

Case studies of New Scots refugee integration work in Scotland's local authorities

Thank you to Scotland's local authority officers who work hard to make Scotland a more welcoming place for refugees and migrants, and took time to write these case studies.

For more information on these case studies, or if you would like to contribute, please [contact us](#).

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New Scots Refugee Integration Strategy 2018-22

The vision of the New Scots Strategy 2018-2022 is for a welcoming Scotland where refugees are able to rebuild their lives from the day they arrive. The strategy sees integration as a long-term, two-way process, involving positive change in both individuals and host communities, which leads to cohesive, diverse communities.

Scottish local authorities are key delivery agents of the strategy outcomes and themes: from day one of arrival they provide refugees with suitable housing, they help refugees understand their rights and entitlements in Scotland, and they help refugees access well-coordinated bespoke and mainstream services which recognise their needs and ambitions.

The New Scots approach is framed by four overarching outcomes and seven themes:

- CONNECTIONS** Refugees and asylum seekers live in safe, welcoming and cohesive communities and are able to build diverse relationships and connections.
- RIGHTS** Refugees and asylum seekers understand their rights, responsibilities and entitlements, and are able to exercise them to pursue full and independent lives.
- ACCESS** Refugees and asylum seekers are able to access well-coordinated services, which recognise and meet their rights and needs.
- INFORM** Policy, strategic planning and legislation, which have an impact on refugees and asylum seekers, are informed by their rights, needs and aspirations.



Index of New Scots Strategy outcomes and themes that local authorities are delivering

access, 3, 7, 10, 12, 13, 14, 18, 19, 20, 25, 29, 32, 35, 44, 46, 48, 49, 52, 55, 57, 58

communities, culture and social connections, 7, 18, 21, 25, 29, 32, 33, 50, 54, 57

connections, 3, 7, 18, 21, 29, 32, 33, 41, 44, 50, 54, 57

education, 7, 14, 15, 16, 23, 25, 29, 32, 45, 48

employability and welfare, 5, 7, 10, 12, 14, 18, 20, 29, 35, 55, 58

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inform, 7, 35, 36, 57

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rights, 3, 7, 10, 12, 14, 18, 20, 25, 35, 44, 52, 55, 57, 58

NEW - Aberdeen City – supporting refugees to become childminders

New Scots outcome(s) and theme(s)	
employability and welfare	
Project aims	
<ul style="list-style-type: none"> To provide employable skills training to women refugees and support them into work 	
Organisation(s) involved in delivery	Geographical reach of project
Scottish Childminding Association	Aberdeen City
Description of project	
<p>Article credit: https://www.childminding.org/news/scma-supports-refugees-to-become-childminders-in-aberdeen</p> <p>“Eight Syrian refugee women have taken their first steps to becoming childminders in Aberdeen with the help of SCMA and our Childminding Induction Support Programme.</p> <p>Alongside colleagues from Aberdeen City Council, our SCMA Childminding Development Officer for Aberdeen City, Loraine Duncan, facilitated our bespoke training programme and overcame various hurdles to support this group of committed women.</p> <p>Loraine said: “With the help of an interpreter, the Childminding Induction Support Programme was a complete success, with all of those taking part completing the programme and being delighted with their achievements.</p> <p>“The group of ladies were very vocal and knowledgeable about childminding and understood what was expected of them - the only barrier I felt we had was their English, but this had improved greatly since I last met with them.</p> <p>“We had a couple of informal ‘meet-up’ sessions together, where we discussed with their support worker what was involved and explained about the Childminding Induction Support Programme.”</p> <p>Our Childminding Induction Support Programme is an essential part of becoming a childminder, and SCMA is committed to supporting potential childminders build strong foundations towards their new childminding career.</p> <p>Loraine added: “It was very interesting to find out more about them, their culture and how their family life would fit in Scotland, which is something that helped make the training sessions flow and more relatable.</p> <p>“The group was also supported by Angela Taylor, Senior Project Officer, from Employability and Skills within Aberdeen City Council, who arranged the funding for the programme, and Faiza Nacef, Refugee Project Support Worker, who organised the</p>	

interpreter and the translation of the Health and Social Care Standards and SCMA's Strong Foundations and Childminding Fundamentals support packs.

“Working collaboratively with Aberdeen City Council is something that both SCMA - and I myself - are very proud of, and this event was a great opportunity to showcase the enduring positive benefits of partnership working.

“Personally, this was a very positive experience for me. I learned so much from the session, how to deliver training with an interpreter, and also from the ladies themselves. I will continue to be on-hand; providing on-going guidance and support the for group with the help of Faiza as they register with the Care Inspectorate and establish their own childminding settings.

“I have thoroughly enjoyed this piece of work, and we received very positive feedback from the group, who have a lot of respect for SCMA and this opportunity to work towards becoming a childminder and supporting the community in Aberdeen.”

Aberdeenshire Council – Al Amal Project – a Syrian led constituted community group

New Scots outcome(s) and theme(s)	
connections; rights; inform; access; health and wellbeing; communities, culture and social connections; employability and welfare	
Project aims	
<ul style="list-style-type: none"> • Improve resettlement experiences in Aberdeenshire by enabling new Scots' (refugee) families to contribute to the planning, operational and evaluative process • Reduce isolation, low mental health, boredom and frustration by encouraging active community participation • Develop community projects that build on the skills, knowledge and expertise of new Scots (Syrian Coffee Days / Talks / Arabic school / Coat making) • Coordinate and work with other groups with similar objectives • Develop employability skills and learning • Raise funds for cultural trips and experiences • Enable new Scots to support community events and projects in Inverurie • Develop the use of Social Media to aid communication • Advocate for the unmet needs of new Scots in Aberdeenshire 	
Organisation(s) involved in delivery	Geographical reach of project
Al Amal Project Aberdeenshire Council Deveron Projects Aberdeenshire Voluntary Action Aberdeenshire New Scots' Partnership	Aberdeenshire
Description of project	
<p>Six months after the arrival of the first Syrian families to Aberdeenshire, I met with the clients to discuss the concept of community development. They were unfamiliar with this approach and mechanism for action and change so it took several months of discussion before they decided to form and constitute their own group. My background is in education and community development so it seemed a natural and essential part of the integration and transition process.</p> <p>Al-Amal Project constituted in October 2016 and the first committee began building community and organisational links and capacities. In the first 12 months, the chairperson grew in stature, leadership abilities and language ability and became a figure head for the project rather than a collective member. A gulf developed between the growth and learning of the committee members so in preparation for their AGM, they spent a great deal of time looking at skills and learning.</p> <p>The second committee were elected in November 2017 and are much more proactive and collective, although there still is a gap in profile primarily linked to language ability. They are now linked in with a number of Third Sector organisations and regularly plan and deliver joint community projects i.e. Long coat dressmaking with Grey's School of Art, Syrian Coffee Days, Community Presentations, Arrival Planning with Resettlement Team, Men's Low</p>	

Mood Football Team, Study Visits and setting up a social enterprising catering arm (all members have FHC's).

Supporting Al-Amal Project required community development understanding and experience, so Community Learning & Development agreed to release some CLD worker time to support the Resettlement Team with community development and integration projects. This has been invaluable.

Al-Amal visited Govan Community Projects, Maryhill Integration Network and SRC and have met up with other refugee led organisations. Their short term aims include building individual skills and knowledges but longer term their working with Garioch Partnership on a potential Community Asset Transfer.

Supporting Al-Amal is different from other community groups because norms, expectations, prior knowledge is very different. A flexible approach is required to encouraging the development of good organisational health and structure.

Project Outcomes

- Increase in individual and group confidences
- Increase in understanding of community organisation structures and functions
- Almost all clients participating in community activities
- Language improvements due to partnership working with monolingual groups
- Improved self-worth
- Improved short term and longer term resettlement experiences for new arrivals
- Reduced feelings of loneliness and isolation from participating in groups and opportunities
- Change in local and national perception of new Scots from victims and takers to community activists and contributors
- Skills increase from participating in training courses and volunteering
- Trips to Loch Ness, Edinburgh and local locations
- Al-Amal members and Resettlement Team partnership working
- 32 people have achieved Food Hygiene Certificates
- Deeper understanding of benefits and employment systems
- Al-Amal Chair recognised with *Young Scot Award 2017*
- Al-Amal Project awarded *Best of Garioch Inspiring Aberdeenshire Award 2017*
- Al-Amal Project featured in *Visit Scotland summer advertising campaign*

Cost breakdown

The main cost has been transport as committee members are spread over a wide rural geographical area with no interconnecting public transport services. Years 2 – 5 funding covers transport for committee meetings, accommodation lets, transport for projects and events, interpreters and train travel to central belt meetings and events.

Approximately 25% of my time is allocated to Al Amal and associated integration projects, which is also set against HO Funding. CLD worker is core funded from CLD budget but this

could change. AMIF funding is being considered, to put in place a more detailed and dedicated community development support mechanism.

Considerations

Would definitely recommend this approach but I fully recognise that we have one or two natural female and male leaders who have been the bedrock of the project. Without them, we would still have persevered but it would have taken much longer to bridge knowledge and understanding.

We have lots of debates about how supporting this project varies from other similar groups. Meetings are in Arabic, so an interpreter is required for monolingual staff – would things be more fluid and effective if the community development worker was bilingual? We've agreed that the most important skill required is solid CD experience – the rest can be learned.

Good community development is difficult, so don't underestimate the dedication, skills, vision and energies required. It's a long term project, so don't look for instantaneous results. Planning and evaluation is critical every few months or so, as is having a laugh to keep it enjoyable.

Gender equality needs to be considered. The committee agreed all members would be equal from the beginning but group dynamics don't always reflect this. Again, an experienced group worker can address this.

Website

<https://syrianrefugeesaberdeenshire.wordpress.com/>

Argyll and Bute Council – an employability and upskilling project

New Scots outcome(s) and theme(s)	
rights; access; employability and welfare	
Project aim	
<ul style="list-style-type: none"> To upskill the cohort for the workplace To learn technical language, skills and health and safety To improve ESOL attendance amongst the men, some of whom, felt that provision at the time wasn't relevant. 	
Organisation(s) involved in delivery	Geographical reach of project
Argyll and Bute Council Argyll College UHI Local businesses	Isle of Bute
Description of project	
<ul style="list-style-type: none"> ABC partnered with Argyll College - the second such example of partnership working having previously offered a hairdressing course for Syrian refugees - to deliver a bespoke construction course. Language learning was implicit in the activities and learned on the job, not through formal ESOL tuition. Topics covered – health and safety; industry techniques i.e. building, construction, electrics, painting and decorating. The group meet for two full days twice a week. The group benefitted from the college's close industry links - work experience was a fundamental aspect of this initiative. Work placements were found for the individuals, in line with DWP regulations. The course contained adapted elements from SCQF Level 4 Skill for Work Programme. The successful pilot in autumn/winter 2017 led to it being extended to Summer 2018. The programme funded all protective clothing. An interpreter was not provided however one of the attendees had very good English and has acted as an interpreter for the group. 	
Project Outcomes	
<ul style="list-style-type: none"> Attendance and enthusiasm to learn has been significantly better than at formal ESOL lessons All are working towards the CSCS certificate (Construction Skills Certification Scheme) although it is expected that not all will pass due to their level of English. Work experience opportunities are being identified There has been a significant improvement in confidence, English, technical skills and a greater understanding and appreciation of health and safety For those that don't move into the work place yet want to study further Argyll College offers a Construction Skills course on Bute. 	
Cost	
<ul style="list-style-type: none"> There is a high cost of running a bespoke course (+£20,000). However, this is outweighed by the students' willingness to participate and the positive feedback we have received. 	

Considerations

- Interpretation may have been an issue if one of the students wasn't able to take on this role and support the group.
- Managing expectations moving forward could become an issue. Not everyone is likely to pass their CSCS card.

Clackmannanshire Council – supporting refugee entrepreneurship

New Scots outcome(s) and theme(s)
rights; access; employability and welfare
Project aim
To support resettled refugees access the necessary support to set up and operate a business
Organisation(s) involved in delivery
Local authority resettlement officer; DWP; People Plus https://peopleplus.co.uk/ ; Refugee Restart Support https://www.restartrefugeesupport.org/ ; local press and MSP
Description of project
<p>The VPR team in Clacks were approached by a few of the families for support in how to set up their own businesses. We had one food based business, one car wash and a painter and decorating business. None on my team have any expertise and knowledge in business and setting up in self employment so I contacted the local business gateway for support.</p> <p>Business Gateway were more than happy to meet with the families to discuss what support could be provided. I went along to these initial meetings with the families and also with my Arabic speaking support officer. We discussed the families ideas and were given paperwork to complete which included business plans, costings etc. At this point we were not able to proceed any further as we did not have the skills to be able to support with paperwork and business gateway advised that they could not support the families with this. These families were then linked in with our internal employability service to look at other avenues of employment. Two of whom are now in employment.</p> <p>I was contacted by Clare Murray (national lead for refugees) from DWP to have a meeting to discuss the Syrian families with a view to working closer together to support the families in finding employment etc. At this meeting we discussed DPS (Dynamic Purchasing System) as an option to potentially apply for funding to deliver more of an employability service. At this meeting we also discussed NEA(New Enterprise Allowance) and how it worked with regards to self employment. DWP gave me more information on this so that we could then discuss this with any families looking to set up a self employed business.</p> <p>By this time a few other families had approached to ask for support with setting up a new business. We made contact with our local jobcentre and made appts for these families. Once the jobcentre were happy that they felt that the business ideas were viable the families were then referred to the business support providers (People Plus) funded by DWP. My member of staff supported the families to these appts for translation purposes only. People plus provided intensive support with completing all of the business related paperwork eg business case etc. We discovered though that the families would not be able to access a small business loan due to their credit history. For one of the families this was fine as they borrowed money from their family and friends to fund the set up.</p>

At this point I searched online to see what other options were available with regards to the loans and discovered a company called Refugee Restart Support. I contacted them and asked for more information and they advised that they are a charitable organisation set up to help any refugee to access interest free loans of up to £10,000 to start up their businesses. I passed this information on to Mahamat who is my member of staff pass on to People Plus.

In the meantime - myself and Mahamat supported the family to look for and identify premises for their business requirements. This included meeting and liaising with the letting agent and agreeing rent free periods etc. Once the lease documents were ready for signing we advised the family to take this to a lawyer to go over before signing. Once the lease was signed we then supported the family to liaise and meet with various council depts such as environmental health, planning etc to make sure that the property was fit for purpose but also so that he was meeting all of his legal requirements for running a business. In the meantime the loan application was submitted and we worked closely with Refugee Restart Support which included Skype interviews with the family to ascertain their level of English but also to make sure that they were confident that the family had a clear plan for running the business etc. The family took complete responsibility for arranging any and work needing carried out inside the premises to meet the standard required. Mahamat again only provided a translating service between them and the relevant depts.

During this whole process there was really good multi-agency work going on between ourselves, DWP, People Plus and the family to ensure as much support was there as required.

I arranged publicity for the barber shop that opened which included our MSP Keith Brown who officially opened the shop and Alloa Advertiser.

For the patisserie business I was only able to arrange for the Alloa Advertiser and Central FM to provide publicity as the opening was too short notice to do any more than that.

Going forward we have carved out good relationships with all agencies involved and we currently have another 2 families going through the NEA to look at opening their own businesses as well.

Dundee City Council – Get Ready for Work Programme

New Scots outcome(s) and theme(s)	
rights; access; employability and welfare; language; education	
Project aim	
To develop employability skills for ESOL learners	
Organisation(s) involved in delivery	Geographical reach of project
Various Dundee City Council Departments Jobcentre Plus The Wise Group Project Scotland The Scottish Refugee Council The Prince's Trust Dundee and Angus College The Dundee International Women's Centre	Dundee City Council (DCC)
Description of project	
<p>Get Ready for Work is an 8 week (plus 1:1 follow-on support) employability programme which seeks to give refugees the employability and language skills to move into employment. The project was recently recognised at the 2018 COSLA Excellence Awards, winning a Gold Award in the "Improving Outcomes in Partnership" category.</p> <p>ESOL tutors and support staff who have been working with the families from the beginning delivering the programme alongside all the other partners. ESOL sessions are directly related to employability skills such as CVs, application forms, interviews, employer/employee expectations, local labour market and expected career progression routes.</p> <p>Drawing on the services of local authority and external partner organisations, the programme delivers training on employability, use of IT and financial capability alongside structured work experience placements and language support. DCC have created tools for data sharing which are accessible to all partners, across statutory and third sector, allowing them to share information about progress and impact.</p> <p>With the help of external partners from The Wise Group and Project Scotland, learners are introduced to organisations and businesses in Dundee for voluntary work placements to be attended at least one day per week, in addition to course delivery hours. This gives learners the opportunity to practice their English, gain confidence in the UK world of work and to obtain an employment reference.</p> <p>Employability Team staff help learners to identify additional training and development opportunities and make necessary arrangements to attend. For example, official visits to construction sites to observe health and safety practice as well as assistance to apply for funding such as ITA (Individual Training Account). Where childcare is an issue for parents and carers attending the programme, Employability staff make use of local authority</p>	

funding subsidies to ensure this is not a barrier to attendance. Where a learner has a job offer but is unable to accept due to financial barriers such as travel or lack of suitable equipment, local authority funding can be used to obtain travel passes or vouchers for clothing and equipment.

If further support is required post-course, the Employability Officer acts as case manager moving forward, until learner is 6 months into employment. This support is 1 to 1 and can take place in the learner's local area as opposed to a group setting in a city central location. Those in employment are offered English classes to fit around their employment so they can continue to improve their skills.

Learners who have struggled with the pace of the mixed ability "Get Ready for Work" group, have been supported 1:1 within the group by volunteer ESOL tutors who know them well from their English classes.

We are working with the Dundee International Women's Centre to support women who have never worked but, as widows or because their husbands are studying, are the main benefit claimant and are subsequently required to look for work. This project is fully integrated into the Get Ready for Work project. Employment may not be the right choice for them and we need to think carefully about how we move people on appropriately.

Many clients expressed an interest in setting up businesses so we are working closely with colleagues from the City Council's Ezone (business start-up project) and the Scottish Refugee Council to support enterprise.

In the final week of the programme, learners and staff take part in a graduation ceremony, held in a local community centre. At this event learners invite their friends, family and other stakeholders. They each give a speech in English in front of the audience. A senior manager from the local authority attends to present each learner with a certificate of completion and to formally welcome them to Dundee.

Project Outcomes

Get Ready for Work has produced a wide range of Employability outcomes in its initial two groups; employment, volunteering, work trials, further education and starting the business start-up process.

The programme's participants, through feedback forms and their graduation speeches have also identified improvements in their English vocabulary, knowledge of the UK world of work and a boost in confidence.

Our project is innovative because, rather than delivering English classes in isolation and referring learners to a local employability officer, ESOL and Employability have come together to ensure that learners not only have the employability skills but also the language skills they require to find and keep a job. By always having at least two team members, from different teams, with different specialist skills, working together we were able to respond to language issues which had arisen in the employability sessions on the spot and vice versa.

The addition of the Arabic speaking support worker is unique and enabled us to cover a great deal more than we would have been able to without her.

Finally, we have had excellent communication and working relationships built on mutual trust and respect and this positive energy was contagious with all of the learners commenting on the support which they have received.

- 100% of learners enrolled on the course completed it – attendance records/graduation
- In their course evaluations, all the learners rated the course as 10/10. Most of the learners said they had achieved their aims on the course. The learner who did not stated that she had “achieved all aims but not work experience.” All the learners stated that the course had given them a great deal of information and that the support given by the project team had increased their confidence about their future and gaining employment.
- Learners understand working conditions in Scotland (that they would still be paid if bad weather, they are protected by health and safety, would receive sick pay etc.)
- Learners are better off – one of the learners discovered that child benefit had not been paid – it has been reinstated and additional child benefit for a child in FT education has been given.
- Strengthened partnership working in Dundee – evaluated and evidenced by strong working relationships
- The programme is being rolled out across the city for refugee and other ESOL learners

Staff from other local authorities from across all the UK have, via the COSLA knowledge hub, requested to visit and see Dundee City Council’s materials and they have instigated a regional collaborative to develop and deliver shared projects to support neighbouring communities.

Cost breakdown

All staff hours given in kind.

Considerations

- We need to emphasise that we will get them **ready** for work at the information session, but we cannot guarantee employment.
- The cultures and processes around seeking employment in Syria are very different to the UK and these need to be explained carefully.
- Participants were unaware of the terms of their benefits and about the claimant commitment, they also had a lack of knowledge of tax and national insurance and concerns about health and safety and employment protections in the UK. They were also unaware of the terms of their refugee status in the UK.

- The Making Money Work team were key to the success of this project. They did not meet with learners until week 4; it would be good to have them in at the beginning.
- Work placements need to be planned more carefully with more involvement from our Project Scotland and Wise Group partners from the beginning to ensure a seamless transition from the course onto work placements.
- Project Scotland have offered more involvement and volunteer work coaches to support the learners.
- Learners requested more interview practice so explore ways to do this more formally.

Dundee City Council – New Scots Enterprise - enterprise support project

New Scots outcome(s) and theme(s)															
connections; rights; access; employability and welfare; communities, culture and social connections															
Project aim															
To support refugees in Dundee to exchange information and increase knowledge and confidence in developing a business idea and setting up a new business.															
Organisation(s) involved in delivery	Geographical reach of project														
Dundee City Council Employability Team; Scottish Refugee Council	Dundee City Council (DCC)														
Description of project															
<p>Scottish Refugee Council and Dundee City council Employability Team have been approached by a number of refugee entrepreneurs expressing their interest in starting a new business in Dundee. Learning from previous attempts to support refugee entrepreneurs demonstrates that potential entrepreneurs are intimidated and discouraged at early stages due to lack of knowledge of the process and confident to engage and progress in the official stages of setting up a new business.</p> <p>Activities</p> <ul style="list-style-type: none"> • A peer group will be formed by New Scots with an interest in setting up a new business. An open invitation will be sent out to all SRC clients. The invitation will be promoted in SRC events. • Weekly group learning discussions will be facilitated jointly by DCC Business Development Officer and SRC Peer project staff and volunteers. The weekly workshops will be focused on supporting participants to develop, plan, budget, create product and pilot a business idea. • Depending on abilities and needs of participants, both group work and individual support will be offered. More advanced participants will be directly supported to start their businesses, others will be supported to develop and test out their ideas. • Products will be made by participants and sold/presented during Refugee Festival Scotland 2019. • Once participants develop a clear business plan, they will be supported to apply for funds to launch a business of their own. <p>Milestones</p> <table border="1"> <thead> <tr> <th>Activity</th> <th>Time scale</th> </tr> </thead> <tbody> <tr> <td>Form Peer Group</td> <td>Jan – Feb 2019</td> </tr> <tr> <td>Finalise session plans</td> <td>Jan – Feb 2019</td> </tr> <tr> <td>Deliver weekly workshops</td> <td>Mar – June 2019</td> </tr> <tr> <td>Pilot production</td> <td>May – June 2019</td> </tr> <tr> <td>Test the market – Refugee Festival Event</td> <td>June 2019</td> </tr> <tr> <td>Continue 1:2:1 support for those ready to set up a business</td> <td>June – Sep 2019</td> </tr> </tbody> </table>		Activity	Time scale	Form Peer Group	Jan – Feb 2019	Finalise session plans	Jan – Feb 2019	Deliver weekly workshops	Mar – June 2019	Pilot production	May – June 2019	Test the market – Refugee Festival Event	June 2019	Continue 1:2:1 support for those ready to set up a business	June – Sep 2019
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Pilot production	May – June 2019														
Test the market – Refugee Festival Event	June 2019														
Continue 1:2:1 support for those ready to set up a business	June – Sep 2019														

Project Outcomes

- Increase ability to develop a business idea including plan, budget, market and create products
- Increase knowledge of the process of setting up a business including writing a business plan, piloting, applying for a loan
- Increase knowledge of and access to available funds to set up a new business
- Provide an opportunity to develop and implement a business in a safe environment, without the risks associated with starting a business without support.

Cost breakdown

No additional funding is required to deliver this project.

Staffing costs will be covered by DCC and SRC.

Volunteer expenses will be covered by SRC.

Equipment and event costs will be covered jointly by DCC and SRC. Other sources e.g. DCC HPP, SRC small grants/refugee festival grants will be utilised.

City of Edinburgh Council – Job Fair for Refugees

New Scots outcome(s) and theme(s)																							
rights; access; employability and welfare																							
Project aim																							
To promote work and work-related opportunities (training, volunteering, work experience) to people with a refugee background.																							
Organisation(s) involved in delivery	Geographical reach of project																						
Event organised by the City of Edinburgh Council Refugee Team. Other partners listed in narrative below.	Event primarily targeted people within the City of Edinburgh area but we were joined by colleagues and clients from Midlothian.																						
Description of project																							
<p>The Job Fair was arranged to address the issue of employment and the impact that work has on successful integration. Up until this point 2 of our VPRS clients had found employment as Barbers and six had been employed part-time (12 – 16 hours per week) by a local baker in an Arabic-speaking environment.</p> <p>Format was an open-door event, scheduled 10.00 – 14.00 with invitations issued in advance to Refugee Team clients with wider promotion through partner organisations including the third sector and DWP. Employers and training providers were contacted by phone and invited to participate; the following organisations each agreed to take a stall at the event:</p> <table border="0"> <thead> <tr> <th><u>Employers</u></th> <th><u>Volunteer/Skills</u></th> </tr> </thead> <tbody> <tr> <td>HSBC</td> <td>Princes Trust</td> </tr> <tr> <td>Starbucks</td> <td>Scottish Refugee Council</td> </tr> <tr> <td>Vittoria Restaurant Group</td> <td>Skills Development Scotland</td> </tr> <tr> <td>Pertemps</td> <td>Project Scotland</td> </tr> <tr> <td>Harmony</td> <td>WEACT</td> </tr> <tr> <td>Mitie</td> <td>Community Job Scotland</td> </tr> <tr> <td>RBS</td> <td>Edinburgh Tool Library</td> </tr> <tr> <td>Radisson Hotel</td> <td>Business Gateway</td> </tr> <tr> <td></td> <td>Amina</td> </tr> <tr> <td></td> <td>Volunteer Net</td> </tr> </tbody> </table> <p>Also on hand was the Income Manager from our initial resettlement accommodation provider – Link Private Sector Leasing – to give advice on the impact of work on Housing Benefit. The event was supported by our ESOL partners who cancelled classes and accompanied students to the Fair. Interpreters were on hand to assist communication. Around one hundred and twenty clients attended and there was a real buzz in the space for most of the morning.</p>		<u>Employers</u>	<u>Volunteer/Skills</u>	HSBC	Princes Trust	Starbucks	Scottish Refugee Council	Vittoria Restaurant Group	Skills Development Scotland	Pertemps	Project Scotland	Harmony	WEACT	Mitie	Community Job Scotland	RBS	Edinburgh Tool Library	Radisson Hotel	Business Gateway		Amina		Volunteer Net
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	Volunteer Net																						
Cost breakdown																							
<ul style="list-style-type: none"> • Room hire • Staff time in kind 																							

City of Edinburgh Council – Syrian Supper Club

New Scots outcome(s) and theme(s)	
connections; communities, culture and social connections	
Project aim	
To share traditional Syrian food with the Edinburgh community and provide employment for Syrian refugees within Edinburgh	
Organisation(s) involved in delivery	Geographical reach of project
Cyrenians Refugee and Migration Team – City of Edinburgh Council	Edinburgh wide – (though some folk have come from Glasgow/Borders for the Supper clubs)
Description of project	
<p>The Syrian Supper Club runs twice monthly. Two chefs prepare and cook a traditional Syrian meal – the current chefs are a husband and wife team – though the wife is the main participant – being one of the founder members of the project and currently working on other projects with the Cyrenians as well.</p> <p>Tickets are sold for the Supper club for up to 20 guests. Guests are invited to come along to the Cyrenians Flaver and Haver cook school from 7pm to watch some of the food being prepared and to help with the cooking and ask any questions about the food/ingredients. An interpreter is also employed for the evening to assist with this part!</p> <p>Guests sit down to enjoy the food from around 8pm. The chefs will come out and introduce the food, saying what it is and which part of Syria it is from. Guests sit at shared tables to encourage integrating and group conversations and the Syrian chefs will also join guests at the table to chat and socialise.</p> <p>Due to the success of the first Supper Club last August – 2018 – which sold out almost immediately, more and more Supper clubs have been scheduled. They all sell out in days. Due to this, the Supper Clubs can now be booked as a private event, which worked well for Christmas parties and has continued into the new Year.</p> <p>One of the chefs has now also run two sell out Syrian Baking master classes on a Saturday morning, teaching a small group how to make Syrian pastries like Baklava and Mamoul.</p>	
Project Outcomes	
<p>The project has been very successful. To date, three Syrian refugees have gained regular paid sessional work with the Cyrenians, with one of them going on to offer further baking classes and take part in a BBC baking competition off the back of the success of the Supper Clubs.</p> <p>The Supper Clubs have helped the Cyrenians Cook school – Flaver and Haver increase its social enterprise activities and the Supper Clubs help bring and income into the cook school and encourage people to try different foods and home cooking which is one of their overall strategies.</p>	

The project has definitely raised awareness about Syrian food and culture and increased social interactions between local Syrian refugees and the Edinburgh community.

The project now has produced many other smaller projects/ideas. A published is currently meeting with one of the chefs and a cook book is in production – due to be published next year after a kickstarter campaign.

Two further Syrian refugees who completed their REHIS food and hygiene certificate with the Cyrenians are looking into hosting a market stall selling Syrian pastries.

The Syrian Supper Clubs have been in local and national media, highlighting the integration of Syrian refugees in Scotland and also good publicity for the Cyrenians cook school.

Cost breakdown

The costs are covered by the Cyrenians, who buy the ingredients for the Supper clubs and baking classes.

Tickets to the Supper clubs are £25 each – this goes to the Cyrenians cook school and also to the wages of the chefs who are employed as sessional staff with the Cyrenians.

Considerations

This project has been a total success and looks set to grow – we are looking at getting another chef team together so we can offer more Supper Clubs.

Partnering with an appropriate organisation has been key to this project – the Cyrenians had the cook school, were looking for projects to support their social enterprise and were keen to start work with the refugee community – so the partnership is perfect! They have benefitted enormously from the partnership and so fully support all of the Syrian refugees they work with, they pay a very generous living wage and are fantastic and responsive employers.

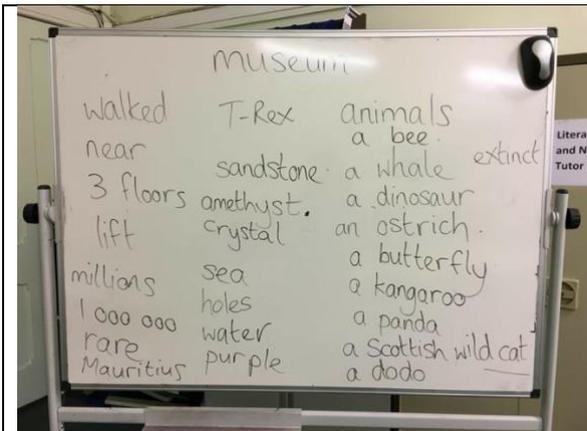
City of Edinburgh Council – Talk Talk – Structured ESOL Conversation Class

New Scots outcome(s) and theme(s)	
language; education	
Project aim	
A high intensity, speaking and listening class where all learners were engaged in various activities	
Organisation(s) involved in delivery	Geographical reach of project
City of Edinburgh Council	Edinburgh
Description of project	
<p>This five-week pilot project was a high intensity, speaking and listening class where all learners were engaged in various activities. Eight experienced literacies volunteers with the ITALL qualification (Initial Training in Adult Literacies,) attended 2 x 2hour training sessions prior to the Talk-Talk course. On average seven volunteer tutors attended each week and were supported and guided by the Group Tutor.</p> <p>Students enjoyed the high level of support 1:1 or 1:2, which allowed them to learn at their own individual pace. Although resources provided were the same for each student, working with a different volunteer tutor every week made the lessons unique and diverse due to tutors' varied teaching approaches and techniques. In response to the participants' request, we have agreed to run the Talk-Talk next term. It has been so successful that we plan to make it a permanent feature within our ESOL programme.</p>	
Session	Topics
1 & 2	People and jobs -talking about different professions, places of work, equipment required, qualifications needed to do jobs, and ambitions of students as well as their qualifications
2 & 3	Health -talking about symptoms and illnesses, making appointments with the doctor / dentist, talking to the doctor / dentist. - talking about symptoms, illnesses, at the pharmacy.
4 & 5	Medication / at the pharmacy -talking about medication, reading medicine labels, talking to the pharmacist; first aid box content and use. -talking about the course; completing evaluations
Project Outcomes	
(Evidenced by Group Tutor, Support Workers, SRP ESOL Tutors, and Students) <ul style="list-style-type: none"> • Better comprehension of transactional and everyday English. • Higher independence when dealing with spoken English in real life, outside classroom environment. • General improved fluency in speaking English. • SRP Group Tutors noticed an increase in confidence with <i>Talk-Talk</i> participants displaying more confidence when using new vocabulary. 	

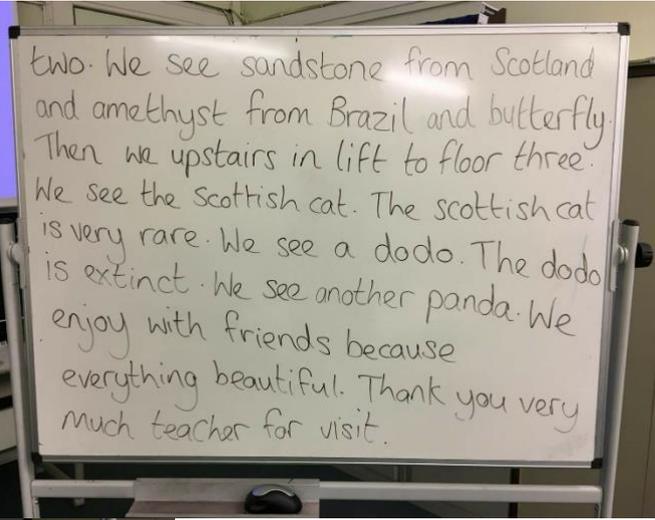
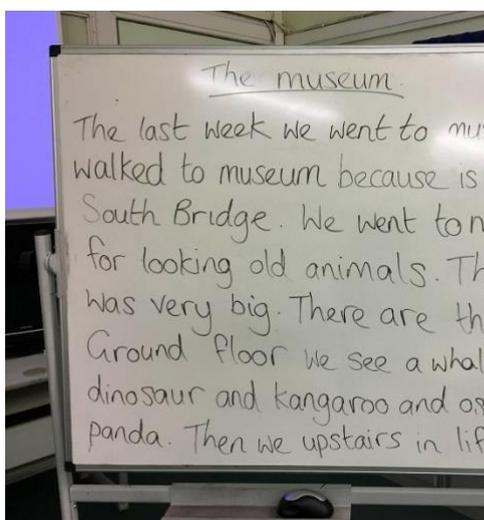
- Students' positive feedback included requests that the short course should be extended.

City of Edinburgh Council – A Language Experience Approach to ESOL

New Scots outcome(s) and theme(s)	
Connections; access; rights; language; education; communities, culture and social connections	
Project aim	
To embed language learning in real life experiences in the community	
Organisation(s) involved in delivery	Geographical reach of project
City of Edinburgh Council	Edinburgh
Description of project	
<p>This LEA was carried out in the National Museum in Edinburgh</p> <p>STAGE 1. Pre-experience lesson</p> <p>Students studied vocabulary related to the part of the museum they were about to visit. They talked about their previous experiences with museums. The tutor used a number of images on her iPad of animals and fossils and introduced vocabulary and phrases relating to the later activity. Students practised reading the words and writing them down.</p> <p>*Self-produced resources</p> <p>STAGE 2. Experience lesson</p> <p>Students commenced the lesson with the revision of the vocabulary and phrases and were introduced the experience activity. They were given an A4 sheet with a number of images of the things they had to find in the museum. The task was to write - name, the country of origin, and one thing that was unusual about it (e.g. dinosaur – extinct or large.).</p> <p>*Self-produced resources</p> 	
<p>STAGE 3. Post-experience lesson</p> <p>The following lesson took place back in the classroom where the tutor asked students relevant questions to elicit key words and phrases. She wrote them down on the board:</p>	



Then the tutor asked questions in chronological order to help students recreate the story describing their experience. She wrote the text on the board and tried to get every student involved in the story telling process. She did not change any of the grammar or word order in students' sentences however, she wrote the words with correct spelling.



Language Experience – Shopping Trip to Sainsburys

STAGE 1.

Pre- experience lesson

Students studied vocabulary related to shopping and different types of shops. They talked about their previous experiences. The tutor used a number of flash cards with images to introduce vocabulary and phrases relating to the later activity. Students practised reading the words and writing them down. They focused on questions and answers, prices and directions.



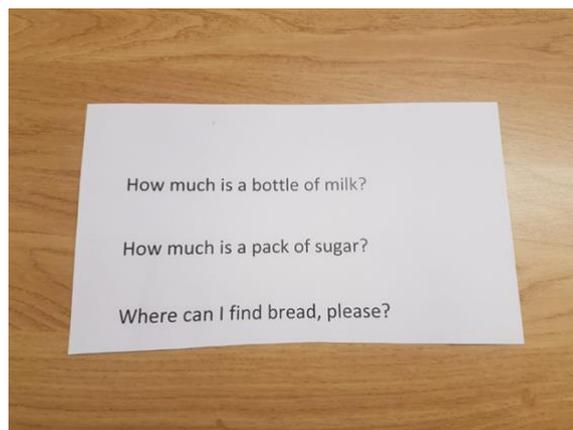
*Self-produced resources

STAGE 2. Experience lesson

Students commenced the lesson with the revision of the vocabulary and phrases and were introduced the experience activity. They were then given a list of items to ask about, e.g. where they could find a particular item in the supermarket or the check the price of a shopping item.

*Self-produced resources

Prior to the Experience lesson, the teacher contacted the manager of the local supermarket and arranged for the group to come along to the store for the lesson. The manager was very helpful and on the agreed day, the store supervisor made himself available for the time of the visit and kindly role-played the situations with each student. The students were exposed to authentic conversations and they reported afterwards that the experience gave them more confidence with their spoken English.

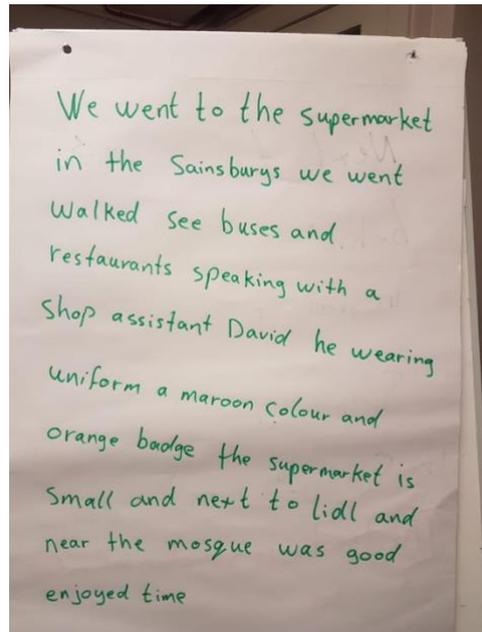


STAGE 3. Post-experience lesson

The following lesson took place back in the classroom where the tutor asked students relevant questions to elicit key words. She wrote them down on the board.

Then the tutor asked questions in chronological order to help students recreate the story describing their experience. She wrote the text on the board and tried to get every student involved in the story telling process. She did not change any of the grammar or word order in students' sentences however, she wrote the words with correct spelling.

We have supported our tutors with training on effectively using Language Experience Approach and they have embraced it enthusiastically and creatively within their ESOL groups.



Project Outcomes

(Evidenced by Group Tutor, Support Workers, SRP ESOL Tutors, and Students)

- Better comprehension of transactional and everyday English.
- Higher independence when dealing with spoken English in real life, outside classroom environment.
- General improved fluency in speaking English.
- SRP Group Tutors noticed an increase in confidence with *Talk-Talk* participants displaying more confidence when using new vocabulary.
- Students' positive feedback included requests that the short course should be extended.

Fife Council – ‘English For Work at The Ecology Centre’ - ESOL and volunteering collaborative project

New Scots outcome(s) and theme(s)	
connections; access; employability and welfare; language; education; communities, culture and social connections	
Project aim	
<ul style="list-style-type: none"> • To support ESOL students in developing language skills • To enhance understanding of language in a cultural and working context for students • To introduce TEC volunteers to people from other countries and promote social inclusion by breaking down cultural barriers • To learn from the pilot and ascertain whether a similar project could be developed in the longer term 	
Organisation(s) involved in delivery	Geographical reach of project
Fife Council The Ecology Centre, Kinghorn	Fife wide
Description of project	
<p>Local Authority ESOL staff partnered with local community-based charity, the Ecology Centre. They are specialists in using the outdoors and wider environment to educate and increase employability. They have a large body of volunteers who help with tasks on site. Up to sixteen students attend weekly for twelve weeks.</p> <p>Each session is broken up as follows:</p> <p><u>Welcome Coffee and Language Slot (half hour)</u> Language learning (whole/small groups with English-speaking language volunteers) covering:</p> <ul style="list-style-type: none"> • topical vocabulary e.g. tools, compound nouns, health & safety noun and verb collocations • grammar e.g. use of present continuous to describe current activity, modal verbs for H&S requirements/workplace guidelines • functional chunks e.g. ‘Where is?’ ‘What’s this in English?’ ‘What we do next?’ <p>Language covered is identified by learners and/or ESOL staff in consultation with Ecology Centre staff/volunteers. It has been largely reactive to learner experience or the requirements of their work situations.</p> <p><u>Volunteering on site (one and a half hours)</u> Working in small groups with English-speaking volunteers and staff in one of four designated areas:</p> <ul style="list-style-type: none"> • woodwork • cooking • sewing 	

- gardening

Lunch (half hour) - Joint lunch with staff and volunteers (cooked by students with staff)

Participants

16 existing ESOL learners have participated. The majority on the register are Syrian refugees; mainstream learners were also included as it had been established, through experience within the classroom provision already in place, that the more mixed the demographic, the higher the likelihood of learners progressing. The learners already knew one another from mainstream ESOL classes and so this facilitated a sense of comfort within a new environment for all.

Duration:

The project is split into two six-week cycles: students select an area that covers their interests for six weeks. Mid-point review with staff and learners – learners can change to another task group or stay with same. Learning and confidence progress to be gauged. It is hoped that the course will continue to operate in this guise for around two more years and funding has been drawn down by Fife Council's ESOL department and the Ecology Centre to cover these projected costs.

The project is the follow-up to a successful six-week pilot run in autumn 2017.

Project Outcomes

Improvements in Listening & Speaking Skills:

Attendance has generally been good. Learners have spoken of the value they place in having opportunities to interact with English speakers outside of the classroom, encountering English organically.

Other learners have reported that they have appreciated getting used to local accents in a relaxed and fun way.

Learners with existing knowledge and/or skills in the skill areas have reported enjoying improving their knowledge and use of the equivalent English vocabulary.

Learners have enjoyed acquiring new language and practicing it in a very meaningful '3-dimensional' way. Photos and learner experience from the project has informed the content and language practiced in mainstream ESOL classes.

Increased Understanding of UK Work Culture/Employment Practice

Learners have increased their awareness of Health & Safety practices.

Social Interaction:

Learners have forged new relationships with staff and volunteers – many do not have the opportunity to engage with local people in any meaningful way. Friendships have been formed on social media, learners have participated in other community events (ceilidhs) or community learning opportunities as a result of involvement in the project.

Breaking down Barriers: Staff and local volunteers have reported that they have a new or greater appreciation of the many diverse issues faced by displaced people, immigrants and non-native speakers of English, and are more motivated to support them.

Growths in Confidence and Improvements in Mental Health

In spite of limited English, one learner unable to attend as usual on a Tuesday as normal attended instead on the mainstream volunteering Wednesday held at the Ecology Centre. He sought out the member of staff responsible for the garden and helped out. Learners have told us that it means a lot to them to “do something” and feel useful and that it makes them happy to be working and keeping busy.

Increased Use made of Local Amenities

Learners have reported visiting the site at other times during the week to make use of the amenities with family members and friends.

Considerations

- Key to the success has been the involvement of increased numbers of volunteers who are paired or work with the learners in language and practical tasks. This was a lesson learnt during the initial pilot when progress was hampered by lower English to non-native speaker ratios and a resultant over-dependency on mother tongue.
- Although significant steps have been made in terms of increased language proficiency and confidence, progress is slow - this is a long-term project and will need to be so to continue to produce results.
- Managing expectations could be an issue. Progression to task-based qualifications is being considered e.g. food hygiene certificates. More consideration will need to be given to identifying meaningful next steps and routes to other employability initiatives/courses.
- There was sense in identifying a less busy day to facilitate a regular weekly session for students
- A long term programme would allow for a wider range of projects to be worked on which would consolidate student’s existing skills to improve their employment opportunities
- A year long programme could ideally follow the school terms to allow for staff holidays and student’s family commitments

Glasgow University – Student Action for Refugees – Conversation Club

New Scots outcome(s) and theme(s)	
connections; access; language; education; communities, culture and social connections	
Project aim	
To provide a space for refugees and asylum speakers to practice English in a safe environment	
Organisation(s) involved in delivery	Geographical reach of project
STAR Network Glasgow University – (Student Action for Refugees) Maryhill Integration Network Volunteers	City of Glasgow – all are welcome and to overcome transport barriers travel expenses are offered
Description of project	
<ul style="list-style-type: none"> • The group meet every Thursday during term time in a room at the Maryhill Integration Network base. The meeting is publicised to migrants and refugees and potential volunteers across the city and via their Facebook page. • Volunteers register their attendance at each session via a Google Poll, and are sent a document which explains what to expect and what is required of them, inc. guidance on what to/not talk about • Each session has c.10 vounteers to c.15 participants. • Each session lasts two hours. <p><u>Session format</u></p> <ul style="list-style-type: none"> • Participants sit together at a large table and a facilitator leads the group in an icebreaking activity • The group splits up into smaller groups for discussion – there are board games and books available to encourage discussion. • Organisers ensure that all participants are involved in the discussion • Mid-way the group shares drinks and light snacks • The group comes together at the big table one last time for a final group activity 	
Project Outcomes	
Asylum seekers and refugees from diverse backgrounds has an opportunity to relax and talk English in a safe environment	
Cost breakdown	
Room hire Drinks and snacks Travel expenses - £2 per person if requested	
Considerations	
<ul style="list-style-type: none"> • Ensuring that there are enough volunteers each session. ESOL learners want as much one on one conversation as possible to consolidate their classroom learning. • Initially they tried to arrange the tables according to English level but as acquaintances were made participants wanted to speak to the same person as last week, and some couples and friends wanted to stay together. Be flexible. 	
Project website	
https://www.facebook.com/STARNetworkGlasgow/	

Highland Council – Family Learning and Wellbeing Project

New Scots outcome(s) and theme(s)	
connections; health and wellbeing; communities, culture and social connections	
Project aim	
Family wellbeing and celebrating refugee cultures	
Organisation(s) involved in delivery	Geographical reach of project
Highlife Highland Action for Children Alness and Invergordon Academies Feis Rois Local authority Educational psychologists Local authority EAL teams Primary Mental Health Worker	Town in Highland
Description of project	
<p>The purpose of this project is to give families an opportunity to come together and celebrate their own Syrian culture and language, as many of the children had not had an opportunity to properly explore their own Syrian culture since moving to Scotland and, in the home, parents' thoughts often centred on ongoing atrocities in Syria which therefore occupied much of family discussion time. Given that pupils spend most of their school day immersed in another language and culture, it was felt important for the families to be given an opportunity to express their own culture, identity and language and have some fun.</p> <p>Emphasis was to be on improving literacy and cultural knowledge for the children but also to engage with the parents and improve their English.</p> <p>Weekly sessions are delivered in a local venue where the families had the opportunity to take part in:</p> <ul style="list-style-type: none"> • English and Arabic literacy sessions • music sessions • storytelling sessions • cooking sessions • craft sessions and • play sessions <p>The multi-agency team delivering the project meet regularly to monitor the families' involvement in the project.</p>	
Project Outcomes	
<p>Ongoing feedback from the families (in Arabic and using smiley face icons to express emotions) has been positive and the sessions became a major focus for the week; "my children are always asking me when Friday is coming".</p> <p>It also gave the Syrian teenagers the confidence to become involved in other local youth activities.</p>	



Cost breakdown

14 weeks x 3 hours per session

- Hourly rate for youth workers
- Hourly rate for EAL instructor
- Transport
- Snacks and refreshments
- Craft Materials

£1.00 entrance fee per family is in place as organisations have found there is greater learner commitment if a small fee is charged.

UPDATED - Highland Council – Skills Audit for Employment & Employability Caseworker Groups

New Scots outcome(s) and theme(s)	
rights; access; employability and welfare	
Project aim	
To record skills, work experience and competencies gained overseas; to inform subsequent career and employment decisions; to inform the composition of employability working groups and delegate individual cases to small core teams of practitioners	
Organisation(s) involved in delivery	Geographical reach of project
<p>The Highland Council staff: LA Resettlement officer, Care and Learning, Employability Service.</p> <p>Partners: ESOL coordinator, SDS, DWP, Highland Migrant and Refugee Advocacy, New Start Highland employability rep.</p>	Skills Audit pilot, to be rolled out across The Highland Council area
Description of project	
<p>The skills audit form (available on request) was created by the resettlement officer and piloted with a group of refugee men. The resettlement officer filled out the form on behalf of the client through an interpreter.</p> <p>The form covers-</p> <ul style="list-style-type: none"> - current voluntary work, previous employment and desired employment in Scotland - skills and qualification gained in MENA and in Scotland - gaps in skillset and proposed approaches to addressing steps - other barriers to employment and approaches to addressing these <p>Under GDPR legislation permission was sought from the clients to share the information gathered with key delivery partners who were on the employability working group. This comprised the resettlement officer, colleagues from relevant Council services, the adult learning (ESOL) coordinator, DWP, SDS and third sector partners.</p> <p>The Skills Audit was designed to prioritise activities or training which may help clients to move toward employment as soon as possible, according to the DWP model: <u>Any job</u> → <u>Better job</u> → <u>Career</u></p>	
Project Outcomes	
All adults offered the opportunity to participate in REHIS Elementary Food Hygiene Course (73% pass rate), 3 individuals with relevant work experience, one job interview. Need identified to employ additional ESOL worker to focus on	
Cost breakdown	
No direct costs incurred as yet. Cost of ESOL worker salary + expenses/room hire projected at £30k per annum	
Considerations	

- Ensure data sharing regulations are adhered to allow free sharing of information between key delivery partners
- Critical to include ESOL coordinator on the working group to inform the language they cover in classes
- Employer engagement could certainly have been stronger from the outset
 - To be part of new ESOL for Employability worker's remit
- Engagement of all agencies on the working group was initially a challenge
 - Emphasising importance of ensuring that employability partners assist this client group to overcome barriers to employment

SVPRS – Skills Audit Sheet

Name: _____

Full name		NI Number	
BRP Ref. no.		Home address	
Current voluntary work <i>[include organisation(s) and type of work, hrs/wk]</i>			
Previous employment <i>[include employment in Syria and following displacement]</i>			
Desired employment <i>[1. Most desirable → 4. Least desirable (but would be willing to do)]</i>	<ol style="list-style-type: none"> 1. 2. 3. 4. 		

***Score /5** to be used subjectively to indicate: the level of Existing skill/competency (1 = low → 5 = proficient); Skills/competencies under development (0 = no action taken → 5 = enrolled in formal training/education/work-related placement); Gaps in skill-set/desire (1 = weak desire to address gap → 5 = strong desire to address gap); Proposed approaches to addressing gap (1 = difficult/unfeasible to arrange; 5 = easy/feasible to arrange).



SVPRS – Skills Audit Sheet

Name: _____

Existing work-related skills / competencies <i>[include any certificates/qualifications, from Syria and/or UK]</i>	Score/5*	Skills/competencies under development <i>[include all ongoing formal/informal training, education, work experience, volunteering, language classes, etc.]</i>	Score/5*

*Score /5 to be used subjectively to indicate: the level of Existing skill/competency (1 = low → 5 = proficient); Skills/competencies under development (0 = no action taken → 5 = enrolled in formal training/education/work-related placement); Gaps in skills-set/desire (1 = weak desire to address gap → 5 = strong desire to address gap); Proposed approaches to addressing gap (1 = difficult/unfeasible to arrange; 5 = easy/feasible to arrange).



SVPRS – Skills Audit Sheet

Name: _____

Gaps in skill-set / individual's desires for skills development <i>[Any skills gaps that would affect employability? Which skills does the individual want to develop?]</i>	Proposed approaches to addressing gaps/desires <i>[Any formal or informal measures to address skills gaps/desires, including specific training courses/educational programmes]</i>	Score/5*

*Score /5 to be used subjectively to indicate: the level of Existing skill/competency (1 = low → 5 = proficient); Skills/competencies under development (0 = no action taken → 5 = enrolled in formal training/education/work-related placement); Gaps in skill-set/desire (1 = weak desire to address gap → 5 = strong desire to address gap); Proposed approaches to addressing gap (1 = difficult/unfeasible to arrange; 5 = easy/feasible to arrange).



SVPRS – Skills Audit Sheet

Name: _____

Additional notes: *[include any ideas for potential employers to approach for work placements, any additional barriers to employment, etc]*

***Score /5** to be used subjectively to indicate: the level of Existing skill/competency (1 = low → 5 = proficient);
Skills/competencies under development (0 = no action taken → 5 = enrolled in formal training/education/work-related placement);
Gaps in skill-set/desire (1 = weak desire to address gap → 5 = strong desire to address gap);
Proposed approaches to addressing gap (1 = difficult/unfeasible to arrange; 5 = easy/feasible to arrange).

NEW - Mental Health Foundation with Glasgow City, North Ayrshire and North Lanarkshire Councils – community based projects for mental health awareness

New Scots outcome(s) and theme(s)
connections; health and wellbeing; communities, culture and social connections
Project aim
The primary focus of the action group is to increase the engagement of refugees with the wider health and social care policy landscape in Scotland through building capacity of refugees and raising awareness of their mental health and wellbeing needs. This is to improve the representation of refugees so that health and social care systems can appropriately and quickly address issues of trauma, distress and ill-health arising from the life experiences of refugees living in Scotland.
Organisation(s) involved in delivery
Mental Health Foundation, North Ayrshire, Glasgow, North Lanarkshire Councils, volunteers
Description of project
<p>To read the case studies and full report on the Mental Health Foundation website click here.</p> <p>“We recruited 12 volunteer participants from refugee backgrounds. The volunteer group represent the new settlement patterns; they live in North Lanarkshire, North Ayrshire and Glasgow; and include a range of nationalities; Syrian, Somali, Ethiopian, Iranian, Nigerian and Albanian and include men and women. We are now extending this work with similar approaches to three new local areas across Scotland.</p> <p>Glasgow - Voice and Visibility, The New Scots</p> <p>This project is a response to the existing under-representation of refugees in public life across Scotland. We have supported our volunteers to research, engage and produce an awareness video about civic forums to initiate conversations on this topic, this is a peer support model to engage people from across the refugee experience to facilitate and sustain that engagement in civic agencies linked to health, housing and education. From our own evaluation we know that the more people feel linked into their local communities, whether that be a school, housing association or community group, it has a positive impact on wellbeing.</p> <p>North Ayrshire – Gardening for produce project</p> <p>Our volunteers have connected with the Ayrshire Community Trust to design and deliver a gardening project alongside other volunteers from non-refugee backgrounds. This shared activity has a longer term aim of becoming an enterprise activity where produce can be sold at some of the local markets in Ayrshire. Activities currently underway include:</p> <ul style="list-style-type: none"> • Photo-diary of the project

- Four workshop sessions on cultivating fruit and vegetables
- “Working with Refugees” training for local non-refugee volunteers and staff at the Ayrshire Community Trust
- Delivery of enterprise training

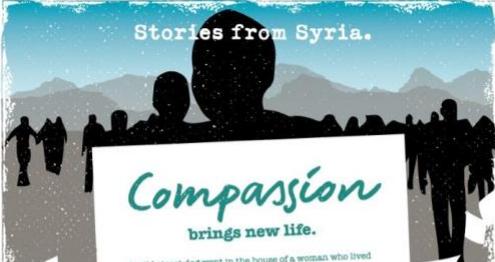


Stories from Syria - A storytelling project in North Lanarkshire

People arriving in this country from Syria have seen and experienced so many deeply distressing things that sometimes, when such a person is asked to share their story, there is so much on their hearts it is hard to know where to start. We wanted to give each volunteer the choice about what they wished to share, and to support them to think differently about their experiences.

In March 2019, we met with Mansour, Majdi and Linda in a café in Glasgow. On the table in front of them were picture postcards, objects and a basket of words. Rather than asking direct questions, we invited them to select an object that triggered a memory or story. A picture of a boy with a cello on his back, a highland cow and an overcrowded bus, an animal skull and the word “childhood,” each provoked tales that had us laughing, astounded and moved in turn. We soon realised that amongst what had been shared, even at such an early stage of meeting, were beautiful stories expressing the power of human connection. We hope that the three stories selected below act as invitations to reach out to others in our community; particularly those who might be regarded as different from ourselves or those who are struggling. Human connections do not need to be complex or arduous; the gathering around music, a comforting touch, a sense of welcome and the sharing of stories. These simple things can be transformational, and bring a new sense of life to someone in need of feeling valued.

Stories from Syria.



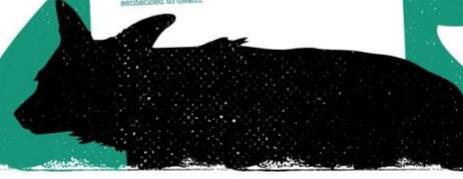
Compassion

brings new life.

A wild street dog went in the house of a woman who lived in the same neighbourhood as me, back in Damascus. The woman was screaming, and everyone was alerted. People ran around with big sticks and knives. They wanted to kill the animal and save the woman.

I felt like this was another living soul and I felt sorry for the dog. I did not want it to suffer this fate. I stopped the crowd and I said I could deal with it. Then I went into the house very calm. I took the animal in a blanket, then into my lap.

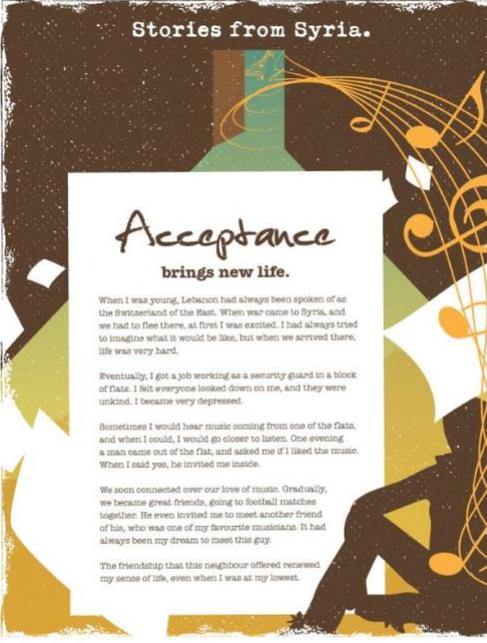
Once it had become peaceful, I released it into the street. I felt like everyone was looking at me like some kind of hero. But I didn't feel much of a hero. I just wanted to give new life to this creature who before had almost been sentenced to death.



by **Mansour**
North Lanarkshire




Stories from Syria.



Acceptance

brings new life.

When I was young, Lebanon had always been spoken of as the Switzerland of the East. When war came to Syria, and we had to flee there, at first I was excited. I had always tried to imagine what it would be like, but when we arrived there, life was very hard.

Eventually, I got a job working as a security guard in a block of flats. I felt everyone looked down on me, and they were unkind. I became very depressed.

Sometimes I would hear music coming from one of the flats, and when I could, I would go closer to listen. One evening a man came out of the flat, and asked me if I liked the music. When I said yes, he invited me inside.

We soon connected over our love of music. Gradually, we became great friends, going to football matches together. He even invited me to meet another friend of his, who was one of my favourite musicians. It had always been my dream to meet this guy.

The friendship that this neighbour offered renewed my sense of life, even when I was at my lowest.

by **Maji**
North Lanarkshire




North Ayrshire – Swans Group – Social, Health and Wellbeing Group for Syrian teenage girls

New Scots outcome(s) and theme(s)	
connections; rights; access; health and wellbeing	
Project aim	
<ul style="list-style-type: none"> • To encourage some healthy messages re diet, exercise, bodies, positive oral health • To encourage young women to consider and feel more able to participate in community activities • To encourage integration within the community • To consider various aspects of Scottish culture and daily life and the mixing of Syrian and Scottish cultures/values/ideas positively • To provide a social outlet for the teenage girls within the Syrian community • To encourage further English language development • To increase the positive mental, physical and emotional wellbeing of those who attend 	
Organisation(s) involved in delivery	Geographical reach of project
North Ayrshire LA – Education, HSCP, Housing	Syrian secondary aged girls – 12-17yrs resettled in North Ayrshire
Description of project	
<p>The SWANs project is designed to help support young Syrian girls who are socially isolated to become fully integrated “New Scots”. This is done in partnership between Education and HSCP with support from Housing to run a fun friendly session fortnightly for a small group of 12-16 year old girls. The group explore together a range of topics which support the participants through looking at health, games, socialising and a variety of activities, as well as creating an environment where open honest conversations can take place and new sessions can be co-produced through these discussions.</p> <p>The SWANS group initially showcased a variety of options/activities available to young people in Scotland currently when this is your new home.</p> <p>Currently the group meets at a local church hall, or somewhere in the community depending on the activity. The group has been running for approximately a year. It was started because we realised that these young girls were attending school but remained quite socially isolated within the families and communities.</p> <p>We are keen for the young people to consider their own aspirations, goals and views on various topics and their futures in general.</p> <p>So far we have looked at various topics, including healthy eating, benefits of physical activity, rights and responsibilities of young people in Scotland, had a community rep from RBS discuss and explain various aspects of banking and we have visited a local museum.</p>	

Activity sessions have included jewellery making, crafts, pancake making on Shrove Tuesday and visiting a show home.

Future plans include visiting a Fire station and a Police station, and potentially running a summer programme looking at various styles of art such as photography, graffiti art and sculpture.

The young people were invited to and participated in a summer overnight youth festival last July as part of the North Ayrshire celebration of Year of the Young People. They took part in activities such as a spooky midnight walk, dancing, rodeo bull and the finale a colour run. They all participated well and some of the comments after the event were very positive not only about the event but also coming to and living in Scotland and North Ayrshire.

We have liaised with KA Leisure which is North Ayrshire's community sport and leisure facilities. As part of the Girl Make Your Move project funded by the Sporting Equality Fund which was managed by Spirit of 2012 as well as some matched funding there has been a programme of taster sporting sessions available to these young women.

So far they have tried badminton, jogging, body combat, spin class, ballet class, ice skating to name a few. The programme continues and we have now had a request for ice skating lessons which is being considered.

The group also took an active role in organising a Christmas Party for our P1-P7 aged children within the Syrian Community. This included providing food (they made Krispy cakes), arranged music and games and ensured the children were included and encouraged them to join in. Santa even came along! The Swans were excellent at hosting and running the party, not requiring much adult intervention at all!

Future plans include a few changes. The older girls will be leaving school so we had a farewell night out at the World Buffet in Glasgow. Now we will invite the girls about to commence Secondary school in August. Over the summer there is a potential art programme going to run, the activity programme will continue with KA Leisure and a few visits and sessions are being arranged from now till the beginning of summer.

Outcomes

- One Swan is about to commence a modern apprenticeship with North Ayrshire Local Authority.
 - Another Swan is continuing her studies with the ultimate aim of graduating with a degree in engineering. Both these young people have increased their confidence and English skills which enables them to continue with their education and consider careers in the future.
 - One Swan is learning to drive.
 - One Swan is about to join the North Ayrshire Youth Council. This was a link from the Summer Camp and talking to the worker about Year of Young People events and opportunities.
- One Swan is now talking about having mainstream swimming lessons. And the group is keen to learn how to ice skate!

Cost breakdown

Activities- £309.85

Group sessions - £166.33

KA Leisure matched funding - £350

Total spend April 2018-April 2019 - £826.18

Depends on what we are doing. But we requested some monies from the Strategic (Resettlement) Task Force and were granted £1000. The Christmas party was paid for by a donation from a couple visiting the locality and heard about the work we do. We are lucky though as we do not pay for a venue as the Church enables us access for free. KA Leisure have also added to the funding pot and enabled many of the physical activities to happen.

Considerations

The Swans are usually an extremely enthusiastic group and the noise levels at times is through the roof! We feel that having an opportunity to be a young person out with the school and home environment is important and encourages their own personal development as an individual. All kinds of topics come up such as boys, marriage, racism and health and all are discussed informally but always encouraging of their thoughts and ideas.

The Swans say they feel more confident – for example, they attended the summer camp in 2018 with quite a bit of support, but this year are planning to have less support. But as by-standers we have seen their confidence grow as well, with questions asked and information sought out regularly.

They are vocal about various topics and have volunteered some very positive information about how they feel about healthcare workers and the police in North Ayrshire. They have also discussed how it is to live in North Ayrshire quite honestly. For example, some have lived in much grander homes before the war. As a result we have viewed a show home and then got the RBS community rep Rachelle to come and discuss mortgages and banking.

I think on a personal note the team have been reminded that these young women are firstly teenagers. They are not just a New Scot, or a Muslim or a Syrian but a young person with goals, ideas, and aspirations for the future –whatever they may be – and they are varied! This is also despite their backgrounds and past experiences, which for some, have been quite traumatic. They like to talk a lot, are noisy, energetic, listen to music, can be moody and give up at times – just like any other teenager. They are no different!

We have also learnt recently that the Swans are quite dependent on adults for lifts and getting to activities on time. So this is changing – slowly and at times with a little pain! For example, we do not always take and bring them back to activities and events and are encouraging the use of public transport more and that they get themselves to places on time.

Tips for others wanting to set something up like this:

- An extremely good sense of humour is required at all times

- Think outside the box
- Patience
- Listen to what they have to say and request
- Be open, honest and realistic
- Put yourself out with your comfort zone and let the young people see this (without having a meltdown!)
- Plans need to be flexible and fluid at all times
- Diversity with funding
- Team working is essential

North Ayrshire – Ladies only swimming

New Scots outcome(s) and theme(s)	
access; health and wellbeing	
Project aim	
Improve language acquisition, reduce social isolation, improve general health and wellbeing, increase physical activity levels, encourage integration into local community for Syrian women.	
Organisation(s) involved in delivery	Geographical reach of project
North Ayrshire LA & KA Leisure	North Ayrshire
Description of project	
<p>Following initial discussion with staff from KA Leisure about increasing physical activity amongst women from BME backgrounds we became aware of and funding was made available from the overarching Girl Make Your Move initiative encouraging women and girls in North Ayrshire to be more active. The Step Up project within Girl Make Your Move provides additional support to increase the mental health and wellbeing by increasing participation levels in physical activity but for those requiring some additional support.</p> <p>We identified a local pool and liaised closely with the manager regarding staffing as all staff were required to be female. We also needed to locate a time in the week and month where this would be possible on a regular basis. Consideration was also required as to the geography of the building as access to one of the studios is via the poolside area. Activities provided in the studio are accessible to both genders. So it is now arranged for a Saturday at 5pm once a month. However the week can change each month depending on staffing arrangements.</p> <p>Many of the women were completely unable to swim in the beginning so we have added in an additional cost of 2 swimming instructors as well.</p> <p>We currently run one session a month however due to Ramadan, we have had a request to postpone the May session till June – so there will be two sessions this June.</p> <p>Our numbers so far:</p> <p>Jan – 9 Feb- 13 April 18 April – 12 June – 2 sessions still to be provided</p>	
Outcomes	
<ul style="list-style-type: none"> • One Swan is about to commence a modern apprenticeship with North Ayrshire Local Authority. • Another Swan is continuing her studies with the ultimate aim of graduating with a degree in engineering. Both these young people have increased their confidence and English skills which enables them to continue with their education and consider careers in the future. • One Swan is learning to drive. 	

- One Swan is about to join the North Ayrshire Youth Council. This was a link from the Summer Camp and talking to the worker about Year of Young People events and opportunities.
One Swan is now talking about having mainstream swimming lessons. And the group is keen to learn how to ice skate!

Cost breakdown

Swimming Instructor for 1 hr – x2 @£15 = £30
 Lifeguards – for 1 hr –x 3 @£12 = £36
 Cost £3.20/ head Based on 12 attending = £38.40
 Total - £104.40 a session

Considerations

- I initially spoke to Caitlin Rodgers at The Gathering in Edinburgh as they have a very successful programme – really useful to discuss what had worked well and what had required adjustments or had not worked.
- Difficult logistically as staffing, access to various areas, health and safety all need to be considered
- Think it is viewed as the Syrian women’s swimming session not a Women only session currently
- There are costs involved are and this is not sustainable in the long term –needs some funding
- So far the women have not paid for a session themselves – this may need to change, but unsure how this will impact the numbers in the future?

North Ayrshire – Knit and Natter / Arab Stars

New Scots outcome(s) and theme(s)	
connections; communities, culture and social connections	
Project aim	
Improve language acquisition, reduce social isolation, improve general health and wellbeing, increase physical activity levels, encourage integration into local community for Syrian women, learn new skills	
Organisation(s) involved in delivery	Geographical reach of project
Local churches	Three Towns – North Ayrshire
Description of project	
<p>The group has evolved from an approach by a group of churches who invited the Syrian ladies to come and join their group to chat and knit! The group now sew, knit, crochet, bead and dress make. Both Syrian and local women meet together and share conversation, time, and foods and learn new skills. They meet in a local church hall. The ladies decide what they are working on and materials, wool and sewing machines have been donated by local sewing and quilting groups.</p> <p>Following the success of the above group we have now commenced a second group in Irvine with ladies from a local Quilting and Patchwork group helping the women acquire some new skills. This also runs weekly in a local community centre.</p> <p>We have also been asked about a local exhibition at the end of the year to look at traditional Syrian handicrafts and I am also suggesting some it should look at the new skills acquired. This group also have other nationalities attending, but the same need for language acquisition and socialisation seems to be as important to them as it is for the Syrian ladies.</p>	
Outcomes	
Friendships are forming rapidly and one Syrian lady has had everyone for lunch to her home. Several of the Syrian women also attended the funeral of one of the Scottish ladies who recently died. The local women are learning some Arabic and the Syrians are also picking up more English and having an opportunity to use their conversational language in an informal and relaxed manner which in turns raises their confidence.	
Cost breakdown	
<p>Cost of room for Arab Stars only (£7/week)</p> <p>Cost of repair and servicing of a machine £75</p> <p>All other items have been donated locally such as material, equipment and even a couple of sewing machines</p>	
Considerations	
<ul style="list-style-type: none"> It has been good to see how it has evolved naturally. The group are currently in discussion about making a group quilt. There is also some discussion about having a stall at the SECC quilt shows in March next year. The relationships being formed are strong and appear to benefit both groups of women. 	

- We have now replicated this model in another area.
- In the new group childcare appears to be more of an issue.
- Good to see how things can grow and change organically without lots of “managing”.

NEW - North Lanarkshire x Skills Development Scotland

New Scots outcome(s) and theme(s)
rights; access; employability and welfare
Project aim
Teaching employability and job hunting skills in Arabic
Organisation(s) involved in delivery
North Lanarkshire Council; Skills Development Scotland

Teaching the skills for community living

Ross Thomson

Syrian refugees living in Wishaw are being offered support by Skills Development Scotland to help them integrate.

SDS careers advisers Navid Siddique and Lorraine McDonald met with the group and an Arabic translator who was able to help with questions and answers.

To help the Syrians, SDS provided Arabic versions of MyWorld of Work leaflets for them to read and share with families and friends.

These guides to gaining employability skills include information on educational courses, CV writing and interview techniques.

The group is keen to get into employment. Many of the refugees had worked in skilled trades while others were HGV drivers or owned their own businesses.

Navid said: "The people who came along were hungry for support and wanted to have the sense of purpose and worth that comes from employment and education.

"One refugee told us that they hadn't known how much support was actually available.

"They also want to gain more

confidence to volunteer and access learning opportunities.

"We emphasised to all Syrian refugee clients that we are here to work with them at their own pace."

Lorraine added: "It was good to meet the refugees and let them know about the services we can offer.

"They are very willing to learn, so we will be working closely with them give them the support they need to gain access to work."

A priority for many of the refugees is to improve their English skills.

SDS will support them by helping them finding college courses, voluntary work, paid training, creating CVs, applying for jobs and preparing for interviews.

Councillor Pat O'Rourke, chairman of the council's Syrian resettlement programme, said: "The Syrians who have moved to our area have settled in really well.

"Together with other organisations such as Police Scotland, Scottish Fire and Rescue, the NHS and voluntary groups, we've provided a full support programme to help them adjust to their new lives here in Scotland. They have made excellent progress learning English and our service has been recognised by the Home Office as an example of best practice."

Refugees take first steps to workplace

Settling down and learning new skills including language

Judith Tonner

Syrian refugees living in Monklands have been taking part in information and guidance sessions in Airdrie to help them with returning to work.

The events at Chapelside community centre were run by staff from Skills Development Scotland (SDS), alongside North Lanarkshire's community learning and development department, and included sharing details on CV writing, interview techniques and education courses.

Many of the participating refugees had previously worked in skilled trades, while others were HGV drivers or owned businesses – and SDS staff said: “The group are keen to get into employment; a priority for many of them is to improve their English skills.”

Careers advisers Navid Siddique and Lorraine McDonald met group members, along with an Arabic translator to help with questions and answers.

SDS is creating a resource pack to highlight the support available to refugees, including help with finding college

courses, voluntary work and paid training, plus CV, job application and interview preparation.

Navid said: “The people who came along were hungry for support and wanted to have the sense of purpose and worth that comes from employment and education.

“They also want to gain more confidence to volunteer and access learning opportunities.

“We emphasised to all Syrian refugee clients that we’re here to work with them at their own pace; one told us that they hadn’t known how much support was actually available.”

Lorraine added: “It was good to meet the refugees and let them know about the services we can offer; they’re very willing to learn and we’ll be working closely with them give them the support they need to gain access to work.”

Two years ago Airdrie and Coatbridge welcomed the first 12 family groups of Syrian refugees to arrive in North Lanarkshire; the council has since committed to taking in a total of 180 refugees, fleeing the country’s civil war, by 2020.

Resettlement programme group chair Councillor Pat O’Rourke said: “The Syrians who have moved to our area have settled



Guidance The information sessions were held in Chapelside community centre

in really well and have made excellent progress in learning English.

“With organisations such as Police Scotland, Scottish Fire and Rescue, the NHS and voluntary groups, we’ve provided

a full support programme to help them adjust to their new lives here, and our service has been recognised by the Home Office as an example of best practice across the UK.”

Precise

Date 25 October 2017
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**Airdrie & Coatbridge
ADVERTISER**

Stirling – Forth Valley Welcome - Walk and Talk language project

New Scots outcome(s) and theme(s)	
connections; health and wellbeing; communities, culture and social connections	
Project aim	
English language learning; English conversation practice; forming social bonds and connections.	
Organisation(s) involved in delivery	Geographical reach of project
Forth Valley Welcome (formerly Stirling citizens for Sanctuary) Scottish Natural Heritage (SNH) Scottish environmental Protection Agency (SEPA)	Stirlingshire and Clackmannanshire
Description of project	
A small group of up to 4 Syrians and walking companions (usually one/one) meet up somewhere convenient, go for a walk somewhere interesting, talk about anything, have a coffee, walk back, go home, then the Syrians write a blog in their own words which is published (with their permission) on a Walk & Talk Facebook page exactly as they wrote it. The idea is that it should be easy to organise for all parties, inexpensive, sustainable, visible, fun for all and have an identifiable outcome.	
Project Outcomes	
Enhanced confidence in English, vocabulary, willingness to write, ability to make and keep an arrangement, meeting and making friends with Scots, appreciation of Scotland's heritage & environment and employability. Mutual learning from each other.	
Cost breakdown (roughly)	
Low cost implications other than volunteer time	
Considerations	
<p>In Stirling, we partner with Scottish Natural Heritage (SNH) and Scottish environmental Protection Agency (SEPA) who provide walking companions as part of their social responsibility. This is not essential, but it is great if it is available because they are the same age group as most of the Syrians.</p> <p>Our current walking companions are now quite experienced in this kind of project, but, a small amount of induction and training for new companions would probably help their confidence.</p>	

West Dunbartonshire Council – Syrian Employability programme

New Scots outcome(s) and theme(s)	
rights; access; employability and welfare	
Project aim	
To guide Syrian Refugees into employment	
Organisation(s) involved in delivery	Geographical reach of project
WDC Working4U-Work, Working4U-Learning, DWP+ Resettlement Team	West Dunbartonshire
Description of project	
<p><i>Working4U-work</i> sits within the Working4U service at West Dunbartonshire Council(WDC), and leads on Employability. It's function is to work with people who are unemployed and who are furthest from the job market. This could be because of disability, addictions, mental health issues or other factors that create barriers to employment.</p> <p>A <i>Working4U-work</i> adviser is assigned to each client who will work with the client to look at employment options, barriers to employment and what opportunities may exist to support the client, through training, workplace placements or practical support.</p> <p>In the case of the Syrian Refugees, Working4U joined with the Council's Working4U-Learning service who are the providers of Community ESOL.</p> <p>Working4U offers a tailored approach to meet the clients needs. This has included:</p> <ul style="list-style-type: none"> • Arranging 12 weeks work experience with the council's greenskeeping service which led to being enrolled on a certificated Gardening Course; • updating clients' CVs to include volunteering and training; discussing past employment history and future employment aspirations. • Arranging visits to a local construction site. The purpose of these visits were to provide clients with an understanding of the range of trades in the construction industry and health and safety practices in the UK. • Preparing clients to undergo CSCS Card examinations (Construction Skills Certification Scheme) • Enrolling clients on short taster courses at college (i.e. child development, childcare) which led to enrolment on full-time courses. <p>The work of Working4U complements the work of the JobCentrePlus work coaches, who help with applications, job searches and interview techniques, as well as finding volunteering opportunities locally.</p>	
Project Outcomes	
<ul style="list-style-type: none"> • Clients have gained in confidence and experience, and also have more realistic expectations of what sort of work they may be able to attain and a better understanding of how competitive the job market is. 	

- Clients are more committed to improving their English as they understand that it is essential to getting and staying in work, and they have become more focussed on this.
- Clients remain very keen to get into work and getting a job is seen as a real boost to status. Getting employment is also linked to thinking about permanent settlement in the UK.
- Some clients who have/are working have started studying for their Knowledge of Life and Language in the UK test.
- In particular, female clients are now seeing opportunities for themselves outside of the home and family and have become happy confident students.

Cost breakdown

All staff time given in kind
Costs of CSCS cards

Considerations

We now know that passing a CSCS test does not mean that the individual understands how to work safely. In hindsight it might have been better to wait and ensure that the refugees understood the main Health and Safety concepts before putting the Refugees into such a highly regulated area of employment.

West Dunbartonshire – Out of the Box – Moments of Freedom

New Scots outcome(s) and theme(s)	
connections; rights; access; inform; health and wellbeing; communities, culture and social connections	
Project aim	
To support positive futures for women refugees	
Organisation(s) involved in delivery	Geographical reach of project
Outside the Box	West Dunbartonshire
Description of project	
<p>The project has 4 main strands. Capacity building for women and children; Connecting with and shaping the local community of Clydebank; Developing peer-support opportunities for New Scots across the Greater Glasgow area; Shaping national new Scots community integration and the development of policy and practice. The project works with 19 women who have responsibility for 65 children between them.</p> <p>The project will initially build-on from the initial pilot project and will help the women identify areas of activity, looking at local opportunities, resources, partners, challenges and solutions. The project will also look at building links with those who will offer ‘inspirational visits’ to the women and children.</p> <p>Following from this the project will work with the women helping them identify gifts, skills and hopes. The project will also look at confidence building/skills sharing through small practical tasks. At the same time the project will begin networking and building meaningful connections across the local community, bringing people together. Hosting community/neighbourhood engagement activities for children/families/older people. The project will also undertake inspirational visits to groups across Greater Glasgow to see what works well in other areas.</p> <p>The final phase will be to test out new ideas: women’s group/gardening group/family sessions/coffee mornings etc. The project will support the women to identify required resources and where they can be accessed. The project will also support ‘task groups’ to develop community-led, sustainable solutions. The women will host and facilitate planning sessions, develop action plans and designate those responsible for them. The women will host inspiration and celebration event(s) for peer support network (refugee festival)</p>	
Cost breakdown	
Costs incurred for staffing, project management and coordination, venue hire, transport, catering and a mobile crèche.	

Western Isles Council – ESF Funded Employability Programme

New Scots outcome(s) and theme(s)	
rights; access; employability and welfare	
Project aim	
52 week programme to support up to 10 participants to become fully employable	
Organisation(s) involved in delivery	Geographical reach of project
Western Isles Council DWP	Outer Hebrides
Description of project	
<p>European Structural Funds secured to support up to 10 participants through the following:</p> <ul style="list-style-type: none"> • 8 week DWP Placement • 12 week Employability Placement • 8 week DWP Placement • 18 week volunteer programme <p>Funding covers a Training Assistant post to assist with the introduction of the following:</p> <ul style="list-style-type: none"> • 1-1 coaching and mentoring • Transitional support • Practical skills training • Accredited bespoke training • Confidence building and personal development • Job search activities, work experience and aftercare support • Enhanced accredited literacy, numeracy and computing training • Interview and CV skills • Lifeskills, budgeting and health and safety 	
Project Outcomes	
<p>The Training Assistant post has meant frequent contact with those seeking employment - assisting with job search activities, transitional support once they enter placement, and continued reviews to identify needs and required support.</p> <ul style="list-style-type: none"> • 1 Refugee started on an 8 week DWP Placement, went onto complete his core skills through Employability Fund, and is now employed part-time in the Council's Reprographics Unit and is also a part-time Modern Apprentice. The Training Assistant supported him though his driving theory and practical, which he has now passed. • 1 Refugee is employed by the Council on a temporary contract, as a Textiles Modern Apprentice. The Training Assistant support has helped him improve his communication skills greatly and is helping him with skills required for self-employment. 	

- 1 Refugee has a part-time job in a garage driving and cleaning cars. He will be studying part-time to become a barber. We assisted with his CV and interview skills.
- 1 Refugee will be studying part-time hairdressing and beauty. She also volunteers at a local charity shop.
- 1 Refugee completed an 8 week DWP placement in a local hospitality establishment. He went onto complete his core skills (also referred to as life skills), through the Employability Fund programme, and is now on an OH-MEET placement. (OH-MEET is Outer Hebrides Managing Employment Enterprise and Training where wages are paid by European Funding).
- 1 Refugee completed an 8 week DWP placement with a small construction company. He has gone onto complete his core skills through levels 2 and 3 of the Employability Fund Programme.
- 1 Refugee completed an 8 week DWP placement at a retail shop. She has completed her CV and is currently studying for her driving theory test.

Cost breakdown

Training Assistant, Grade C ESF funded
 DWP assistance – given in kind
 Training Officer – given in kind
 All other costs ESF funded, i.e. courses, equipment

Considerations

This project was led by our Employability Team. Greater involvement and discussion with other teams working on the programme would have been beneficial. Important lessons have been learnt relating to how the teams interact and relations are being improved.

Manchester Adult Education – **honorary mention** – Employer Engagement in the ESOL Classroom

Project aim	
<ul style="list-style-type: none"> To provide language support to Entry Level 2 (CEFR A2, Scottish Nat 3, SCQF 3) who want to work. To engage employers with refugees. 	
Organisation(s) involved in delivery	Geographical reach of project
Manchester Adult Education Service	Manchester
Description of project	
<p>Manchester Adult Education Service piloted this approach to learning with students who are ESOL entry 2 - not necessarily refugees.</p> <p>We partnered up with about 5 employers / volunteering organisations successfully.</p> <p>To get those 5 we had to approach quite a few others, one has to be / have a resilient person that can organise this.</p> <p>One employer, a Care Work Recruitment organisation, came into the classes and gave everyone a mock interview. The learners really raised their game as this wasn't a pair work with your partner or tutor activity this was someone they didn't know, who was suited and booted and who interviews for a living. Two people were given jobs from this and everyone was given feedback - we gave the interviewer a feedback form to complete on each learner. Not everyone in the pilot wanted to go into Care Work but it was reported that it was still a useful exercise to improve their interview technique.</p> <p>A couple of volunteer organisations sent representatives to the class to give presentations about their organisations and try to encourage people to sign up. This wasn't very successful but this might have been to do with the location of the organisation, the presenter or the nature of the organisations.</p> <p>One local artisan cafe that is expanding sent in a representative to the class. This contact came about through a chat at the school gates with the boss of the company. They were excellent, it happens to be that the boss' mother was a teacher so she came in and had them doing activities that she watched how they performed / language level to see if there was anyone appropriate. Three people got two week's work experience and we've just found out one of them got a job.</p> <p>One volunteering organisation - The Junk Food Cafe - was really great to work with too. They made meals out of products that were about to be chucked away. All the cafe is run by volunteers and they have an online booking system where people can book themselves in for a volunteer slot. We took our learners there and the representative showed them around and explained the system and the job roles that were available. Several of the learners signed up for a volunteer slot.</p> <p>In brief, a really great approach, with big impact.</p>	

Project Outcomes

Learners entered work placements and voluntary roles as a result of the engagement with employers

Costs

Partners gave their time in kind

Considerations

- Consider venue for the encounters to have maximum impact
- Someone does need to have time and tenacity to make those links and coordinate activities / visits.