community Event / Dance / Sport / Schools / Literature or Storytelling / Workshops & Participation / Social Enterprise / Theatre & Performance / Food and drink Please pick the best fit category for you event or activity. If none of the above apply, please tell us the type of event or activity.	Used to score <b>Connection</b> criteria.
Is your event or activity to be held during Refugee Festival Scotland (Thursday 20th to Sunday 30th June 2019). Please detail the date and time of your event or activity (Must be before 30 September 2019).	Yes / No  If not before 30 September 2019 – reject.

## About your event or activity continued

Where will your event or activity take place? Please provide the venue name, address and post code.	Information only. If not present, form is incomplete.
What will happen at your event or during your activity? How will this demonstrate integration in your community? (100 words maximum)	Used to score <b>Relevance, Connection and Innovation</b> criteria.
How will you involve other organisations in planning, delivering and evaluating your event or activity? (100 words maximum)	Used to score <b>Relevance</b> and <b>Innovation</b> criteria.
Tell us about any partner organisations or artists you are working with on your event or activity. How will they help to deliver it with you? (100 words maximum)	Used to score <b>Innovation</b> and <b>Partnership</b> criteria.

## Evaluation of your event or activity

How will you measure your event's or activity's success and impact? (100 words maximum)	Used to score <b>Evaluation</b> criteria.
---	---

## Budget for your event or activity

Please detail your income and expenditure for the event or activity, indicating the funds requested from Scottish Refugee Council.  Please note we will only make grants of between £100 and £500. If the costs exceed this amount, please tell us where you intend to get the additional funding from.	Used to score <b>Budget</b> criteria.
---	---------------------------------------

## Monitoring

Where did you hear about getting involved in Refugee Festival Scotland?	Information only.
---	-------------------

# Small Grants Scheme Script for Drop in Sessions Promoting the Scheme

## Background

As part of the EU-funded New Scots Integration: Rights and Communities project Scottish Refugee Council seeks to improve community and social connections by supporting community-led activities through a small grants scheme, promoted across Scotland, for integration projects.

In 2019 we aim to distribute £22,000 of funding. It is intended that 75% of funded activities will be held in full or in part during the annual Refugee Festival Scotland. The remaining 25% of funded activities can be held outwith this week but before the end of September 2019.

Coordinated by Scottish Refugee Council, Refugee Festival Scotland is an annual Scotland-wide programme of arts, cultural, educational, heritage and sports events that brings refugee and local communities together to celebrate the contribution refugees make to life in Scotland and the welcome offered by local people. This year's Festival takes place from June 20 – June 30, 2019.

Community groups from across Scotland that are led by refugees or that have a focus on working with refugees and asylum seekers are invited to apply for up to £500 to deliver an arts, cultural and social, or sporting event, activity or project as part of Refugee Festival Scotland 2019 or beyond until 30 September 2019.

This fund is designed to enable these groups to deliver an event, activity or project with their members and the local public that will help the group to strengthen their connections, partnerships and networks with receiving communities. We will encourage groups to participate in Refugee Festival Scotland 2019 as this provides a focus and framework for integration activities and cultural celebrations.

## Documents Required

- Application Form
- Application Form Guidelines
- Terms of Reference for Evaluation Panel (for internal use only)
- Application Form Information and Evaluation Sources (for internal use only)
- Application Form Evaluation Matrix (for internal use only)
- Application Form Scoring Sheet (for internal use only).

## Application and Grant Process

- A. Application forms and guidelines available to communities 4 February 2019
- B. Communities, identify and plan activity and complete application (following guidelines)
- C. 3 Drop-in centre days established so communities can seek guidance and advice about completing form (NOT to have us complete the form or correct their English – this will not affect the scoring)
- D. Application forms returned to Scottish Refugee Council by midnight Sunday 17 March 2019
- E. Forms collated, redacted (to maintain anonymity) and passed to Panel for evaluation
- F. Panel sits and assesses form and scores criteria against the Evaluation Matrix
- G. Top scoring applications (approx. 32 for inclusion in Refugee Scotland Festival and 10 outwith the Festival week) are successful. All others are marked unsuccessful
- F. Successful applicants are informed and asked to provide invoice and event and group info for inclusion in Festival publicity
- H. Unsuccessful are notified and will receive feedback if they request it.
- I. Funds distributed in April 2019

## Small Grants Scheme Script for Drop in Sessions Promoting the Scheme continued

### Your Role in the Process

Your role is to provide guidance and advice about the application form and the process to representatives of communities in order for them to successfully complete the form in the required timeframe. In order to do this you will need to understand the background and the documentation provided especially the application form and the guidelines.

You will answer questions about the community group application by referring to the guidelines and your understanding of the scheme, the process and the other documents you are aware of. Please note any ‘common’ issues or questions so we can address these for next year’s scheme. If you are unsure how to answer you can refer back to the Community Development Team for guidance.

Pay particular attention to required fields on the form. If not completed properly the form will be rejected.

Up to £500 of funding is available for the event or activity. It is important that they include on the form where any additional funds they may require are coming from. We will not fund anything over the £500 limit.

Although we seek an ‘ideal’ event or activity we know we will get many that fall short of this – be honest with communities that their event will score less than the ideal but may still get enough points to be successful. It is also an opportunity for you to use your regional knowledge and contacts to see if other communities or partners could also be involved in the event – thus pushing up the score and building social connections!

Your role is not to write, amend or correct the application in any way. You may tell them to correct any factual errors you spot, e.g. post code missing, date wrong etc., but nothing on the event or activity.

## Small Grants Scheme Evaluation Panel — Members feedback

Please accept my thanks for being a member of the Small Grant Scheme Evaluation Panel and for your efforts in evaluating the 75 applications in the timescale. I would just like to ask you for one last thing. In order to evaluate the process itself and, hopefully, improve it for next time, I would be very grateful if you would give feedback by completing the questionnaire below. It is quite short but will give us some valuable information about what was good and what could be improved. Please return the completed form to me by either e-mail or mail.

Evaluation Panel Members Feedback Form					
Before the Evaluation Process	Did you read the Terms of Reference for Panel Members? How clear and useful were they?			Yes <input type="checkbox"/>	No <input type="checkbox"/>
	<b>1</b>	<b>2</b>	<b>3</b>	<b>Score</b>	
	Not very clear	Adequate	Very clear		
	Not very clear	Adequate	Very clear		
	Did you attend the Induction programme for Panel Members? How clear and useful were they?			Yes <input type="checkbox"/>	No <input type="checkbox"/>
	<b>1</b>	<b>2</b>	<b>3</b>	<b>Score</b>	
	Not very clear	Adequate	Very clear		
	Not very clear	Adequate	Very clear		
	Is there anything you would change in the Before the Evaluation activities? How clear and useful were they?			Yes <input type="checkbox"/>	No <input type="checkbox"/>
	<b>1</b>	<b>2</b>	<b>3</b>	<b>Score</b>	
	Not very clear	Adequate	Very clear		
	Not very clear	Adequate	Very clear		
Is there anything you would change in the Before the Evaluation activities? If Yes, please describe what you would change.			Yes <input type="checkbox"/>	No <input type="checkbox"/>	

## Small Grants Scheme Evaluation Panel — Members Scheme continued

Evaluation Panel Members Feedback Form		
During the Evaluation Process	Was sufficient time allowed for you to evaluate your assigned application forms?	Yes <input type="checkbox"/> No <input type="checkbox"/>
	Were there enough opportunities to discuss scoring discrepancies with your Team Member?	Yes <input type="checkbox"/> No <input type="checkbox"/>
	Was the documentation easy to use during the evaluation process? If not, what did you find difficult and how could it be improved?	Yes <input type="checkbox"/> No <input type="checkbox"/>
After the Evaluation Process	Thinking about the whole process, what was <b>good</b> about it? Please describe.	
	Thinking about the whole process, what was <b>bad</b> about it? Please describe what could be improved.	
	Did you think the process was fair and transparent? If not, why not?	
	Please tell us what you learned from being part of the Evaluation Panel.	
	Would you get involved in the Evaluation Panel again, if asked? and would you encourage others to get involved?	Yes <input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/>

Thank you for your feedback.





# 3

## Refugee integration awareness raising materials for faith groups

This tool contains:

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	How we involved refugees	44
	Evaluation of tool	44
	Practical tools	47

# Refugee integration awareness raising for faith groups

SCOTTISH FAITHS  
ACTION FOR REFUGEES

SCOTTISH FAITHS  
ACTION FOR REFUGEES

**SUPPORTING REFUGEES IN SCOTLAND**

We're offering workshops and information sessions on refugee integration. If you'd like us to come to your faith group, we'd love to hear from you!

**sfar.org.uk**  
@WithRefugees  
schalmers@churchofscotland.org.uk

This project is part funded by the EU Asylum, Migration and Integration Fund. Making management of migration flows more efficient across the European Union. Scottish Faiths Action for Refugees is administered by the Church of Scotland, Scottish Charity Number SC011353

## Who is this toolkit for?

- Faith groups
- NGOs
- Funders



## Description of final tool

A standard presentation (script plus PowerPoint) and published complementary resources on refugee integration for faith groups to increase awareness and support for refugee integration by receiving communities.



## What did we do?

Faith groups were chosen to utilise Scottish Faith Action for Refugees multi-faith network across Scotland and to support faith based groups who have supported refugee integration across Scotland.

Between February 2019 and March 2020 we delivered 30 presentations and workshops as part of our programme of awareness raising, reaching 1,022 participants in 11 local authority areas and from a diverse range of faith traditions. (The programme was curtailed in March 2020 due to Covid-19 public health restrictions.)

The presentations we gave were in places that had received refugees (as asylum dispersal areas or through resettlement) as well as places where the refugee population was small.

We published Sanctuary in Scotland, an information booklet on refugee issues for faith groups in Scotland (3000 copies printed).



## What was our methodology?

Scottish Faiths Action for Refugees (SFAR) is a multi-faith partnership project hosted by the Church of Scotland. It seeks to co-ordinate and promote action by faith communities in Scotland to support asylum seekers and refugees. We work with the main Christian, Jewish, Muslim and Interfaith groups in Scotland, where there is a shared commitment to each other and to promote common values of human dignity and protection. The partnership has a Co-ordination Group, with a member from each of the faith groups represented, which meets regularly for sharing information, news and ideas.

We invited local faith groups that were interested in having a speaking event to help their community learn more about refugee integration in Scotland to contact us. We promoted this opportunity through SFAR's own networks and contacts, through newsletters, social media and word-of-mouth.

Faith representatives on the Co-ordination Group also promoted the opportunity directly to the members of their own community. We had budgeted for staff travel and, where necessary, accommodation, and for the costs of hiring a venue and providing refreshments. This meant we were prepared to offer this programme to any community in Scotland, and we were able to respond positively to every request.

Presentations were developed from a standard talk, covering the same information and content. This had been developed building on the experience of previous SFAR work with local faith groups. Each presentation was tailored from the standard content to the specific context of the group that was receiving the information. This included faith-specific, relevant local authority information, and the format of delivery based on advice of local organisers as to what would work best for the participants.





### How did we involve refugees?

Some refugees attended the presentations as participants (belonging to a particular faith community or as interested members of the local community).

Some refugees assisted in the delivery of presentations by talking about their own experiences.

Individual refugees were invited to comment during the design of the published resources and some refugees' stories were included in the outputs.

### Learning – What changes did we make along the way?/How would we do things differently?

Initially we expected presentations with more participants to have greater impact; instead we found that while talking to a large audience might reach more people, some of the most valuable sessions were with smaller numbers. This allowed the local faith group to explore its own role and position, leading to the development of new activity to support integration.

Publishing printed resources was a change to our initial plan, following interactions with a number of faith groups for additional information to support the overall work of raising awareness.

### Validation/Evaluation of tool

At many of the presentations (where it was appropriate) we surveyed participants on their knowledge and understanding of refugee integration issues before the event, and again with the same questions after the event. We are able to demonstrate that the presentations had a significant impact on people's awareness. Here are the results:

On a scale from 1-10, how strongly do you agree with the following statements?

(1: no agreement, 10: full agreement)

- I know which areas in Scotland refugees are living
- I understand the principles of refugee integration in Scotland
- I know what my faith says about refugees
- I know how to be more involved in refugee integration
- I know which organisations are involved in refugee integration in Scotland
- I would be happy to have more refugees resettled in Scotland

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

I know which areas in Scotland refugees are living

Before	41	25	33	26	47	25	29	22	6	18
After	2	1	5	4	14	14	15	38	43	93

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

I understand the principles of refugee integration in Scotland

Before	45	31	20	28	41	22	22	26	23	12
After	0	2	4	3	21	12	19	47	59	63

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

I know what my faith says about refugees

Before	18	6	8	16	19	8	19	39	41	88
After	0	1	1	3	11	8	14	32	46	102

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

I know how to be more involved in refugee integration

Before	58	37	40	22	33	24	10	12	11	16
After	1	2	1	2	9	8	28	51	56	69

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

I know which organisations are involved in refugee integration in Scotland

Before	60	40	32	26	32	22	19	17	9	14
After	1	4	2	5	12	14	22	59	49	54

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

I would be happy to have more refugees resettled in Scotland

Before	7	2	2	5	13	7	14	40	40	143
After	0	0	1	0	5	5	9	11	53	143

We also gathered anecdotal feedback and responses from groups that had had a presentation and were now developing their work with refugees.



**Learning – What recommendations do we make for funders; policy-makers, communities?**

For raising awareness and sharing information with diverse faith groups across Scotland, deliberate effort is required which needs dedicated staff time (delivery and administration).

Audience, face-to-face meetings and events are both effective and important; it helps establish relationships and trust which is important for the constituency. Following such a meeting or event they are empowered to engage further, knowing that the person they heard from is responsible, competent and knowledgeable. (This expertise is significantly more valuable than a volunteer reading a script.) Follow up and keeping the channels of communication open after events is required for the development of social connections.



**Practical Tools**

- An evaluation tool to assess the impact of presentations on refugee integration
- Talking points for an awareness raising presentation
- Generic PowerPoint presentation

**Further Reading**

**Sanctuary in Scotland:** Information on refugee issues for faith groups in Scotland

<http://www.sfar.org.uk/wp-content/uploads/2020/09/Sanctuary-in-Scotland-2020-FULL-FINAL-version.pdf>

# An evaluation tool to assess the impact of presentations on refugee integration

**Before Event**

[DATE]

Please help us make our work better by answering these questions. We will ask the same questions at the end of the event. On a scale from 1-10, how strongly do you agree with the following statements? (1: no agreement, 10: full agreement)

	1	2	3	4	5	6	7	8	9	10
I know which areas refugees are living in Scotland	<input type="radio"/>									
I understand the principles of refugee integration in Scotland	<input type="radio"/>									
I know what my faith says about refugees	<input type="radio"/>									
I know how to be more involved in refugee integration	<input type="radio"/>									
I know which organisations are involved in refugee integration in Scotland	<input type="radio"/>									
I know how to be more involved in refugee integration	<input type="radio"/>									

**After Event**

	1	2	3	4	5	6	7	8	9	10
I know which areas refugees are living in Scotland	<input type="radio"/>									
I understand the principles of refugee integration in Scotland	<input type="radio"/>									
I know what my faith says about refugees	<input type="radio"/>									
I know how to be more involved in refugee integration	<input type="radio"/>									
I know which organisations are involved in refugee integration in Scotland	<input type="radio"/>									
I know how to be more involved in refugee integration	<input type="radio"/>									

Is there something new you have learned tonight? If so, what?

Is there something you will do in response to what you have heard? If so, what?

# Talking points for an awareness raising presentation

## To be adapted subject to audience

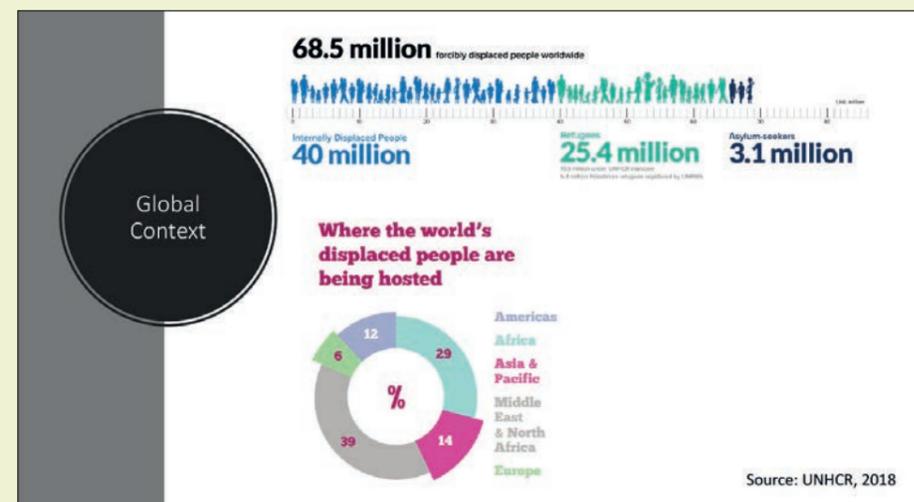
1. Introduction of Scottish Faiths Action for Refugees and New Scots Rights & Communities
2. Establish relevance of topic and media representation
3. Brief Global overview
  - Numbers/global phenomenon
  - Who is a refugee? Difference refugee/asylum seeker/ migrant/ IDP
  - Hot spots or examples from across the globe
4. Scotland-wide overview
  - UK resettlement scheme, start of scheme, how it works
  - Numbers
  - Asylum
5. Local context
  - Refugee and asylum population in the local area
  - Local organisations working with refugees
6. Personal story of a refugee / interview with a refugee
7. Integration
  - Two-way process
  - Day one
  - Integration vs. assimilation
  - Holistic process
  - Possible challenges/ barriers to integration (language, employability, mental health)
  - Indicators of integration
  - Role of social connections

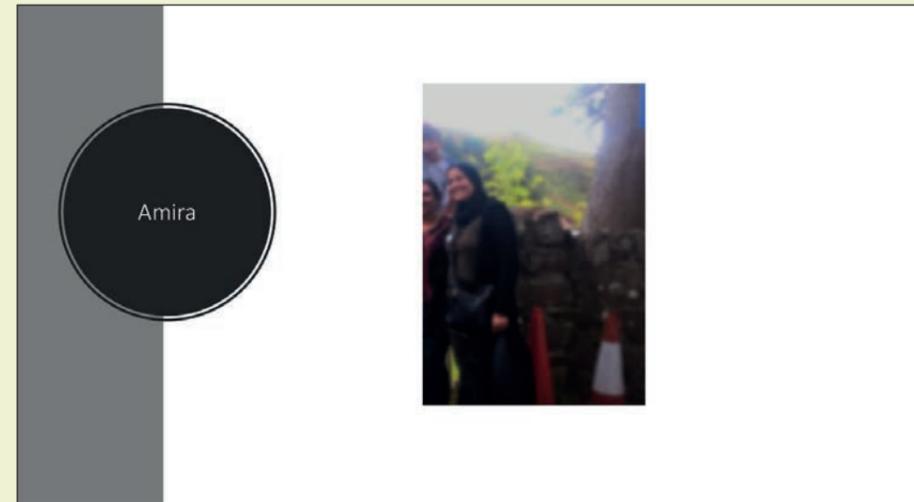
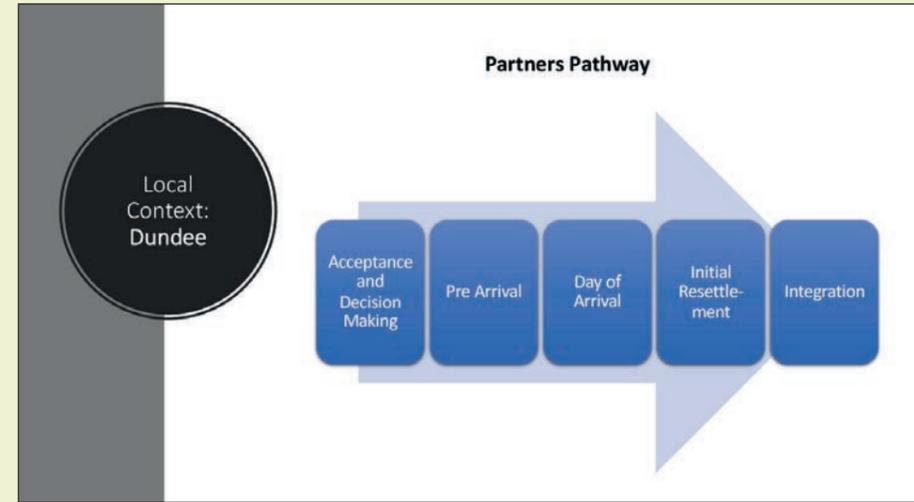
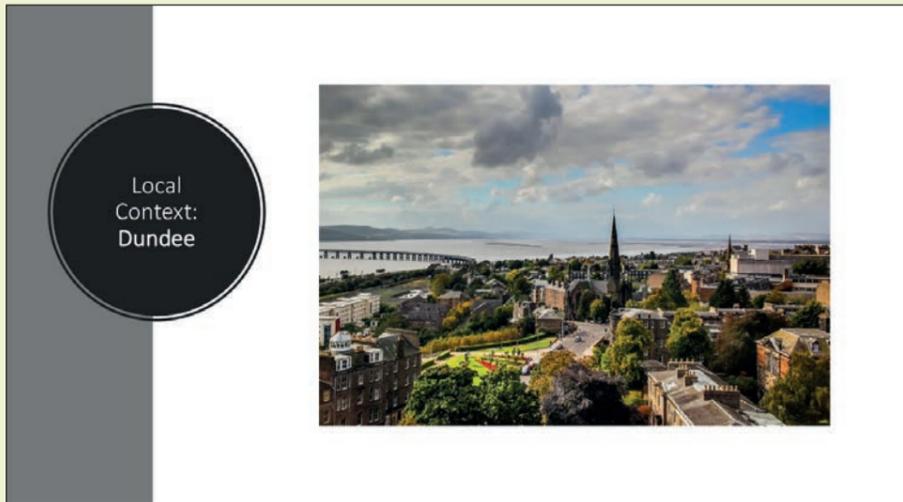
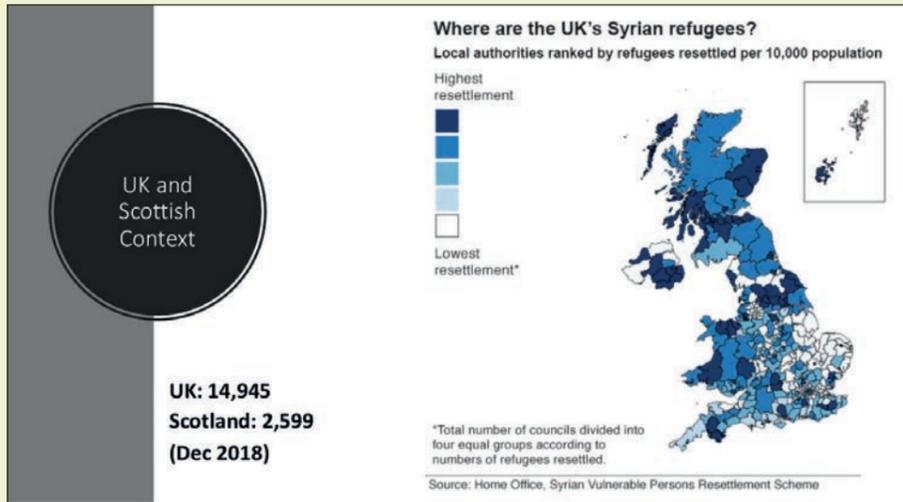
8. Call to respond plus examples/opportunities
  - Act (local and national opportunities)
  - Give (financial and material aid)
  - Call for change
  - Pray
  - Opportunities for direct engagement: New Scots Connect, Sharing Lives Sharing Languages, Small Grants Scheme, Refugee Festival Scotland
9. Video of refugee story
10. Helpful resources
11. Closing remarks/reflection/call to action

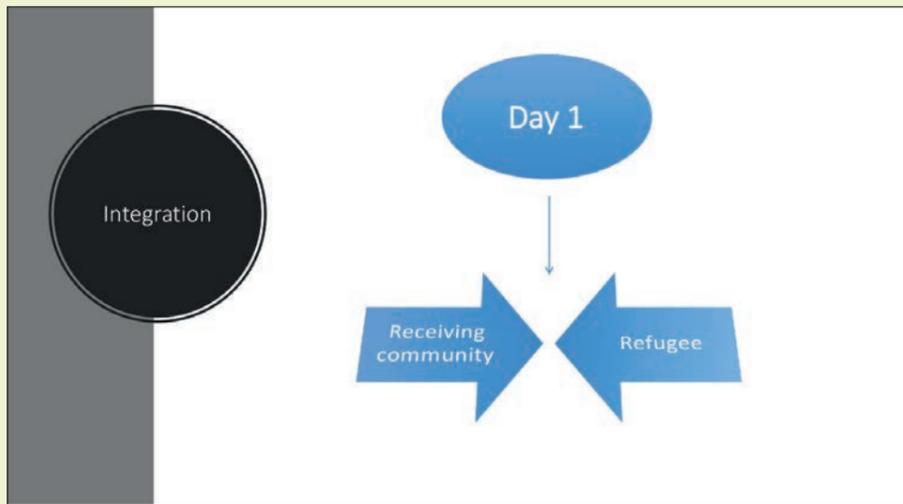
Add any of the following discussion questions where appropriate:

- Which barriers might you face if you had to flee your home?
- What would you take with you if you had to flee?
- Who are the people arriving in your local community?
- Integration: What do you need to know/have when moving to a new country?
- What dreams do you have for how your church welcomes, includes, supports and empowers refugees?
- What practical steps can you take to develop your support for or outreach to refugees?
- Is there any more information, training or support you need to start or develop your work with refugees?

# Generic awareness raising presentation

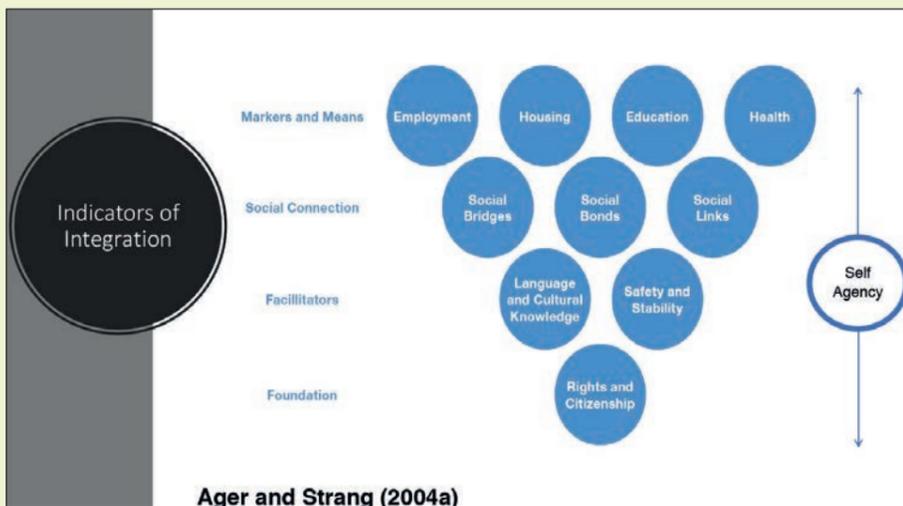






What do you need to know/have when moving to a new country?

Integration



What can we do?

Integration

What can we do?

ACT

Language Support

Job opportunities

Social Connections and friendships

What can we do?

GIVE

Financial Support

Material Aid

A Place at the Table

£20 can help support a family for a month

What can we do?

CALL FOR CHANGE

Write to your MSP/MP

Promote Sanctuary




<https://www.refugeefestivalscotland.co.uk/programme-2019/>

What can we do?

PRAY



Refugee Sunday 16 and 23 June 2019



What will you do?

Discuss

What could I do?

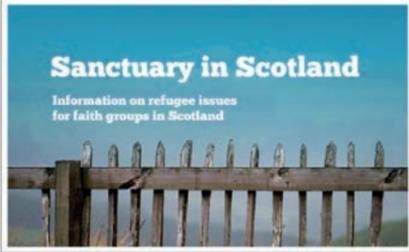
What could my group/congregation do?

Where are our skills? Do we have something unique to bring to the table?

Do you know of work already going on?

What partnerships do we have in the community that we can build on?

Resources






Questions?



# 4

## Training materials for community organisations on refugee rights and working with the media

This tool contains:

	Description of final tool	<b>58</b>
	What did we do?	<b>59</b>
	Methodology	<b>59</b>
	How we involved refugees	<b>59</b>
	Evaluation of tool	<b>60</b>
	Practical tools	<b>62</b>

# Training materials for community organisations on refugee rights and working with the media



## Who is this toolkit for?

- NGOs
- Local community groups / Faith-based groups.



## Description of final tool

The toolkit consists of training materials covering:

1. Refugee rights and entitlements in Scotland
2. Communicating on refugee issues and working with the local media.

The toolkit outlines how Scottish Refugee Council created the two training programmes, which are designed for new and existing community representatives across Scotland to build their capacity to support refugee integration, prepare communities and improve public attitudes.



## What did we do?

The two training courses were developed at the end of 2018 and delivery started in the first quarter of 2019. The courses were promoted and delivered by our Regional Integration Co-ordinators to local community groups across their regions in Scotland.



## What was our methodology?

Using the Indicators of Integration by Ager and Strang, the New Scots Refugee Integration Strategy and our knowledge and expertise, two training packages were developed:

- **New Scots:** Rights and Entitlements
- **Sharing your story:** An Introduction to Engaging with Local Media

Scottish Refugee Council factsheets that had been developed were to be used as handouts in conjunction with the training (See Further Reading section).

Consideration of who the likely audience would be – volunteers and non-specialist staff. Short three-hour sessions suit this audience as they may be only available at the weekend or evenings to attend. It was expected that a maximum of ten participants would attend each session.

The rights and entitlements training was aimed at providing individuals with an understanding of the topic but to steer people away from providing direct advice, and signposting instead to specialist organisations more suitable to supporting people.

The media training was developed with Scottish Refugee Council's Media and Communications Manager and was to design a short session to promote the work that people are doing with newly settled refugees. The aim of this training was to support the people to get good news stories out to the local media and to manage the interaction with the media to protect people from having to tell their difficult stories of being forced to migrate.

The Regional Integration Coordinators were then provided with "Train the Trainer" sessions to show how to deliver the sessions to groups across Scotland.

The training sessions were delivered to a range of different types of organisations, including community groups, charities and local authority resettlement teams. Particularly in the more rural North West and North East regions of Scotland, the training sessions were an opportunity to bring a range of groups together. In Aberdeenshire for example, the training was hosted by the Local Authority and brought together two other organisations in the region.



## How did we involve refugees?

The development and delivery of these training courses was aimed at building the skills and capacity of community organisations supporting the refugees dispersed to local areas. As it delivers factual information and techniques for interacting with local press and media, no refugee involvement in design, delivery or evaluation was necessary.



### Learning – What changes did we make along the way?/How would we do things differently?

The Rights and Entitlements training initially proved overlong and complicated to deliver and following a review was 'tailored' to the audience by each Regional Integration Co-ordinator.

There was very little actual uptake of the Sharing your story training (1 actual delivery). This is due to the fact that the Rights and Entitlements training was prioritised and understood by organisations as more important and as an introductory course to support volunteers and staff directly supporting refugees in their community. As a 'next steps' course the opportunities to deliver the Sharing your story training were impacted by the other opportunities afforded by the New Scots: Rights and Communities programme and the onset of Covid-19 restrictions.

We learnt that for the audience of community volunteers, there is greater need to focus on practice rather than facts and importance of creating space to encourage participants to think about how to support people.

This programme could have been improved by a more staged approach - delivering pilot sessions to learn and refine before delivering the Training the Trainers to the Regional Integration Coordinators and rolling out across Scotland.



### Validation/Evaluation of tool

Over the course of the two year project, the Regional Integration Coordinators delivered 21 training sessions across Scotland to 213 people.

A target evaluation was used to see if people found the training useful and this was followed with a call to action. This evaluation showed that people found the training sessions useful and planned to use the knowledge gained in their future work.



### Practical Tools

- Rights and Entitlements Training Presentation
- Sharing your Story with the Media Training Presentation

### Further reading

[https://www.scottishrefugeecouncil.org.uk/wp-content/uploads/2019/10/SRC\\_Factsheets\\_01.pdf](https://www.scottishrefugeecouncil.org.uk/wp-content/uploads/2019/10/SRC_Factsheets_01.pdf)

**Scottish Refugee Council Factsheet 2: Human Rights & Equalities** [https://www.scottishrefugeecouncil.org.uk/wp-content/uploads/2019/10/SRC\\_Factsheets\\_02.pdf](https://www.scottishrefugeecouncil.org.uk/wp-content/uploads/2019/10/SRC_Factsheets_02.pdf)

**Scottish Refugee Council Factsheet 3: Education** [https://www.scottishrefugeecouncil.org.uk/wp-content/uploads/2019/10/SRC\\_Factsheets\\_03.pdf](https://www.scottishrefugeecouncil.org.uk/wp-content/uploads/2019/10/SRC_Factsheets_03.pdf)

**Scottish Refugee Council Factsheet 4: Employment & Volunteering** [https://www.scottishrefugeecouncil.org.uk/wp-content/uploads/2019/10/SRC\\_Factsheets\\_04.pdf](https://www.scottishrefugeecouncil.org.uk/wp-content/uploads/2019/10/SRC_Factsheets_04.pdf)

**Scottish Refugee Council Factsheet 5: Financial Support** [https://www.scottishrefugeecouncil.org.uk/wp-content/uploads/2019/10/SRC\\_Factsheets\\_05.pdf](https://www.scottishrefugeecouncil.org.uk/wp-content/uploads/2019/10/SRC_Factsheets_05.pdf)

**Scottish Refugee Council Factsheet 6: Health** [https://www.scottishrefugeecouncil.org.uk/wp-content/uploads/2019/10/SRC\\_Factsheets\\_06.pdf](https://www.scottishrefugeecouncil.org.uk/wp-content/uploads/2019/10/SRC_Factsheets_06.pdf)

**Scottish Refugee Council Factsheet 7: Housing** [https://www.scottishrefugeecouncil.org.uk/wp-content/uploads/2019/10/SRC\\_Factsheets\\_07.pdf](https://www.scottishrefugeecouncil.org.uk/wp-content/uploads/2019/10/SRC_Factsheets_07.pdf)

**Scottish Refugee Council Factsheet 8: Access to asylum legal advice** [https://www.scottishrefugeecouncil.org.uk/wp-content/uploads/2019/10/SRC\\_Factsheets\\_08.pdf](https://www.scottishrefugeecouncil.org.uk/wp-content/uploads/2019/10/SRC_Factsheets_08.pdf)

**Scottish Refugee Council Factsheet 9: How to claim asylum?** [https://www.scottishrefugeecouncil.org.uk/wp-content/uploads/2019/10/SRC\\_Factsheets\\_09.pdf](https://www.scottishrefugeecouncil.org.uk/wp-content/uploads/2019/10/SRC_Factsheets_09.pdf)

# New Scots: Rights and Entitlements training materials



## PROGRAMME

- Welcome
- Indicators of Refugee Integration
- Education
- Employment
- Volunteering
- Financial support
- Health and Social Care
- Housing
- Legal support
- Evaluation

## DEFINITIONS

- The group is divided in half. On your own have a think about ...
- Everyone on this side →
- What do you think an asylum seeker is?
- Everyone on this side ←
- What do you think a refugee is?
- Write you thoughts on a post-it and the trainer will collect them

## DEFINITIONS

- Migrant** Is anybody who moves from one region or country to another for any reason
- Internally displaced person (IDP)** Is a person who has been forced to flee their home but who has not crossed an internationally recognised state border
- Asylum Seeker** Is a person who has made a claim to be considered for protection to a state which has signed the UN Convention on Refugees 1951. We prefer to say 'refused' instead of 'failed'
- Refugee** A refugee is someone who flees from risk, danger or persecution and seeks protection, safety or asylum. A Refugee is someone whose individual application for protection has been recognised under the UN Convention on Refugees 1951.

## If you were moving country, what would you need to know?

- Take a couple of minutes to think on your own
- Write your ideas on post-its and stick to the flipchart paper on your table
- Don't worry about duplicating
- Have a discussion with each other about your ideas
- Start to cluster the post-its if there are common themes

ONE IDEA PER STICKY NOTE ✓

## LANGUAGE SUPPORT

### Equalities and Human Rights

All public authorities must provide interpreting services to meet their Public Sector Equalities Duty 2010:

- The Council
- Department of Works and Pensions (DWP)
- National Health Service (NHS)
- Social Work
- Housing etc.

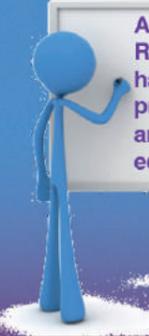


## HIGHER EDUCATION

Asylum	Refugee
<p>Right to higher education but no right to student funding (SASS).</p> <p>It is at the discretion of the Scottish university to treat someone as a home student. They can be offered scholarships to pay for fees.</p>	<p>Same rights and entitlements as Scottish student.</p> <p>In addition, refugees are exempt from the three year residency criteria.</p>




## PRE-SCHOOL, PRIMARY and SECONDARY EDUCATION



**Asylum and Refugee children have full access to pre-school, primary and secondary education**

Low income (including people on Home Office Asylum Support) is the eligibility criteria for:

- Free school meals until the age of 16
- Part-time nursery provision from age 2 onwards
- School uniform clothing grants



## EMPLOYMENT

Asylum	Refugee
<p>Nearly everyone is prohibited from working. There are two exceptions:</p> <ul style="list-style-type: none"> <li>• If you are already working when you apply for asylum, you can request to carry on in your employment</li> <li>• If you have not had your substantive interview within one year of applying for asylum, if you are qualified to do a job that is on the Shortage of Occupation list</li> </ul>	<ul style="list-style-type: none"> <li>• Full access to the job market</li> <li>• Full access to employment support.</li> </ul>




## FURTHER EDUCATION

Asylum	Refugee
<p>Right to further education but limited right to free tuition fees: Specifically, some courses will not be eligible</p>	<p>Same right to further education and free tuition fees as Scottish student:</p> <ul style="list-style-type: none"> <li>• 3 years of full-time courses over a 6 year period</li> </ul>




## EMPLOYMENT

Asylum	Refugee
<p>Nearly everyone is prohibited from working. There are two exceptions:</p> <ul style="list-style-type: none"> <li>• If you are already working when you apply for asylum, you can request to carry on in your employment</li> <li>• If you have not had your substantive interview within one year of applying for asylum, if you are qualified to do a job that is on the Shortage of Occupation list</li> </ul>	<ul style="list-style-type: none"> <li>• Full access to the job market</li> <li>• Full access to employment support.</li> </ul>




## VOLUNTEERING

However, for people in the asylum process expenses need to be limited to travel expenses and food. They CANNOT receive any other kind of incentive as this will interfere with their asylum support.

**Volunteering brings lots of benefits, from social connections, structure to the day, and language practice - all extremely important for integration!**





## FINANCIAL SUPPORT

People in the **ASYLUM** process get financial (£37.75 p/w) and housing support from the Home Office if they are destitute. If they can live with someone else, then they can claim financial support only.




They have **no recourse to public funds**. This does **not** mean they cannot get any financial support from public bodies – particularly social work support.



## EDUCATION

### What local organisations do you know that might be able to help

Write on post-its and stick on flipchart

### What is your role

Have a discussion



## REFUGEES

£££

- Same rights and entitlements as Scottish person.
- They will need to meet the same eligibility criteria as everyone else

**Additional support:**  
Integration loan for refugee status and Humanitarian protection Personal Independence Payment (PIP) – there is no residency rule applicable to refugees.



## EMPLOYMENT and VOLUNTEERING

### What local organisations do you know that might be able to help

Write on post-its and stick on flipchart

### What is your role

Have a discussion



## HEALTH and SOCIAL CARE



**Everyone in Scotland has full access to primary and secondary health care**

There is help with additional health costs for everyone who is on a low income

ASYLUM

This includes people who have been refused asylum

In addition to basic entitlements, Social Care can be provided through social work support if eligible



## FINANCIAL SUPPORT

**What local organisations do you know that might be able to help?**

Write on post-its and stick on flipchart

**What is your role?**  
Have a discussion



## HOUSING - REFUGEE



Same access to the Housing as any Scottish resident:

- Homelessness Services
- Council Housing
- Housing Associations
- Private rented
- Buy a house

No local connection test



## HEALTH and SOCIAL CARE

**What local organisations do you know that might be able to help?**

Write on post-its and stick on flipchart

**What is your role?**  
Have a discussion



## LEGAL ADVICE



**When to seek Legal advice**

- Claiming asylum
- Appealing asylum decision
- Preparing for the submission



## HOUSING - ASYLUM



- People in the asylum process get financial and housing support from the Home Office if they are destitute.
- If they can live with someone else, then they can claim financial support only.
- Housing standards are set by the Home Office and have no recourse to Scottish Housing Standards.
- Right to rent privately, apply to Housing Associations.
- You have a right to buy (if you can afford it).



## LEGAL ADVICE



**When to seek Legal advice:**

- Applying for family reunion
- Applying for a Travel Document or a Certificate of Travel
- Understanding the conditions of the Leave to Remain (e.g. risk of revocation)
- Applying for extension of leave (Indefinite Leave to Remain)
- Applying for British Citizenship



## HOUSING

**What local organisations do you know that might be able to help?**

Write on post-its and stick on flipchart

**What is your role?**  
Have a discussion



## LEGAL ADVICE

**What local organisations do you know that might be able to help?**

Write on post-its and stick on flipchart

**What is your role?**  
Have a discussion



## WE WELCOME YOUR FEEDBACK



Evaluation is the only way that we can make the course better.

The trainer will leave the room for 10 mins or so until you are finished.

The trainer will reflect back the evaluation to everyone before you leave.



## LEGAL ADVICE

**What local organisations do you know that might be able to help?**

Write on post-its and stick on flipchart

**What is your role?**  
Have a discussion



# Sharing your story

## An Introduction to Engaging with Local Media training materials

# Sharing your story

## An Introduction to Engaging with Local Media



- Welcome
- What are the benefits of sharing your group’s story?
- Where do you get your news?
- What makes a story capture your interest?
- What are editors looking for in a news item?
- How to get your group’s story into local media
- How do you pitch a story?
- Top tips for exploring people’s expectations of their role in the story
- Top tips for having a positive experience with the media



## Programme



**Round 1** - Line up alphabetically according to your first name

- Introduce yourself to your neighbour and tell them what you do



**Round 2** - Line up in order of your shoe size

- Introduce yourself to your neighbour and tell them why you are here today

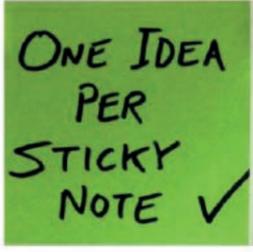
**Round 3** - Line up in order of how confident you are about engaging with the media

- introduce yourself to your neighbour and tell them why you are standing where you are

## Ice breaker



- Take a couple of minutes to think on your own
- Write your ideas on post-its and stick to the flipchart paper on your table
- Don’t worry about duplicating.
- Have a discussion with each other about your ideas
- Start to cluster the post-its if there common themes

## Benefits of sharing your group’s story?










**Make a list of local media in your area**

- Take a couple of minutes to think on your own
- Write your ideas on post-its and stick on to the flipchart paper on your table
- Don't worry about duplicating.
- Have a discussion about each other's ideas
- Cluster by type of news outlet – radio, newspaper and website

**Local opportunities**




**What makes a local news story interesting to you?**

- Take a minute to think on your own
- Call out your ideas

**Getting your group's story into local media**




**What are local journalists looking for in a story?** Have a discussion in your group with the case study and identify the key elements under the following headings

- Newsworthy
- Relevant
- Timely or current
- Interesting
- People-focused
- Photos
- Local



**Getting your group's story into local media**




Spend a few minutes on your own thinking of a story about your group that you want people to know about. It could be something that you have done in the past – a fundraiser, a celebratory event, an activity, or a call-out

Think about what media the story would suit best - radio, magazine, newspaper, website

**Pair up with someone from a different table**

- Take about 5 minutes
- Read the laminated cards
- Together, decide in what order they should go

How did you find that exercise?  
Was it useful?  
What are you taking from the exercise?

**Getting your group's story into local media**




- Find somewhere quiet to sit with your partner
- Decide who is going to be person 1 and person 2
- Person 1 is going to pitch the story as the community rep – tell your partner what media outlet you want them to be
- Person 2 is going to listen and respond as the journalist from the media outlet that person 1 is targeting – look out for the building blocks that make a good story
- Spend about 5 minutes
- After about 5 minutes swap roles
- Is there anyone who wants to have a go at pitching to the whole group?
- At the end, tell each other whether you would run the story!



**Practicing your Pitch**  

**Protecting identity**  
People may have real concerns about being identified by a hostile regime or putting their family’s safety at risk.

**Names** - Real name?  
no name? alternative name?  
**Photos** - full face, over the shoulder, from behind, of shoes/hand, or no photos of person at all?

**Have an honest and upfront conversation with potential contributors**

**Managing Boundaries**  

**Are you confident to try this?**  
**Do you have any questions or concerns?**

**Call out to the front**




**Managing concerns and having positive experience**  

**Language**  
How to describe people? Refugees, Syrians, new Scots, migrants, ‘genuine’ refugees, ‘our refugees’, ‘our Syrians’ - **have a discussion**

**Boundary setting**  
People want to speak about their experiences but are worried about ...

- Saying the wrong thing
- Being misrepresented
- The “Why did you flee?” question

**Have an honest and upfront conversation with potential contributors**

**Managing Boundaries**  



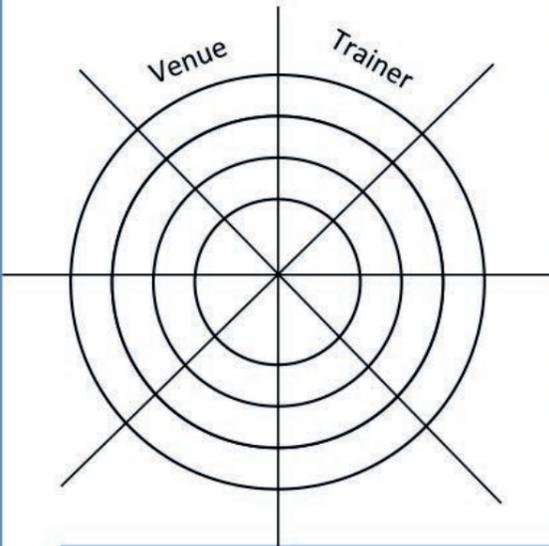
**Maintaining dignity and respect** - it is alright to say no to a journalist

**Positive story only** - people are only willing to participate on this basis

**Maintaining boundaries** - people are happy to talk about their experiences of life in Scotland but not about anything else



**Managing Boundaries**

Put a dot on the target in each of the sections indicating what you think of each section.

Write a comment about why you put your dots where you did.

Evaluation is the only way that we can make the course better.

The trainer will leave the room for 10 mins or so until you are finished.

The trainer will reflect back the evaluation to everyone before you leave.

**Evaluation Target**




**Some useful resources**

Link: [Media Trust Resource Hub](#)



**Thanks for coming today**

**Contact details:**

[xxxx@scottishrefugeecouncil.org.uk](mailto:xxxx@scottishrefugeecouncil.org.uk)





# 5

## New Scots Holidays: A handbook for setting up a refugee holiday hosting scheme

This tool contains:

	Description of final tool	82
	What did we do?	83
	Methodology	84
	How we involved refugees	84
	Evaluation of tool	85

# New Scots Holidays

## A handbook for setting up a refugee holiday hosting scheme

SCOTTISH FAITHS  
ACTION FOR REFUGEES



### Who is this toolkit for?

- Funders
- National NGOs
- Community
- Local authorities



### Description of final tool

A handbook for local community groups, faith groups or local, national or regional organisations considering setting up a refugee holiday programme that allows members of receiving communities to welcome refugees in their homes and communities for short breaks, offering a space for rest and recreation.

The handbook is a product of research and the piloting of a volunteer holiday hosting programme (New Scots Holidays), where members of receiving communities could welcome New Scots in their homes for short breaks, and with the possibility of receiving reciprocal hospitality. The goal of our project was to facilitate social connections, strengthen interfaith and intercultural dialogue and widen cultural orientation beyond refugees' localities.



### We did we do?

We developed and implemented a pilot programme of refugee holiday hosting, where refugees living in one part of Scotland were offered a holiday break hosted by a faith community living in another part of Scotland. Accommodation was provided in family homes and in self-catering holiday accommodation in the local community. Holiday activities were developed by the host community, reflecting the wishes and needs of the guests.

We researched other similar programmes, including schemes that offer homeless refugees, asylum seekers and those with insecure immigration status a bed in someone's home, and respite schemes for other groups such as young people in care, or the family members of people with complicated health needs. The Church of Scotland regularly hosts people from partner churches around the world, and often visiting delegations from churches that have been twinned stay with Church members in their homes when they are in Scotland.

On the basis of this research we developed policies and protocols for how such a programme could work. We worked closely with the Church of Scotland Safeguarding Service and the Church of Scotland Insurance Company to ensure that any holiday stays would be safe, especially for any children and vulnerable adults, and that we had taken all reasonable steps to minimise risk for those involved.

We ran a first phase of the pilot in October 2019. We recruited three church communities that would host. This included the appointment of a local Church Rep to be the main point of contact in each community, as well as identifying hosts who would be having refugees staying with them. Training was provided.

In the first phase of the pilot we worked with Aberdeenshire Council, where the resettlement team were able to refer families that had come through the Syrian Vulnerable Persons Resettlement scheme onto the holiday programme. They supported the families in introducing the concept and helping them to take advantage of the opportunity.

Following the October 2019 holidays (in Skye, Angus and East Lothian), we worked with hosts and guests to evaluate how it had gone. This evaluation took the form of face to face meetings and focus groups with hosts, participants and referral agencies. In early 2020 we launched a revised programme with a view to holding further holidays in the period from April-July. We had agreement from Stirling and Aberdeenshire Councils and were in conversation with six church communities interested in hosting. The travel and freedom of movement restrictions following the Covid-19 outbreak meant it was not possible for these holidays to take place before the end of project.





## What was our methodology?

For the phase I holidays in October 2019 we had agreed we would seek 2-3 host congregations.

We decided not to publicise widely but instead speak to individuals we knew had an interest in welcoming refugees and who we thought might be able to assist. This word-of-mouth and direct approach worked.

We developed a process for recruiting a local Church Rep, who was able to co-ordinate all the local arrangements, including gathering lists of potential hosts and organising the activities. Hosts were trained and briefed and homes visited prior to the holidays to make sure they were a safe and comfortable environment.

We recruited guests through a process of referrals from agencies. For phase I we worked with Aberdeenshire Council. For phase II we had agreed we would work with Stirling Council as well. Referrers were briefed in detail on the programme and were able to offer advice and information, both to us as well as to potential guests about expectations.

Following phase I we conducted detailed evaluation using face-to-face meetings, focus groups with hosts, participants and referral agencies to see how things had gone and what could be improved.



## How did we involve refugees?

As part of the research phase of the programme we ran a number of focus group sessions with refugees to ask them what they thought about the idea of a holiday, what they wanted to get out of a holiday experience, and their thoughts about staying in a stranger's house.

Refugees were beneficiaries of the scheme as holiday guests, though it is important to underline that this programme was an opportunity for two-way integration between refugees and people from receiving communities.

Following the phase I holidays in October 2019 we held a focus group in Aberdeenshire with many of those who had taken part.

## Learning – What changes did we make along the way?/How would we do things differently?

Our initial hope was that this programme would be available to hosts coming from any faith community, or even a non-religious group.



In developing the programme it became apparent that it would not be easy to run a scheme like this from the Church of Scotland (which is responsible for the work of Scottish Faiths Action for Refugees) to local groups from other organisations due to safeguarding policies and insurance cover. As we were developing a pilot programme we agreed to therefore only work with Church of Scotland groups; in the future we would want to overcome this restriction as there was interest from many other places.

We made a change following the phase I holidays in October 2019, which would be to also offer host congregations a small grant of up to £500 to enable the community to come together for some activity, such as hiring a minibus or holding a ceilidh. As we were not able to hold phase II holidays we were not able to evaluate and compare how useful this would have been.

We underestimated the time it took for a potential host congregation to agree to take part and plan for holidays: Many churches are already busy with activities and so new proposals need to be considered and timetabled for. In some places the main decision-making body, the Kirk Session, might not meet for several months. It would not be unreasonable to allow at least 6-9 months between initial contact and holidays taking place; 12 months may be more realistic.



## Validation/Evaluation of tool

After the phase I holidays in October 2019 we conducted feedback with hosts, guests and the referrer.

### HOSTS:

People who were involved gained different things from where they stood before hand. One old couple had never met people from a different culture before so this of course was very good. For other members of the community it was an extension of what they were already doing. It was also nice to get to know others who were not part of church community. (East Lothian)

Looking around and see people actually enjoying themselves, sense of satisfaction that this was happening on Skye, seeing Syrians and locals chatting to each other. Syrian families got on well and liked to spend time with each other, especially the women, important for them. One family on their own, would it have been a richer experience to have other families. Building social connections within the Syrian communities, between the host families and each other (bridges and bonds style of connection). (Skye)

### GUESTS:

**Q: Did you make friends over the course of the holiday? Have you kept in touch?**

**A:** We felt so close to our hosts

**A:** We felt our hosts genuinely loved us. There was genuine affection from them.

**A:** Yes, with the hosts and we are still in touch.

**A:** We felt part of the family

Referrer (Aberdeenshire Council Resettlement Team):

**Q: Do you think this could be a sustainable model in the future? Why?**

**A:** It is definitely worth doing and worth finding funding for (to make it sustainable) – without hesitation would help with that. New Scots Holidays was one of the highlights of the year.

**Q: Would you participate again or make referrals in future?**

**A:** Without hesitation.

## What recommendations do we make for funders; policy-makers, communities?

This pilot programme was innovative; no one else has done anything like this before. The impact on individuals was significant and long-lasting. The value for local authorities in supporting two-way integration and the resulting positive outcomes for refugees is clearly very strong.

If a holiday programme were to be run in the future you would need:

- Central co-ordination and administrative support
- Clear guidelines and protocols on which to work with faith or community groups
- Clarity on the responsible approach to safeguarding and insurance

Funding to cover travel expenses, host expenses and possibly a programme of small grants to enable host communities to extend involvement to as many people as possible.



## Practical Tool

- **New Scots Holidays:** a handbook for setting up a refugee holiday hosting scheme. Available on Scottish Refugee Council's website.





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**WEA** **Adult Learning  
Within Reach**



**SCOTTISH FAITHS  
ACTION FOR REFUGEES**

Scottish Refugee photography by:  
Scott Preston / Daniel Harkins / John Lanigan / Faris Dannan  
Parisa Baramakeh / Sabine Chalmers / Gary Christie