LEARNING FROM A RESETTLEMENT PROJECT

SOMALI FAMILIES IN ARKLOW:
A REVIEW OF RESETTLEMENT, REUNIFICATION AND INTEGRATION

Cover image: Taken from a painting by a Somali child at a capacity building workshop with Springboard and the Vault, Arklow.

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Terminology

AMIF	Asylum, Migration and Integration Fund
CDETB	City of Dublin Education and Training Board
CIB	Citizens Information Board
CIC	Citizens Information Centre. This refers to individual offices, for example, Arklow CIC
CIS	Citizens Information Service. This refers to the service as a whole, for example, Co. Wicklow CIS
CYPSC	Children and Young People's Services Committee
FR	Family Reunification
HSE	Health Service Executive
INIS	Irish Naturalisation and Immigration Services
IRPP	Irish Refugee Protection Programme
KWETB	Kildare and Wicklow Education and Training Board
LCDC	Local Community Development Committee
LECP	Local Economic Community Plan
OPMI	Office for the Promotion of Migrant Integration
PEIL	Programme for Employment, Inclusion and Learning
PPN	Public Participation Network
SICAP	Social Inclusion Community Activation Programme
UNHCR	United Nations High Commission for Refugees
WCC	Wicklow County Council

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Foreword

County Wicklow LCDC

One of the main functions of the Local Community Development Committee (LCDC) is to develop high quality integrated services in the County, particularly where vulnerable groups are concerned. This is Goal Three of the Local Economic and Community Plan. For this reason, the LCDC decided to commission this report, along with County Wicklow CIS, the County Wicklow Children and Young People's Services Committee (CYPSC), and our funding partners, the Department of Justice and Equality.

The report is a very comprehensive analysis of the Refugee Resettlement programme in County Wicklow, involving the resettlement of six Somali families in 2013. The report also addresses the subsequent Family Reunification process. The analysis involves the services and support mechanisms presently available, and recommendations for service delivery into the future and was motivated by a commitment to improving services. There is no doubt that an integrated and concerted effort will be needed to implement the recommendations but we believe that it can be achieved through the agencies of the LCDC and CYPSC, and other crucial partners.

We want firstly to thank sincerely and to praise our consultant, Sally Daly, for a professional and comprehensive report and for her commitment to the project. One of the striking aspects of this report is that it resonates with the voice of the Somali people that have become part of our community.

We would also like to thank the Somali people who took part in this report and shared their stories, the good and the bad. As the report points out, 'As ordinary people, refugees are faced with a set of extraordinary challenges'. This is what has given the report a unique depth and resonance.

The main findings and recommendations of the report will be available in Somali.

Thirdly we would like to thank the agencies involved: Arklow CIS for all the work that they have done so far on refugee resettlement support services and the CIB for co-funding this report. Wicklow County Council who have a key role to play in refugee resettlement. The County Wicklow CYPSC members deserve to be commended for their commitment to this project. A subgroup of CYPSC has already been established to implement the recommendations in the report. Finally, we want to thank the Office of the Promotion of Migrant Integration, Department of Justice and Equality for their ongoing support and look forward to working with them in the future.

There is much learning in this report. The LCDC and partners are committed to doing all they can to implement the report's recommendations in order to develop more structured and sustainable support systems. The report will also act as a guide for the development of the County Wicklow Migrant Integration Strategy and will act as a basis for future resettlement programmes in County Wicklow.

We have come across a quote lately that comes to mind when reading this report: *"To listen is to lean in, softly, with a willingness to be changed by what we hear."* (Mark Nepo). We hope that we keep listening and keep changing.

Co. Wicklow Citizens Information Service

This research aims to provide a comprehensive, collaborative support service, via interagency co-operation, to the Somali Community in Arklow, Co. Wicklow to ensure that it is accessing the full range of civil and social rights and entitlements to enable this community to engage fully in civil society.

Arklow Citizens Information Centre has a remit around the provision of information, advice and advocacy on people's civil and social rights and entitlements in areas such as social welfare, education, housing, employment rights, medical cards, application form filling and much more. We have been working closely with the Somali Community in Arklow for the past four years, supporting them to access their entitlements and providing representation where necessary.

Our funders, the Citizens Information Board (CIB), provided Co. Wicklow Citizens Information Service with a grant to undertake research into the diverse and complex needs of this community. This report was to provide us with recommendations, in direct consultation with the Somalis themselves, to improve services and to develop more sustainable and structured support mechanisms. CIB funding was combined with funding received by Wicklow County Council, from the Department of Justice and Equality, in order to commission more extensive research. County Wicklow Partnership, through its Social Inclusion and Community Activation Programme (known as SICAP) funding, contributed to the cost of translation of the report.

It is envisaged that some of the findings and recommendations from the report will have transferrable applications to other communities where programme refugees are located especially given that the Somali Community is now over five years in Arklow and still have significant levels of support needs.

Executive Summary

Six Somali families were invited to Ireland and subsequently to live in Arklow under a Refugee Resettlement Programme in 2013. In the immediate years after this, they were joined by twenty family members, following applications for family reunification. The majority who came in under family reunification are under the age of 22. The Refugee Resettlement Programme operates under the direction of the Department of Justice and Equality and is an essential humanitarian response by the Irish State to an exceptional set of circumstances[1]. As ordinary people, refugees are faced with a set of extraordinary challenges in their countries of origin. A small number will be granted refugee status in Ireland and the resilience displayed by people in such circumstances is beyond the life experiences of most of us. Resilience is a word that is overused, yet it uniquely reflects the responses of the Somali families' resident in Arklow, both in responding to difficult and dangerous circumstances in their countries of origin, in negotiating transit and in ongoing strategising in their country of resettlement. This report has sought to document the experiences of these families in Arklow; the research process has revealed the clear potential of these families to contribute to life in Ireland, along with a determination to shape future outcomes for themselves.

However, despite their potential, the families face ongoing barriers to their experiences of integration in Ireland. In commissioning this research, Co Wicklow Citizens Information Service, Co Wicklow Local Community Development Committee and Wicklow Children and Young People's Services Committee show a commitment to improving interagency responses to supporting integration.

Although refugee resettlement programmes have been in place over a number of years, to date, there have been few publicly available evaluations of these projects[2]. In the 2016 ESRI study on the experiences of migrant children in Ireland by Darmody *et al.*, they suggest that a new category of inequality is emerging, associated with national identity. They advocate for further analysis of migrant children in Ireland under educational and social integration outcomes (2016).   Notably, their analysis does not include refugee children, yet where refugee children and their families have an additional range of issues as identified in this report and elsewhere, we need to include them in longitudinal research to understand better the specific social inclusion barriers they face and how we might plan for and respond to these.

The disproportionate number of young people (0-24yrs), in resettlement projects are nominally entitled to the same rights as Irish Citizens[3]. However, in order to realise these rights, refugee resettlement and subsequent family reunification needs to be considered under the remit of the cross-departmental framework, established under *Better Outcomes, Brighter Futures: The National Policy Framework for Children and Young People 2014-2020.*

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1 Since 2016, the resettlement programme is implemented as part of the Irish Refugee Protection Programme.

2 The Carlow Rohingya Resettlement evaluations are an exception and provide invaluable insight into the resettlement process over a number of years (Titley 2010, 2012).

3 Afforded under the International Protection Act 2015 and the Refugee Act 1996.

Finally, Local Community Development Committees and their members are central players at the local level in overseeing a commitment to social inclusion for all residents in their communities, including refugees. At the same time, the State has a responsibility under the Irish Refugee Protection Programme to support the integration of people and their families offered protection in Ireland. As co-funders of this research report, the Citizens Information Board and the Department of Justice and Equality are acknowledging the importance of resourcing interagency responses to identifying barriers and building integration bridges. With regard to current and future resettlements, linking LCDC committees directly with the Department of Justice and Equality as part of a long-term collaboration to support integration could foster a culture of replicating good practice and ensuring that local services are building knowledge, resources and capacity to respond to the diverse needs within their communities. Resettlement projects are the beginning of an integration journey; if these processes are appropriately resourced and supported, they could lead to *Better Outcomes* and *Brighter Futures* for all.

1.1 The Main Findings

1.1.2 On Education:

A key issue from the report for the 12-24 age cohort was trying to adapt to the Irish education system. In addition, mothers identified a concern with supporting their primary age children in education, precisely where the curriculum was unfamiliar to them and where they were worried about developmental progress for their children. For the adults themselves, they were concerned with job searching and felt it essential that education be linked to an employment outcome.

Issues to be aware of in education:

- The young people aged 12 + had limited or no previous experience with formal education, and yet their learning strategies display a keen intelligence and resilience. They need specific, tailored responses to support educational outcomes and to prosper in Ireland.

- In order to support the younger cohort with educational and developmental outcomes, parents need assistance in supporting their children.

- For adults, assistance with educational outcomes needs to be linked to training and employment opportunities.

1.1.3   On Employment and Training:

Amongst the adults, employment is regarded as a significant indicator of integration and as part of a life strategy; it was a consistent feature of life before resettlement. Employment is also linked to a responsibility to support other family members, left behind. Importantly though, most former employment was informal, such as in construction, hospitality and housekeeping and not readily transferable to the Irish labour market.

Issues to be aware of in employment and training:

- The lack of a social network aligned with lack of access to a previous employment history in Ireland has hindered job search.

- The need to support skills development through training, aligned with language supports was an issue identified by service providers and participants.

- Supporting young people to transition from education and training/employment programmes is vital.

1.1.4 On Health and Well-being

Experiences with GPs were mixed, some of the adults conveyed very positive relationships with their GPs, while those with poorer English struggled to address primary care needs. In most cases, people relied on a family member or friend to interpret for them; this proved more challenging in understanding the formal nature of the medical correspondence. Using Dublin hospitals as a primary care facility

was a strategy utilised by some, creating challenges regarding transport and access. The issue of unassessed trauma was evident, raising concern for unmet mental health needs and responses to support this group in coping with the effects of traumatic events from the past.

Issues to be aware of for health and well-being:

- The health services are the key initial services the families interact with when they first come into the country and consequently, communication and understanding are of utmost importance.

- Being able to interact with health services independently with limited knowledge of the health system and without access to interpreters has been a significant challenge for the families.

- The issue of unassessed trauma and supporting related mental health needs was raised by service providers and by participants themselves. It is an issue that requires an immediate response.

1.1.5 On culture, Religion and Belonging

The significance of the value of being able to express cultural identity and having access to music, shops, places to socialise and access appropriate clothes was present for all the families. Having access to freedom of religious expression was also actively communicated through the mapping process.

Issues to be aware of on culture, religion and belonging:

- Recognising unique cultural identities is important in supporting refugees to connect with a sense of belonging. The work of the Vault in partnership with Glenart College has done much to facilitate this for the young people.

- Religion can be a constant in the disrupted life that the refugee experience presents, thus access to places to pray is vital.

- Culture shock experienced by many of the group upon arrival serves as a reminder of the time required in allowing cultural adjustment to take place.

- Strong connection with the Somali community in Dublin has been an important aspect in the development of self-reliance and community resources.

1.1.6 On Family

The well-being of family members displaced in other countries is key to the successful integration of Somali people into life in Ireland. The stories of family connection across a global network were many with a social web of communication interacting on a daily basis. People's lives are therefore lived in more than one country simultaneously with concerns ranging from supporting displaced younger siblings or children to access education; contributing to their income, and making family reunification applications where family members are deemed eligible to apply.

Issues to be aware of on family:

- The objective of achieving an education and gaining employment in Ireland is tied to an obligation to support other family members, whether in Ireland or elsewhere.

- The presence of family members can accelerate the integration of both new arrivals and family members in Ireland and can make it easier for them to concentrate on employment, education and other key integration activities.

- However, the process of supporting family with adjustment to Ireland can be very stressful. As well as support needed with accessing public services and registering family members with these services, there is a significant emotional impact of being reunited after a separation.

- Families need support with transition following family reunification.

1.1.7 On Housing

During the life of the resettlement project, the six families were all housed successfully, however, the families raised issues with being able to resolve issues as tenants of the Council. Also, following family reunification, the needs of the families changed as their family composition grew with the welcome of children, siblings and parents: Some families are at risk of poverty where they are unable to access rental accommodation for family members.

Issues to be aware of on housing:

- A good relationship with the Council is key to supporting people to independent and self-reliant lives. With 70% of the population at age 22 or under, it is inevitable that in the future, the young people of the Community will have their own housing needs.

- In order to understand the complexities of the various applications under the housing system, for example, Housing Assistance Payment and in requesting housing transfer it requires mediation, and information that is accessible in order to foster independence amongst the families. Arklow CIC have been a key intermediary to date.

1.1.8 On Resettlement

The resettlement programme existed between 2013-2015, during this time, an interagency response was in place to support the families. However, the composition of the interagency group was not fully inclusive of state, community and voluntary sector services. In addition, there was no long-term interagency plan to support and foster ongoing integration after the life of the resettlement project. As well as this, under the current system, family reunification is not considered as a core part of a resettlement programme when in fact, it is a crucial aspect of integration for families:

Issues to be aware of on resettlement.

- The Resettlement Interagency Committee and the Office for the Promotion of Migrant Integration at the Department of Justice and Equality have a long-

term responsibility to support the ongoing integration of families in Refugee Resettlement Programmes.

- This ongoing work must align with mainstream policy concerns on social inclusion and human rights obligations of the Local Community Development Committee

1.1.9 On Participation and Resilience

The strategies utilised by the families in their country of origin have continued to this day. As such, they display an exceptional level of resilience and drive in supporting their own integration outcomes. Utilising the skills and capacities of members of the Community is an essential aspect of an ongoing commitment to inclusion, providing an excellent opportunity to support participation and civic engagement.

Issues to be aware of on participation and resilience:

- The active participation of the Somali families in civic life in Ireland could be harnessed more to facilitate structured participation in civic and political life in Ireland.

- Participation in consultations by the state authorities to identify ongoing and changing needs is key.

1.2 Recommendations

The following recommendations concern the Somali families in Arklow. Included here are recommendations for local agencies and national agencies. In addition as Wicklow County Council is due to commence another period of refugee resettlement[4], there are further recommendations that refer to future planning for a new phase of resettlement.

1.2.1 Resettlement: The Local Context

The Local Community Development Committee and Wicklow County Council.
The Public Sector and Human Rights context for reform of services implicates all public service providers and is a legal obligation originated in Section 42 of the Irish Human Rights and Equality Act 2014. The following recommendations are made in light of the requirement to undertake the Public Sector and Human Rights Duty:

Under the **Public Sector Duty, Wicklow Co. Co. and the LCDC**:

1. Commit to undertaking the Public Sector and Human Rights Duty. Importantly, it aims to promote equality of opportunity and treatment of staff and the persons to whom it provides services. Also, it seeks to eliminate discrimination and protect the human rights of its members, staff and the persons to whom it provides services.

2. Following good practice elsewhere[5], Wicklow LCDC should establish a subcommittee on social inclusion to ensure that broad social inclusion outcomes for the county be addressed, inclusive of but not limited to the SICAP funding and related programmes.

3. As the Local Economic Community Plan is due to be redrafted, recommendations from this report should be incorporated, extending the current commitment from social inclusion to recognition on an obligation to embed a human rights standard across the work of public services in Wicklow. Also, the current range of policies informing the LECP should be extended to include specific intercultural policies that target diversity and inclusion as highlighted in this report.

4. Commit to **commissioning external training** for relevant departments and services on the specific needs of refugee families under resettlement and reunification and the specific human rights context of their relocation to Wicklow.

5. Commit to **commissioning external training** for relevant departments with the community and voluntary sector on anti-racism, cultural competency and diversity. The **Immigrant Council of Ireland** has recently developed an

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4 This issue was raised at a CYPSC network meeting June 2018 attended by the researcher.

5   Phone conversation with Carlow County Council 17/08/2018

Anti-Racism Training Project for Public Service Providers, funded through the AMIF programme.[6]

6. In order to maintain an ongoing commitment to integration, the LCDC (Social Inclusion Sub-committee) should liaise directly with the Department of Justice and Equality to keep appraised of available or upcoming funding streams. The Asylum, Migration and Integration Fund is one option in this regard.

Under the **Social Inclusion and Community Activation Programme** (SICAP) programme[7], the following recommendations are made:

7. The range of projects aiming at refugee inclusion should be reconsidered by the LCDC, and a targeted response to local social inclusion should follow[8].

8. The SICAP programme identifies disadvantaged young people (aged 15 – 24) as a priority target group. This funding stream matches a need for support identified at **Employment, Education and Training** below.

As part of an **Integration Strategy:**

9. The Wicklow Integration Strategy, currently in draft form should include a specific reference to supporting the integration of refugees in Wicklow and with a cross-reference to related inclusion targets of the LECP. The issue of refugee integration is an aspect of rural development policy with the Departments of Housing, Planning and Local Government and Rural and Community Development. Action 52 of the Migrant Integration Strategy requires local authorities to update the integration strategies.

10. In light of current and upcoming refugee resettlement programmes and concerning a broader concern for inclusion and participation of people from minority ethnic backgrounds, the Wicklow Integration Strategy should also develop a framework for integrated agency responses to integration.

11. Following the LECP target 'to promote active citizenship and public participation to improve governance, participation and enrich decision making' the LCDC should set up a Migrant Integration Forum as part of an Integration Strategy.

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6   Email with Joe O'Brien, Immigrant Council of Ireland, 20/08/2018

7 A 2018 ESRI review of SICAP found that disadvantage is exacerbated in certain households, e.g. jobless households, people belonging to an ethnic minority: https://www.esri.ie/news/new-research-examines-barriers-to-social-inclusion-in-ireland/

8 In 2016, North Tipperary Leader Partnership and Youth Work Ireland Tipperary partnered to deliver a Homework Club for Syrian children in Thurles (email with YWIT, 22 August, 2018); in 2018, Paul Partnership used their SICAP budget to provide a bespoke employment, training and mentoring programme. 'Transition to Independent Living Training Programme for Asylum Seekers and Refugees' in collaboration with Limerick City Community Development Partnership (https://www paulpartnership. ie/wp-content/uploads/2017/07/PAUL-Partnership-RFT-SICAP-Transition-to-Independent-Living-Programme -ToR.pdf); in 2016, South Tipperary Development Company utilised SICAP to support Diversity and Inclusion Training with 'How Inclusive Are You?' Workshops for Community Organisations (email with STDC, 23 August 2018).

Concerning **Future resettlement**:

12. A future Refugee Resettlement Interagency Committee should have a full complement of agencies and services targeting inclusion, and following the model established by the Carlow Rohingya project (see Appendix 1). The inclusion of the Citizens Information Service and the Vault Youth Project will be vital to the success of this Committee and a commitment to integration for these families.

13. The Committee should begin to plan for long-term integration and inclusion from project inception so that families are included within mainstream service delivery at the end of the Refugee Resettlement Programme.

14. The Interagency Committee should sit for as long as it takes to ensure that families are supported into inclusion measures, including offering support to families who successfully apply for family reunification.

Information Provision

The staff of Arklow Citizens Information Centre have developed an expertise in responding to the needs of the Somali families, specifically on immigration and rights-based issues, therefore, the following actions are recommended:

15. As the Irish Refugee Protection Programme is rolled out and resettlement takes place across Ireland, the CIB should make a specific commitment to supporting staff with relevant training needs identified by Arklow CIC and Co.Wicklow CIS so that staff are well placed to respond to needs presenting.

16. In light of an imminent further resettlement programme, given the significant expertise that has developed in the last four years, create Arklow CIC as a centre of excellence on Immigration, Rights and Entitlements within the Wicklow CIS.

17. As a new phase of resettlement commences, Arklow CIC should look at delivering outreach services in relevant parts of the county to support resettlement in line with Goal 3.2, iii of the LECP: Facilitate expansion of services and outreach opportunities where possible through, e.g. new opportunities for shared services, use of existing premises, such as libraries.

18. As the Irish Refugee Protection Programme is rolled out, CIB should hold a seminar on sharing expertise amongst service providers including specialist organisations, such as the Irish Refugee Council, NASC, ICI, Doras Luimni etc in collaboration with the Citizens Information Service to ensure that information resources are built and shared. This is in line with the CIB's role as the national agency responsible for supporting the provision of information, advice and advocacy on social services.

19. To support diversity targets within Arklow CIC volunteer service and to support progression for Somali community members, Co.Wicklow CIS should implement flexible volunteer placement models that might meet the needs of a refugee cohort or other disadvantaged members of the community.

An interagency approach to integration

The CYPSC have already identified an intention to develop a sub-committee on Refugees and Integration. This interagency approach is in line with an interagency commitment to supporting at-risk families identified in *Better Outcomes, Brighter Futures* and the in the Wicklow Local Economic Community Plan.

20. Select a representative number of community and statutory services to respond to identified needs. Members to include representation from: Co. Wicklow Citizens Information Services, Kildare and Wicklow Education and Training Board- Youth Officer and Adult Literacy representative, County Wicklow Partnership, Wicklow County Council, Wicklow County Childcare Committee, The Vault, Tusla, Springboard, Public Participation Network, Health Service Executive, Gardaí and other relevant agencies from the Child and Family Support Network.

21. Select two members of the Somali Community to attend meetings of the Committee. One invitee should be a young person, and she/he should be mentored within the Committee by a member of the Vault. The second invitee should be a parent, given the significant number of young children on the project.

22. Using plain English, the roles and organisations of each committee member should be made clear at Committee set-up.

23. Support an interagency response to needs identified in this report.

24. Work with the Community to respond to other needs emerging, including social and cultural supports such as access to Halal food.

25. Support access to childcare to facilitate access to group work, training and development.

26. Work to find a community prayer space for the families to assist them with integration, i.e. acknowledging that access to one's own culture and customs is key to a sense of belonging in a new environment.

27. Support the formation of a Homework Club for the children to respond to specific support needs identified. Importantly, following good practice elsewhere, situating the Homework Club within a youth or community service provides an opportunity to build relationships between families and services for broader family support work.

28. The work of the Committee should inform the redrafting of the LECP.

29. Provide intercultural competency training for the Steering Committee and frontline staff in order to assist staff from various agencies with the skills to respond effectively to needs presenting.

30. In acknowledging that racism is an issue for people with a Black identity in Ireland, it is essential that members of the interagency familiarise themselves with **ireport.ie** which is an independent reporting mechanism for instances of racism[9].

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9 https://www.ireport.ie/about-ireport-ie/

Family Support Work

The role of the HSE and Tusla in supporting integration is crucial and to achieve this outcome, building relationships is vital. This process takes time but will be crucial for ongoing family supports and ongoing personal development and related work. Accordingly:

31. Tusla should support Springboard with provision for staffing and with specific training on refugee needs in order that culturally sensitive and safe spaces can be developed for family support work to take place.

32. Parenting classes should be offered as a way to support specific challenges currently faced by parents and as an opportunity to build relationships with family services.

33. Facilitate the development of a safe space for mothers (this could include a craft group) in a family oriented environment.

34. Support family group work post family reunification.

35. Family support work can help identify specific mental health support needs of individuals and with referrals into appropriate services.

36. The Meitheal processes should also be utilised to support outcomes for families.

Health and Well-Being

While there are many excellent healthcare providers in Arklow, unmet needs have been identified by service providers and families in the mapping process. Individuals have had little or no interaction with mental health services to identify and support their needs. Also, overall health needs as yet unassessed require support[10]. In addition, in order to support access to primary health care, collaboration across services is key along with outreach supports and advocacy. This includes support with organising, for example hospital appointments and general practitioner (GP) registration and ongoing access. The following is therefore recommended:

37. Following the model established in the HSE SE identified at **7.6**, the position of Intercultural Health Worker should be developed for the Wicklow region with a focus on refugees who have been resettled. This is crucial to supporting current and future resettlement plans, providing a link across health care services and not adding to the distress of refugees.

38. The Intercultural Health Worker role should deliver an essential mediation and capacity building role in working alongside families to access services.

39. Following guidance from the College of Psychiatrists of Ireland, we can no longer ignore or downplay the significance of the mental health needs of refugees or migrants. This needs to be addressed in a coordinated, culturally sensitive and appropriately resourced manner (College of Psychiatrists of Ireland 2017).

40. The HSE, Springboard and the Vault should look at partnering on the Music in Mind programme identified at **7.6 Supporting Health and Well-Being**. The Vault already operates a music programme and use music as a critical tool to connect with young people as identified at **6.3. Building on Expertise**.

41. While specialist mental health agency SPIRASI has a referral process in place for victims of trauma,[11] they are required to travel to Dublin to avail of this. Specialised services such as psychotherapy that may be required for survivors of torture and other traumas should be available and accessible regardless of the resettlement area.

Also, in order to be able to access health services and to navigate health outcomes independently:

42. The use of plain English in literature from health service providers should be promoted and critical literature translated into relevant languages for refugee resettlement programmes. Where this information has already been translated, *sharing* of this *information across HSE, related services and practitioners* is key. The HSE has developed some useful resources in this regard:

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10 The services of the Public Health Nurse and the Arklow Health Clinic were seen as very supportive and facilitative by the families. Notwithstanding cultural and language barriers, the families appreciated ongoing support and responses from both these services. The importance of the PHN as a mediator in accessing health services for Somali women in Ireland has been identified elsewhere (Cali 2015).

11 **SPIRASI Referral form – SAMPLE:** http://spirasi.ie/healthcare-professionals/1064-2/

https://www.hse.ie/eng/about/who/primarycare/socialinclusion/about-social-inclusion/translation-hub/common-health-concerns-translated/

As well as links to Mobile Health Apps:

https://www.hse.ie/eng/about/who/primarycare/socialinclusion/about-social-inclusion/translation-hub/mobile-health-apps/

43. Information for healthcare professionals on Essential Practice Points Islam (Muslims) should be shared:

https://www.hse.ie/eng/services/publications/socialinclusion/interculturalguide/islam/

Supporting participation and nurturing resilience

The strategies utilised by the families in their country of origin have continued to this day. As such, they display an exceptional level of resilience and interest in engaging with services. Utilising the skills and capacities of members of the Community is an essential aspect of an ongoing commitment to inclusion, providing an excellent opportunity to support participation and civic engagement:

44. The Vault is key to supporting the participation of young people in Comhairle na nÓg and in other participative fora, such as the CYPSC sub-committee on Refugees and Integration. This is in line with Goal 2, iii, LECP: Support existing and emerging representative networks, e.g. the Comhairle na nÓg, Older Person's Council, Disability Fora, Irish Environmental.

45. Following the OSCE (2018), participation may include participation in voluntary associations, civil organisations and political parties; electoral participation and participation in consultations of the state authorities with the population.

46. The feasibility of 'supported' Volunteer placements in community organisations for members of the Somali community should be explored. Volunteer placements could form part of an employment/job placement strategy and could be supported by the Volunteer Centre-*specifically* if there is relevant employment mentoring expertise available there.

Employment, Training and Mentoring

Access to the labour market is a critical tool in facilitating integration. The recommendations of this report are in line with objectives outlined in the Wicklow Local Economic and Community Plan, accordingly Goal 7: Develop quality employment and income opportunities for the wide range of employment needs in the county. The role of SICAP is important to this implementation:

47. Evidence suggests that some women may be in need of targeted supports in looking for work in order to overcome the additional barriers they may face[12] , as well as support with childcare needs.

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12 Many female migrants find it difficult to get a job interview, due to obstacles including 'subtle' racism and stereotypical attitudes, according to a local community group:' June 19 2018: http://www.meathchronicle.ie/news/roundup/articles/2018/06/19/4157644-meathbased-group-says-migrant-women-have-little-or-no-chance-of-employment/

48. Establish a programme that links targeted language support with training support; skills development, workplace experience/job mentoring; one to one coaching and workplace rights workshops.

49. As part of an employment strategy, employers who support placements should be given knowledge on the experience of being a refugee so that they understand the human rights context of the refugee experience.

50. In developing a response, it is essential also to work closely with KWETB and the local youth service in supporting the employment and training needs of the younger cohort.

Education

Following the ESRI report on The Experiences of Migrant Children in Ireland (2016), the need for a greater focus on educational attainment and social integration outcomes is critical. This need is heightened when it comes to refugee children, as displaced young people face an increasing need for more flexible education opportunities (UNHCR 2016). The education of the mother (a consequence of war), previous access to formal education, language barriers and unassessed trauma are all factors in successful outcomes for young people. Accordingly:

50. The homework needs of the primary age children have been identified by the mothers and requires a response.

51. Where most of the young Somali people are within the ETB education system at the secondary level, combining strategies in **non-formal and formal education**, is recommended. Specifically, a formalised programme that combines the KWETB literacy programme working with the Vault to deliver on educational and social integration outcomes and creating an ongoing channel of support within this context. Under the current system, young people are shoehorned into mainstream education, notwithstanding earnest efforts to make this work. It would better serve the young people if their needs could be adequately assessed and supported. 'Carefully assessing migrant students' knowledge and skills is an essential step in facilitating their educational integration and successful outcomes' (OSCE 2018, 165).

52. A coordinated and formalised response that oversees the progression of young people from the school system and into further education or training is vital.

53. For adults, the need to link learning and literacy programmes with job search and or job training is critical.

54. In identifying integration strategies in education, it is imperative that the Department of Justice and Equality, the Department of Children and Youth Affairs and the Department of Education work in consort to respond to young people between the ages 13-24 as in need of targeted education and training supports. Young people in this age category are some of the most vulnerable refugees.

Housing

Under the International Protection Act 2015, refugees and their families (under family reunification) have the same rights to access housing as an Irish citizen. The right to an adequate standard of living encompasses a right to adequate housing. Four key issues emerged as a result of this mapping process and these are addressed below:

55. In order to build capacity for the refugee families to be able to engage directly with housing services in the local authority, the use of plain English in the literature on housing is critical, along with the translation of this information into the relevant community language where resettlement takes place.

56. Building capacity amongst tenants to be aware of their rights and responsibilities is a key step toward building independence and self-reliance. Also, being supported directly to understand the complexity of the housing system is key, especially where there is a requirement to engage with the Housing Assistance Programme in order to alleviate overcrowding in the home.

57. A good relationship with the Council is key to have independent and self-reliant lives. With 70% of the population at age 22 or under, it is inevitable that in the future, the young people of the Somali Community will have their own housing needs.

58. Families need direct meditation support in trying to access housing where they can not access housing for family members and are at risk of poverty.

Building Community Knowledge in Arklow

Social support and understanding are critical from the host community. Following concerns raised by service providers on the lack of information for and consultation with the local community as part of resettlement, a more extensive education piece on the human rights context of refugees and the Somali resettlement would benefit the community:

59. Where there is a knowledge gap to respond to this need locally, this can be resourced externally and brought in as a training programme for a local community group or volunteer group. Funding may be sourced from Communities Integration Fund[13] or directly from the SICAP budget to support this, following the practice established elsewhere. Some excellent training resources have been developed recently to support this work[14]. One of the members of the Somali community could be recruited, supported and trained in an education role as part of a team.

60. Following Doras Luimni's **Volunteer Family Advocate Project**, a similar model could be developed locally, but the key to its success will be intercultural training and ongoing organisational support and knowledge for the Volunteers.

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13 http://www.integration.ie/en/ISEC/Pages/CIF2018

14 See Appendix 5 for a list of resources.

1.2.2 A Cross-Departmental Approach to Resettlement

Evidence from this report and best practice elsewhere shows the need to commit to a cross-departmental response to refugee integration. Accordingly, the cross-departmental commitments of *Better Outcomes, Brighter Futures 2014* (see policy panel, page 29) are in line with the cross-departmental aspiration of the Migrant Integration Strategy 2017. A cross-departmental committee should ensure the following:

61. Create a process of __evaluation__ of all resettlement projects, which can be shared and learned from so that best practice can be replicated and scaled up, where appropriate and mistakes avoided.

62. Ensure that the **Interagency Resettlement Committees** are reflective of a broad social inclusion agenda (refer to Appendix 1) and that such fora commit to engagement beyond the life of funding provided by the Office for the Promotion of Migrant Integration.

63. Situate the resettlement programme of the **Irish Refugee Protection Programme** into long-term integration outcomes that intersect with cross-departmental social inclusion concerns.

64. Support Resettlement projects to apply for ongoing funding.

65. Undertake appropriate training such as that provided by the OSCE in their Good Practices in Migrant Integration training programme (Organization for Security and Co-operation in Europe 2018).

66. Ensure that outcomes under resettlement be included in LCDC targets as part of the core work of the Local Economic Community Plan for each region..

67. Provide __appropriate translated information and efficient interpreter services__ across public services. This will not only provide a more efficient process for staff and families, it will also help to protect families' rights and entitlements and remove the responsibility from the family to independently navigate through systems that are often unfathomable.

68. Following, ESRI (2016), as part of **a long-term view on resettlement and concerning the Irish Refugee Protection Programme**, research refugee children and young people's academic experiences, as well as employment/training, health and social integration experiences.

69. Following the College of Psychiatrists Ireland (2017), set up Consultant led Multidisciplinary Teams regionally but at the very least, as a matter of priority, one team nationally to support all mental health services that provide treatment to asylum seekers, refugees and migrants.

Family Reunification:

70. The Department of Justice and Equality and specifically, the Office for the Promotion of Migrant Integration should take the lead on a **cross-departmental**

evaluation of national procedures and protocols for newly arrived reunified families to determine the issues nationally, and develop preventative and effective measures to ensure families are assisted efficiently and appropriately. <u>Cross-departmental responses are required to ensure an effective transition for reunified families</u>**.**

71. Following recommendations from Crosscare, ensure that family reunification decision letters from the Minister of Justice and Equality provide adequate and appropriate information on steps to take to ensure a smooth transition for family members, including appropriate referral to statutory agencies and support organisations. This will assist families to prepare in advance of the arrival of reunified family members and during their transition to Ireland. It will provide them with immediate knowledge as to which offices to approach for support (Crosscare Refugee Service 2018, Mackey 2013).

72. Ensure that all relevant statutory agencies have procedural protocol and trained staff to assist the sponsor before their family members' entry into the country and during their settlement (as per Actions 16 and 18 of the implementation plan for the Migrant Integration Strategy).

Introduction

2.1 Context and Background

In February 2018, Wicklow County Council and the Citizens Information Board through the Local Community Development Committee[15] identified the need to undertake a consultation with Somali families. The families had been resettled in the county under a Refugee Resettlement Programme in 2013, and members of their families were subsequently granted the right to reside in Ireland in the years 2015 to 2018 inclusive under a family reunification process.

At the same time, the Co. Wicklow Children and Young Peoples Services Committee (CYPSC) had included an action to set up an interagency subgroup to address issues arising from family reunification in the period spanning 2015-2018, as part of their strategic plan. This followed a consultation on issues faced by refugees in the process of integration.

This report reviews the integration support needs of Somali families in Arklow, five years after initial resettlement (2013) and with subsequent family reunification (2015-2018) and makes suggestions to respond to needs that have been identified through the consultation process.

2.2 The Somali Resettlement Programme in Arklow

In 2013, Wicklow County Council was asked by the Office of the Minister for Integration to resettle three Somali families with three more families to follow shortly after. At this time, Wicklow County Council established an Interagency Resettlement Committee to manage the direction of the Resettlement Programme and to provide resources and support for the process. County Wicklow Partnership (CWP) was invited to be the host agency of the resettlement project and seconded a social inclusion officer in a part-time capacity initially to act as the central coordination point for both statutory and non-statutory agencies and the families.

The Interagency Resettlement Committee included the Office for the Promotion of Migrant Integration, County Wicklow Partnership, Wicklow County Council, Kildare and Wicklow Education and Training Board and Wicklow Child and Family Support Project.[16]

The resettlement Programme took place during the period 2013 - 2015 managed by an interagency resettlement committee, convened through Wicklow County Council. After the resettlement project ended, fourteen young people and six adults came to live with their families through a process of family reunification.

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15 The Public Participation Network (PPN) had brought the issue to the LCDC on behalf of the CIC (County Wicklow Public Participation Network 2016)

16   Email from Wicklow County Council (WCC) on 31st May 2018.

2.3 Refugee resettlement[17]

'Refugee resettlement' involves the selection and transfer of refugees from a country of asylum to a third country which has agreed to admit them and in which refugees can permanently settle. The United Nations High Commissioner for Refugees (UNHCR) initially selects refugees in camps for interview by resettlement countries. In the case of Ireland, Irish refugee resettlement teams comprising officials from the Office for the Promotion of Migrant Information (OPMI) and the Garda Síochána travel to host States to carry out needs assessments and security interviews. People who are selected under refugee resettlement are known as "programme refugees", that is: 'a person to whom leave to enter and remain for temporary protection or resettlement as part of a group of persons, has been given by the government' (Refugee Act, 1996[18]).

In addition to their role in refugee selection, OPMI also has the mandate to develop, lead and co-ordinate migrant integration policy. As such, it oversees and manages refugee resettlement projects within Ireland. As part of this, in each selected area of resettlement in Ireland, it convenes an Interagency Resettlement Committee, to manage the direction of the Resettlement Programme within the area. OPMI give guidance on the composition of the Interagency Resettlement Committee, as well as attending meetings. The committee convenes for a period between 12 months and 24 months, after such time, responsibility is handed back to local agencies to oversee an ongoing integration process.

2.4 Family Reunification

Applications for family reunification are submitted to the Irish Naturalisation and Immigration Service at the Department of Justice and Equality. On receipt of the positive decision letter from the Minister for Justice and Equality granting family reunification, the individual with refugee status (sponsor) is informed of their immediate requirement to register their family members with the Immigration Registration Office on their arrival. The letter focuses on the legal obligations of the family on entry to Ireland but does not direct families to offices for support with housing, social welfare, education, health or to organisations that can assist them.

The immediate steps to settlement are often more urgent and extensive than those for the sponsor who has already established requirements such as a PPS number, social welfare entitlements, school places and registration with the Local Authority for housing. The sponsor will ideally need to take on a more significant role for their family starting from before their arrival in the country, including finding places for children in school (Crosscare Refugee Service 2018).

2.5 Present day; the Somali Community in Arklow

Eleven adults and twelve children, comprising six families had initially settled in Arklow in

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17 For a deeper understanding on resettlement in the context of Ireland's response to the EU Refugee Crisis read Quinn and Moriarty (2018).

18 http://www.ria.gov.ie/en/RIA/Pages/Helpful_Advice_FAQs

2013. By 2018, 43 individuals including those people that came in under family reunification represented the total population. Three adults had since moved to live in Dublin, while one family, in particular, experienced high levels of stress in the post-family reunification period. Four of the six households are led by women, while 70% of the population is age 22 or under[19]. Accordingly, the report identifies specific methodology and approaches for including these young people in the research and regarding recommendations for identifying and responding to their needs. The high number of young people in the refugee population in Arklow echoes the fact that 52%[20] of the world's refugee population are children as well as Ireland's prioritisation of accepting family groups under resettlement, which has a specific implication for policy responses to support their integration.

Somalis in Ireland

The Irish 2016 census lists the number of Somali living in Ireland as 808[21], although it is likely that this figure is higher as identified in previous census and research undertaken. The 2011 Census figures show there were 1,178 Somalis in Ireland on the night of the Census, with Dublin city and its suburbs home to the largest Somali community in the state (666)[22]. While, in a 2010 study by Lentin and Moreno, based on the statistics available and anecdotal evidence provided by HAPA (Horn of Africa People's Aid) they estimated the number of Somalis living in Ireland to be higher than the figure available through the census, somewhere between 2000 and 3000 (Moreno and Lentin 2010).

Present day situation in Somalia

More than two million Somalis are currently displaced by a conflict that has lasted over two decades. An estimated 1.5 million people are internally displaced in Somalia, and nearly 900,000 are refugees in the near region, including some 308,700 in Kenya, 255,600 in Yemen and 246,700 in Ethiopia. A number of issues continue to jeopardise the humanitarian and social situation in Somalia, including: (1) insecurity and the presence of Al Shabaab[23], particularly in South/ Central regions; (2) the limited presence and ability of government institutions in many areas; (3) limited access by humanitarian and development actors; (4) limited livelihood opportunities; (5) the lack of essential services such as health and education; (6) poor infrastructure, especially with regard to housing, schools and health facilities; and (7) low levels of investment in early recovery and development. Also, the current risk of famine in Somalia is high, and there are reports of deaths and illnesses caused by drought-related factors (UNHCR 2017).

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19   The distinction between adult and minor under the Department of Justice and Equality in an integration context varies from the standard established at the Department of Children and Youth Affairs. The DJE distinguish between adult (18+) and minor (18-) while DCYA include children and young people between the ages 0-24yrs under the remit of Ireland's Children's First Policy, 'Better Outcomes, Brighter Futures'. (Department of Children and Youth Affairs 2014). This report is guided by the Better Outcomes, Brighter Futures Framework.

20 Unicef: http://www.unhcr.org/en-ie/children-49c3646c1e8.html.

21 https://www.cso.ie/en/releasesandpublications/ep/p-cp7md/p7md/p7anii/

22 https://www.cso.ie/en/media/csoie/census/documents/census2011profile6/Profile_6_Migration_and_Diversity_entire_doc. pdf

23 Al Shabaab are a militant Islamic group battling the UN-backed government in Somalia, and has carried out a string of attacks across the region, including stoning to death women accused of adultery and amputating the hands of thieves: https:// www.bbc.com/news/world-africa-15336689

2.6 Information needs of the community

The Somali families had had some engagement with Arklow CIC during resettlement in 2013-2015, but increased demand for the service followed the end of the resettlement project in 2015. There has been a steady increase in the number of Somali clients availing of the service over the past number of years. In 2014 there were 12 clients and this increased to 145, 207 and 122 during the following consecutive three years, and from January to August 2018, a total of 116 have used the service. The variety and regularity of issues that have presented are represented here in an internal review prepared by Arklow Citizens Information Centre.

Internal Review by Arklow Citizens Information Centre on responding to Somali client's information and advocacy needs.

September 2018

The needs of the Somali community are complex and varied. Arklow CIC deals with issues such as Social Welfare, Housing, Health, Education, Employment and more. Social Welfare queries cover a range of entitlements such Child Benefit, Maternity Benefit, Pensions, emergency payments and so on and these are not straight forward due to the complexity of the Social Welfare system in Ireland but add cultural and language barriers and it becomes even more inaccessible.

The Information Providers aid the Somali clients to navigate other complex systems such as housing. Help is required with the long and detailed housing application form, providing assistance with affidavits and letters from the Local Authority regarding interviews by explaining the contents of these letters. Arklow CIC was successful in arranging for the Local Authority to move these meetings from Wicklow Town to the municipal offices in Arklow which was of great benefit to the Somali Community who very often do not have access to transport.

Health is another area where the Somalis seek assistance. This refers to, for instance, medical cards and explaining letters from hospitals regarding appointments. Two Information Providers were recently involved in a Meitheal with Tusla to sort out the health needs of a young Somali mother with multiple and complex issues. Tusla invited all of the key players to these meetings which served to expedite processes and bring about a satisfactory resolution for all those involved.

In relation to education needs the Information Providers have to be mindful of cultural and religious mores. Arklow CIC personnel have helped Somali families to source non-denominational schools, complete school enrolment forms and access school transport where schools were outside the vicinity. Third level education and training programmes are proving to be difficult to access for refugees and Arklow CIC is also providing assistance here.

Other areas include payment of utility bills (such as gas, electricity, telephone) where payments are not made due to a lack of understanding of what is required and where help is needed to set up and transfer accounts. Basic management of household accounts are referred to MABS. Help with car insurance is now an annual feature as it can be difficult for the Somali client to navigate the various options over the phone.

An understanding of English or access to an interpreter is essential to all of the above. Initially the families had an interpreter with them but now the Information Providers work with the Somali clients without the services of an interpreter. Some have developed a working knowledge of English and where this is absent a young adult member of the family acts as an interpreter. While this is not ideal, there are no other options at the moment as interpreter facilities are no longer available.

Advocacy

Along with offering information and advice, filling out forms with complex family information, explaining correspondence received from the Department of Social Protection and supporting our Somali clients to gather all information required by various government bodies we also offer advocacy support in the form of Once Off Advocacy and High Level Advocacy.   The Once Off Advocacy can range from contacting insurance companies in relation to problems with payments to making applications to the Red Cross for funding to help bring family members to Ireland under family reunification when approved by the Department of Justice and Equality. Reunification is a major aspect of the work undertaken in Arklow CIC where a couple of Information Providers have built up expertise over the years.   The Red Cross sought to have a designated person with whom to liaise in relation to queries regarding reunification applications and Arklow CIC nominated a member of its team to take on this role. She helps the Somali family to complete the application form and gather all relevant documentation.

Arklow CIC has offered High Level Advocacy in many instances.   The Somali clients would not have been able to represent themselves in these situations due to the language and literacy barriers.   Also, their lack of comprehension of the Social Welfare system makes them vulnerable compounded by the fact that they do not have any knowledge of their rights and entitlements.   The following is one example of the Advocacy work undertaken in Arklow CIC:

A client presented to Arklow CIC who had arrived in Ireland under Family Reunification to join their family member who is a Programme Refugee.   They applied for a social welfare benefit and were refused on the basis of Habitual Residence Condition. We contacted the relevant section of the Department of Employment Affairs and Social Protection and through further correspondence advised the Department that as the client's stay was granted under Family Reunification that under "Section 53 of the International Protection Act 2015, people granted international protection (refugee status or subsidiary protection) have: …..The right to receive the same medical care and services and the same social welfare benefits, including housing, as an Irish citizen".   The client was awarded the payment and received arrears of €1,300.

Offering and providing these services to our Somali clients can raise its own difficulties.   We encounter communication issues in relation to language and literacy. Explaining the advocacy service itself and the Advocacy Service Guide (which the client is required to sign so the CIC can represent them) is difficult as well as clarifying their understanding of same. Getting the clients to bring in any correspondence or information can get lost in translation. It can also be difficult for the client to source information required to progress an action, for example if bank statements are required we need to write a note for the client to present to the bank. Furthermore, some paperwork, like birth certificates are not available and we need to communicate that to the services. Arklow CIC's advocacy service relies on engagement by the client and this can prove difficult for the centre when dealing with Somali clients due to the language barriers and their lack of understanding of the systems in relation to Social Welfare.

In 2016, the Co. Wicklow CIS referred a number of concerns to the Local Community Development Committee (LCDC) via the Public Participation Network (PPN) (County Wicklow Public Participation Network 2016). These identified concerns were a direct response to unmet needs recognised in work undertaken by Arklow CIC. The local Citizens Information Centre continues to provide an essential information and advocacy service for the families in Arklow who rely on this service.

In addition to the CIC service in Arklow, Crosscare Migrant Project runs a Somali information clinic for adults on Thursday evenings[24] as there is a well-established Somali community in Dublin. Members of the Wicklow based Somali community also utilise this service.

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24   https://www.crosscare.ie/information-advocacy-services

SOMALIA, THE CRISES AND CONSEQUENCES & life in Ireland
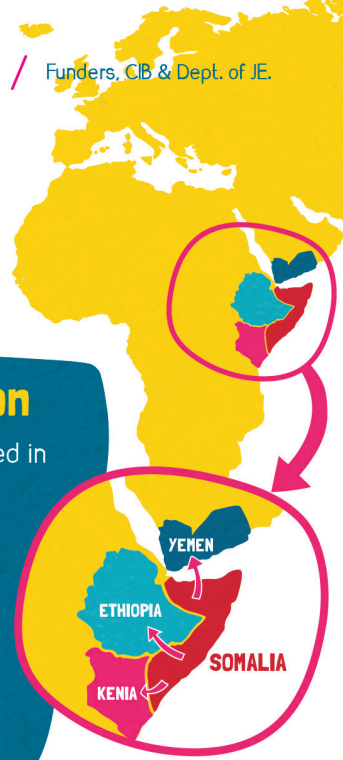
More than **two million** Somalis are currently displaced by a conflict that has lasted over two and a half decades.

Family is very important to Somalis. In 2015, **23% of Somalia's GDP came from displaced Somalis** sending money to relatives to help with basic necessities.

An estimated **1.5 million** people are internally displaced in **Somalia** and nearly **900,000** are refugees in the near region, including some **308,700** in **Kenya**, **255,600** in **Yemen** and **246,700** in **Ethiopia**

YEMEN
ETHIOPIA
SOMALIA
KENIA

Even though refugee camps **are meant to be temporary**, some Somali refugees have **lived in camps** located in neighbouring countries such as Kenya and Ethiopia **for decades.**

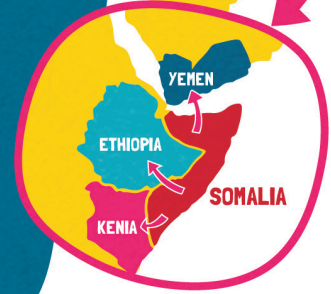**85%** of refugees are hosted in developing countries, a minority live in Europe or US.

It is estimated that there are between **2-3000 Somalis** living in Ireland.

Somalis are at risk of homelessness in Ireland

Over 2 million people left Ireland because of the Great Famine 1845–1850 – equal to a quarter of the total population of the country. **Over 70%** travelled on boats across the Atlantic Ocean to America.

55% of all refugees are **children**

The rights of refugees:

A child born in Ireland to a parent who has refugee status is automatically entitled to Irish citizenship.

Refugees in Ireland; Under the International Protection Act 2015, a person with Refugee Status is entitled to certain rights:

• The right to seek and enter employment in the State.

• The right to carry on any business, trade or profession in the State.

• The right to access education and training in the like manner and to the like extent in all respects as an Irish citizen.

• The right to receive the same medical care and services and the same social welfare benefits, including housing, as an Irish citizen.

• The right to reside in the State for at least 3 years which is renewable.

• The same rights of travel in, or to or from the State as those to which Irish citizens are entitled.

• The right to apply to the Minister for Justice and Equality for permission for a member of their family to enter and reside in the State.

The rights of someone with family reunification:

The person who enters and resides in the State as a result of family reunification is entitled to remain in the State and to the same rights and privileges as a person who has international protection for as long as the refugee or sponsor who made the application is entitled to remain in the State

Sources:

UNHCR: http://www.unhcr.org/591ae0e17.pdf

Guardian article:
https://www.theguardian.com/global-development/2018/mar/24/somalia-refugees--head-home-sense-of-duty-rebuild-country?CMP=share_btn_gp

Citizens Information: citizensinformation.ie

Trocaire.ie

Crosscare.ie

Moreno and Lentin (2010)

Design and illustrations by: Julio A. Pérez

Policy context

3. 1 Policy context for the work

The local policy context

The Wicklow Local Economic and Community Plan-LECP (2016) which is overseen and implemented by the Local Community Development Committee (LCDC) is a key policy document informing the report implementation and recommendations that follow. Integration of minority groups including non-Irish nationals into Wicklow communities is identified as an important focus for Wicklow County Council and community groups. The actions established in the LECP reflect the need to increase social inclusion, provide access to services including health and education, and build closer community relations within the County.

Wicklow: nationality and ethnicity

Almost 10% of the County Wicklow's population is non-Irish nationals, according to the 2016 Census; this is marginally below the national average rate of 12%. British nationals comprise the highest proportion of non-Irish nationals in the County, with 3,749 British nationals; followed by Polish nationals (2,754 persons) and Lithuanian nationals (848 persons). Together these three nationalities comprise 55% of all non-Irish nationals resident in the County. Of the main settlements, Blessington and Arklow possess the highest proportion of non-Irish national residents, with 14% and 13.7% respectively, followed closely by Bray (13%) and Greystones (12%).

The national and international policy context

Importantly in addition to the local policy context,[25] the national policy context is key to informing the report and recommendations, this includes:

- Better Outcomes, Brighter Futures; National Policy Framework for Children and Young People 2014-2020.

- Public Sector Equality and Human Rights Duty 2014.

- National Action Plan for Social Inclusion 2018.

- Migrant Integration Strategy 2017-2020.

- The Irish Refugee Protection Programme.

- Intercultural Education Strategy 2010-2015.

- Intercultural Health Strategy 2007-2012.

- International Protection Act 2015.

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25 The Wicklow Local Economic Community Plan is informed by National, Regional and Local Government policy documents. These are listed in Appendix 3.

POLICY CONTEXT INFORMING REPORT AND RECOMMENDATIONS

WICKLOW LOCAL ECONOMIC AND COMMUNITY PLAN 2016-2022

HIGH LEVEL GOALS

Goal 1 Develop community capacity in disadvantaged communities and engage in urban regeneration and rural development

Goal 2 Promote active citizenship and public participation to improve governance, participation and enrich decision making

Goal 3 Develop high quality integrated services available to all communities, in particular, disadvantaged communities and vulnerable groups

Goal 4 Develop a vibrant and Innovative Community and Social Enterprise Sector

Goal 5 Address access to education and training to increaselife opportunities for all

Goal 6 Develop infrastructure and measures that are positive and supportive to investment, enterprise, innovation and knowledge creation in strategic locations

Goal 7 Sustain existing enterprise and develop quality employment and income opportunities for the wide range of employment needs in the County, with possibilities for reversing commuting patterns

Goal 8 Capitalise on Wicklow's unique attributes and proximity to the Dublin market, excellent quality of life, human capital, tourism, landscape, marine, agricultural and forestry resources

Goal 9 Support a shift towards low carbon and climate change resilient economic activity, reducing energy dependence, promoting the sustainable use of resources and leading in the Smart Green Economy

Goal 10 Harness efficiently the full resources of the county and promote Interagency collaboration

Public Sector Equality and Human Rights Duty

Section 42 of the Irish Human Rights and Equality Act 2014
Eliminating discrimination, promoting equality and protecting human rights

1. **Irish Refugee Protection Programme.**

2. **Migrant Integration Strategy 2017.**

3. **International Protection Act 2015**

4. **Intercultural Health Strategy 2007-2012**

5. **Intercultural Education Strategy 2010-2015**

The full list of National, Regional and local Goverment Policy and Strategy Documents informing the LECP are available in the Appendix Incl:

PEIL

HEALTHY IRELAND

National Action Plan for social inclusion

Action plan for jobs

Better Outcomes, Brighter Futures - National Policy Framework for Children & Young People 2014-2020

A POLICY FRAMEWORK FOR IMPROVED OUTCOMES FOR CHILDREN AND YOUNG PEOPLE

TRANSFORMATIONAL GOALS

SUPPORT PARENTS

EARLIER INTERVENTION & PREVENTION

LISTEN TO AND INVOLVE CHILDREN & YOUNG PEOPLE

ENSURE QUALITY SERVICES

STRENGTHEN TRANSITIONS

CROSS-GOVERNMENT AND INTERAGENCY COLLABORATION & COORDINATION

STRENGTHENS THE SUPPORT SYSTEM AROUND THE CHILD AND YOUNG PERSON

CROSS-CUTTING

BETTER OUTCOMES

ACTIVE & HEALTHY

ACHIEVING IN ALL AREAS OF LEARNING & DEVELOPMENT

SAFE & PROTECTED FROM HARM

ECONOMIC SECURITY & OPPORTUNITY

CONNECTED, RESPECTED & CONTRIBUTING

BRIGHTER FUTURES

IMPLEMENTATION

AREA OF RESPONSIBILITY	SPONSOR
Outcome 1 Active and healthy, physical and mental well-being	Department of Health
Outcome 2 Achieving full potential in all areas of learning and development	Department of Education and Skills
Outcome 3 Safe and protected from harm	Department of Children and Youth Affairs
Outcome 4 Economic security and opportunity	Department of Social Protection
Outcome 5 Connected, respected and contributing to their world	Department of the Environment, Community and Local Government
Transformational goals and Chair of the Sponsors Group	Department of Children and Youth Affairs

Design and illustrations by: Julio A. Pérez

Methodology

4.1 Objectives of the research

The key objectives of the research identified were to:

1. Conduct a consultation piece with the resettled refugee families having due regard to their culture and religion:

   ▪ Identify issues.

   ▪ Build capacity to engage in the process.

   ▪ Identify the best solutions.

   ▪ Identify best practice in other Irish towns/communities.

2. Develop an interagency approach to rolling out a particular response.

The research was conducted over a three-month period. Key to the approach was establishing a relationship with all of the family groups. As part of the research objectives, there was a requirement to utilise a human rights approach informed by the human rights context as outlined in the case studies that follow in the report, and within the Somali context information. The approach was underpinned by the following principles.

4.2 A Human Rights Approach

Applying a human rights-based approach entails:

▪ Planning and monitoring that the values and principles underpinning these UN Conventions (non-discrimination, participation, accountability and transparency) are applied in the programme design and processes.

▪ Empowering men, women, girls and boys (with knowledge, skills, tools, and communication channels) to enable them to address their situation and claim their rights individually and collectively.

▪ Developing capacities of those who have power and formal obligations to protect, respect and fulfil human rights obligations.

The Human Rights Context: Reham's Story

I was living in Mogadishu with my family. It was not always safe because of the war, but you get used to living like this. I worked with my mother, selling food at a stall on the street. The presence of Al Shabaab (the militant Islamic group) was everywhere, and one of those guys started taking an interest in me, but I did not return his interest. Because of this, he started making up stories about me. These stories were shameful and made me feel unsafe, and I had threats to my life by Al Shabaab. My family decided that I would have to leave as my life was now at risk and so arranged with a cousin who had a car to take me to a neighbouring country. We left at night time and met other travellers along the way. A group of Somalis allowed me to join them as it is unsafe for a woman to travel alone.   I stayed with them for some time and felt safe with them. They even spoke with an agent who gave me free passage to a neighbouring country as there were 10 of them and they were paying. We travelled by car but could not pass check-points because of the army. We had to travel on foot to cross the river, and this was terrifying because I could not swim. Two of the men pulled me across, my body being pushed under by the power of the water. They got me across and then; we had to walk over sharp stones and broken trees, cutting open my feet. It took five hours to make this crossing, and I still have scars to this day.

We made it to a bus and then to a city where I cooked and cleaned to pay my way. Eventually, the group allowed me to travel on with them to Libya. This was a very harsh journey, travelling through the Sahara desert in an open vehicle with a gap in the floor. The agent told us that it was up to us to hold on. It was not his problem if we fell in the gap. Then, coming into Libya, we were taken by kidnappers, they do this to get money from the family. Everyone is put into one room, and they get a telephone number of a family member from you. They will call your family every day looking for money. If you fight against them, as a woman, they will take you to another room where they will rape you. I did not fight against them, but I had no money. It was very terrifying because they would shout all the time.

Eventually, a family member paid for me, and I escaped this place. I moved with other Somalis to a house and met a man who would become my husband. It was hard in Libya; it is not safe for Somalis. We wanted to be safe, and we found an agent to arrange for the journey to Malta. We got to the water's edge, and they made the boat, right in front of our eyes!! They made it from pieces of wood, and it was not even a proper boat. They told us 'if you can drive the boat, you will get free passage', no one could drive, but plenty of people raised their hands. We had to run and jump into the boat in the water. We were four days and nights in this boat, and there was no map and no-one who could steer the boat. It was a big risk to take but what choice did we have? I do not swim, but at least if I died, I was trying to live a safe life for me and my child, as now, I was pregnant. The boat was overcrowded and so unsafe.   It was a big relief when a big ship found us and took us out of the water and to a camp in Malta.

4.3. A Participative Research Approach

Building capacity was also a core requirement of the research project. In a short-term project, this is a challenging task to implement, and therefore the research approach worked in alliance with key services already delivering a response to make sure the capacity building aspect was realisable. The relationship that East Wicklow Youth Service (The Vault) had developed provided a key avenue into developing an analysis with the young people[26]. Seeking the participation of 'seldom heard

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26 Seldom heard young people are identified in, 'A practical guide to including seldom heard young people in decision-making (Department of Children and Youth Affairs and Barnardos 2015).

young people' and partnering with them in the research is fundamental to a child-centred, rights-based approach to working with children and young people, as indicated by:

- The Lundy Model (2007) of child participation: space, influence, voice and audience[27].

- Better Outcomes, Brighter Futures: *the National Policy Framework for Children and Young People 2014-2020.*

A key objective of the Wicklow Local Economic Community Plan (Wicklow County Council 2016), identifies 'active citizenship and public participation' as a means to promote 'participation and enrich decision making'. Accordingly, Arklow CIC provided introductions amongst the adult cohort, which facilitated the participation of the adults in the community mapping process.

Community Mapping (Adults 19 +)

Using the themes identified below, a series of Google maps were created to identify the services being utilised by the families and where gaps existed within these services. Typically, community mapping is a process that supports the identification of both the strengths and weaknesses of community life. Importantly, it involves a process in which people themselves decide on what is important (Preston City Council 2011).

The following themes were used to create a series of maps out of the community mapping process.

- Education

- Employment and Training

- Housing

- Health and Well-Being

- Religion/Social/Culture/Belonging

- Family

Importantly, this mapping process took place in the Arklow Municipal District Wicklow County Council Chamber room. Thus providing access to a public space, not usually used by Community members and adding a feeling of importance to the process and an acknowledgement of the value of the Communitys' participation. The interactive digital facilities in the room also assisted in the Google maps process. All three mapping sessions were very well attended by the Somali adults [28], in addition, two of the three sessions were attended by services staff [29]. At the beginning of each session, ice-breakers were used to create a connection across participants in the room. Importantly,

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27 https://www.tusla.ie/uploads/content/toward_the_development_of_a_participation_strategy_0.pdf

28 To encourage the effective participation of all adults in the mapping process, the researcher took the time to visit each family and explain the purpose and timeline of the project. All families keenly engaged in the project.

29 Services attending the mapping included: Wicklow County Council x 3 staff, CYPSC, KWETB x 2 staff, and The Vault. County Wicklow Partnership and Springboard were unable to attend on the day

this was a space to build capacity in the *relationship between* the Community and services and to create visibility of Community needs to services. The sessions continued for an hour after the services left to ensure that all issues could be raised in confidence, where necessary.

Key to implementing the community mapping process was the employment of a male and female interpreter. Subsequently, the outcome of the community mapping process was presented back to the families along with key services personnel before being organised into graphic panels and incorporated into the body of the report. These panels also importantly highlight the critical areas of policy relevant to the issues identified by the families.

Education Mapping (Young people 12+)

With 70% of the population aged 22 or under, involving the different groups of young people with consideration of age, gender and other aspects of identity and inclusion was key. For the young people aged 12+, the project worked in coordination with the Vault and Glenart Community College to deliver an interactive workshop on experiences with non-formal, informal and formal education and to draw out a discussion on intelligence with the assistance of an interpreter. For the majority of the young people, they had limited engagement with formal education before their insertion into the Irish education system, in a few cases, the young people had limited literacy capacity in their language. The workshops began by translating the concepts of non-formal, informal and formal education into Somali and using a definition of intelligence from the Merriam Webster dictionary also translated into Somali:

> **1a** (1)**:** the ability to learn or understand or to deal with new or trying situations**:** REASON; *also*: the skilled use of reason

Case studies as a methodology

The process then moved into the development of more detailed discussions in the following weeks on experiences with education to draw out case studies to reflect the learning strategies utilised by the young people. All case study research starts from the same persuasive feature: the desire to develop a close or otherwise in-depth understanding of a single or small number of "cases," set in their real-world contexts. The closeness aims to produce an invaluable insight into the "cases"— hopefully resulting in new learning about real-world behaviour in the specific context (Yin 2011). In total, four case studies were developed to convey the human rights context for the work and to convey the complexities involved in individual stories and service responses. Importantly, where a case study features a Somali participant, the names have been anonymised, and details have been altered to ensure confidentiality is preserved.

Painting Workshops (Children 5-12).

Finding a means to involve the voices of the children age 5-12 became key upon realising that eighteen children aged 12 and under exist within the group. In considering the available expertise for working with young children, it was important to work with services who had a demonstrated value commitment for respecting and listening to young children and with abilities to engage with children in an age-appropriate way.

Springboard, Child and Family Services thus collaborated with the Vault for a series of two painting workshops with the mothers and young children. Although drawing and painting are used to assess a child's needs, in this case, it was explicitly to support interaction between mainstream services and families. It was decided to work in partnership with the Vault as they had relationships in place with some of the older siblings of this younger cohort and they volunteered to support the workshops with transport and staff. These workshops created a key opportunity for the Community to familiarise themselves with support service and in turn, it was an opportunity for the Community to create visibility regarding their families' needs.

The workshops focused on painting, and while the data that is generated by any of the methods, especially those that are visual and have taken time for the children to create, are owned by the children, permission was explicitly given by the parents to utilise the work and related photographs in this final report.

Painting Workshop hosted by Springboard and The Vault

4.4 Collaboration with Key Services

As part of the research approach, the researcher also conducted twenty semi-structured interviews with services personnel as well as seven phone interviews[30]. In addition, data that had been compiled by these services was consulted and in some cases, has been incorporated into this report. Further analysis has been derived from secondary research reports, articles and analysis. The interviews gave a further context to the support needs of the families; however, due to the time-frame of the research and part-time nature of the work, it was not possible to interview a more extensive range of service providers. Following the research objectives, a focus of the research was on building relationships with the families to ensure their participation in the process. The Initial analysis of findings was presented to the Child and Family Network meeting, the CYPSC network meeting and the LCDC meetings between April-June 2018.

4.5 Ethical Issues

Researching in an ethical manner was a significant element of the project. Interpretation issues, confidentiality, ownership of data, representation of minority voices and the nature of collaboration were all reflected on during the research process. The researcher was mindful of the responsibility involved in representing the participants and in meeting the expectations of the varied stakeholders involved. Using interpreters was key to the success of the project. Written consent was secured from adults for the use of all photos and painting images.

Finally, it is important to note that the experiences of the Somali community in Arklow are more suited to longitudinal research than short-term evaluations. It is hoped in the future that further research into the experiences and strategies of the community will be commissioned.

In addition, the need to implement a long-term approach that is adequately funded is key to the inclusion and sense of belonging for the families in Ireland.

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30 See Appendix 4 for a list of research participants.

Analysing findings

5.1 Culture, religion and belonging

The importance of allowing people to maintain their own cultural identity is highlighted in the Migrant Integration Strategy (Department of Justice and Equality 2017, 11):

> 'Integration is defined in current Irish policy as the ability to participate to the extent that a person needs and wishes in all of the major components of society without having to relinquish his or her own cultural identity.'

The significance of this was raised early in the mapping process along with the value of being able to express cultural identity, having access to music, shops, places to socialise and access to appropriate clothes. The need to recognise unique cultural identities has also been acknowledged as a strategy in supporting young people to connect with a sense of belonging by the Department of Children and Youth Affairs (2016). Importantly too, Glenart Community College's participation in Yellow Flag Day[31] allowed the young Somalis to talk about their cultural identity and to represent this through dress (see photo below).

Having access to freedom of religious expression was also actively communicated through the mapping process, it became clear that having access to a prayer space was central to the well-being of the families and a key aspect of anchoring life in Ireland. The provision of a meditation room in Glenart Community College utilised by the young people during the day for prayers provided a place of calm. It corresponds with findings from the City of Dublin Education and Training Board (CDETB) (2013) which identifies that religion can be a constant in the disrupted life that the refugee experience presents, thus access to places to pray is key. The lack of an official mosque or even a prayer room was frequently raised. At the time of writing, the practice of Dugsi[32] mainly occurred at the Mosque in Dublin or in individual homes. Importantly, Dugsi had been a constant in the lives of people throughout initial displacement from their homes in Somalia and within countries of asylum in Africa and Europe. In recognising the importance of religious practice to the families, the CYPSC committee sponsored a bus to the Dublin Mosque to celebrate Ramadan at the end of *Eid al-Fitr* 2018. This gesture was to show appreciation for participation in the mapping project and also to encourage Somali participation in a proposed CYPSC subcommittee on Refugees and Integration.

Discussions in the mapping process also revealed a sense of culture shock experienced by many of the group upon arrival and a reminder of the time required in allowing cultural adjustment to take place. Connection to traditional roots is a factor found to be of benefit to families experiencing a transition in the refugee process (Rousseau, et al. 2004). For instance, partaking in familiar customs and practices has been shown to aid people to cope with the disruption of reunification and settlement and to establish meaning and identity as a result. Access to Halal food was a key challenge for the families and was resolved by travelling to Dublin on a monthly basis to stock up, freezing meat to make it

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31 The Yellow Flag Programme is a progressive equality and diversity initiative for primary and secondary schools which promotes and supports an environment for interculturalism: http://www.yellowflag.ie/

32 The Somali term for education through the Quran and learning lessons about faith, values and being a good person.

last. While some families had a car, the cost of car insurance was prohibitive, particularly without a prior driving license in Ireland. There was a strong connection with the Somali community in Dublin, showing the importance of having access to robust and efficient community infrastructure. Research suggests that this is not only key to the development of self-reliance and community resources, but also smooths the progress of bridging networks between refugees and structures of the host society. Migrants often rely on personal and informal networks for sourcing information on employment, accommodation, and legal issues (Moreno and Lentin 2010).

Yellow Flag Day, Glenart Community College 2018

CULTURE, RELIGION AND BELONGING

What Anchors us?

Brené Brown

What is the difference between fitting in and belonging?

FITTING IN

This is what I have to change to be accepted

The things society expects of me

Dress is also key to Somali identity

Also important for adults

CDETB Youth and Education Service for Refugees and Migrants

I'm a footballer, a brother, a music lover, a mother, a cake baker, a father, a grandmother

BELONGING

This is who I am

RELIGION CAN BE AN EXTREMELY IMPORTANT ISSUE FOR YOUNG REFUGEES. THE RELATIONSHIP WITH **GOD** IS THE ONE RELATIONSHIP THAT HAS REMAINED CONSTANT

Somali language is key to identity and belonging
- The language of family
- The language of story
- The language of information
- The language of communication
- The language of memory

CULTURE
When cultural traditions get broken down, young people don't know who they are and who they can be. Celebrating differences supports their sense of belonging.

Rebecca Hersher

A quiet space to pray is important

Schools acknowledging special events in different religions' calendars

Encourage inquiry into diversity of cultures and religion

THE YELLOW FLAG

A constant feature of a disrupted life

Halal food is also key to well-being

EAST WICKLOW YOUTH SERVICE

GLENART COLLEGE

MEDITATION ROOM IS A SPACE USED BY SOMALI YOUNG PEOPLE

No space for adults

THE VAULT
Supporting social integration; providing protective functions, nurturing a sense of belonging & emotional support, and being a source of information.

HALAL FOOD AND DUGSI

Take the bus to Dublin

What is Dugsi?

Wicklow LECP promote active citizenship & public participation

National Outcome 5.2 support and promote young people's involvement in Corrhairle na nóg.

Dugsi is the lessons we learn from the **Quran** about faith, values, being a good person

The Vault linking Wicklow Comhairle young ambassadors to support Somali participation in Wicklow Corrhairle

Car insurance is expensive

Design and illustrations by: Julio A. Pérez

5.2 Employment

In the mapping process, the Somali adults regarded employment as a significant indicator of integration and as part of a life strategy. Labour market participation is proven to be an essential driving force in the integration process of people with a migrant background into the host country (Petrovic 2015). For many of the adults, work had been a consistent feature of their life throughout the refugee experience both within the continent of Africa and subsequently in Malta. This was also linked to a responsibility to support other family members who were left behind, including younger siblings, siblings with children and parents. Importantly though, most of this employment was informal such as construction, hospitality and housekeeping and not part of a formal labour market context. With many of these jobs sourced through an informal network shared on the migration journey, these employment experiences and informal networks do not readily translate to the Irish labour market. This point is added to by the Co. Wicklow CIS via the PPN:

> 'The DSP referred a number of Somalian refugees to Arklow Jobs Club, and they requested that the refugees complete CV's; there were difficulties in obtaining the exact details required for the CV's' (County Wicklow Public Participation Network 2016).

During the mapping process, the groups' discussion about employment was characterised as a basic necessity, people showing a real motivation in wanting to work. There was an eagerness to discuss their desire to work, the barriers to employment that exist and their hopes for training and support in the future. Since arriving in Arklow, attempts had been made to secure employment through a recruitment company in Dublin, and CVs had been distributed through the local town to secure a work placement, even on a voluntary basis. Some of the adults were part of the Turas Nua, Job-Path Programme during which they were required to show that they were actively looking for employment. Some concerns were raised by a Service Provider (2018) regarding supporting people into employment:

- Acquiring a good level of English was a priority, and therefore attendance at English classes was important but people were increasingly concerned with gaining employment.

- Attending Turas Nua appointments was compulsory, but these appointments did not result in access to the labour market or support with relevant skills development.

- Linking education to employment programmes would assist the learners in achieving employment goals.

- Without any social network, it was difficult to source jobs.

- With many medical issues, requiring hospital visits in Dublin, the pressure to show that they were 'actively looking for work' added to their stress.

- Without experience within a formal labour market, it was difficult to match the skills and experiences required by employers in advertisements.

The factors highlighted above correspond with some of the barriers to employment highlighted in a 2015 report *'Mentoring practices in Europe and North America: Strategies for improving immigrants' employment outcomes'*:

The structural barriers to employment are well known: language proficiency, level of education, discrimination, rare recognition of foreign qualifications, as well as difficult access to social and professional networks (Petrovic 2015, 9).

With four of the six households being female-led, and with young children under the care of these women, the childcare issue is also a key factor in ensuring access to employment. While at the start of the resettlement programme, the parents had access to the KWETB crèche facilities while attending literacy and language classes, the closure of the KWETB crèche had impacted on childcare supports[33] and had therefore ultimately impacted on accessing education classes for the adults, a point raised by a tutor in the Adult Literacy services (2018).

Without focused one-to-one support with job placement and related language support, opportunities to become labour market active have not yet materialised. In addition, the Equality Authority/ESRI report, *Immigrants at work: Ethnicity and nationality in the Irish labour market: Evidence from the QNHS Equality Module* (Kingston, O'Connell and Kelly 2013)[34], supports European research findings, above. It provides evidence to show that results vary among immigrants according to nationality and ethnicity but Black African individuals encounter the highest rate of unemployment and the lowest rates of employment and labour force participation. This group also has the highest odds of discrimination both in the workplace and when looking for work. This report calls for 'a renewed focus on public policy to promote equality for immigrants and for minority ethnic groups – both in the labour market and throughout society' (2013, vii).

5.3 Education

Amongst the group in Arklow, most of the young people aged 12 + had limited or no previous experience with formal education, and yet their learning strategies display a keen intelligence and resilience. Sara's case studies below shows a range of strategies.

Case Study: Sara's story

Sara is 16 and wants to be a doctor. She doesn't remember what age she was when her mother died but she remembers going to live with her grandmother along with some of her siblings when she was very young; her father had also died by this time. She has no strong memories of her mother but remembers all of the family having to sleep on the floor when the fighting was bad and not being able to go outside because of the danger.

It was difficult for her grandmother to manage on a meagre income from selling food and the children had no opportunity to access education. Yet Sara was eager to learn and upon discovering a single book, she taught herself to read, testing herself each morning; subsequently, she taught her siblings to read as well. An older family member had already left by this stage and he arranged for Sara and her sister to move to a neighbouring country, which would be safer, to stay with another relative. The journey was by car and took two weeks and when they arrived, with Sara's eagerness to learn, her relative paid for her to access school as he worked in construction. He could only afford to send one sibling to school so Sara became a teacher for her sister. She attended both Dugsi where she

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33 Internal evaluation shared with researcher by County Wicklow Partnership.

34 See also *Discrimination in the Labour Market: Nationality, Ethnicity and the Recession*, ESRI, TCD and the Geary Institute. (Kingston, McGinnity and O'Connell 2015).

learned Arabic literacy through the Quran and a private school where she learned basic English and maths. She had access to school for two years before entering Ireland through a family reunification process with her sibling. Her brother who had resettled in Ireland arranged this. Entering the school environment in Ireland was overwhelming. Her strategies have included using her phone to photograph notes from the board so that she can study these notes later, in an effort to understand the lesson; using her phone as a dictionary and relying on the resource teacher in school who works hard to support her students. Having recently joined a non-formal weekly group led by a key youth worker from the Vault, this space is helping her to find her place.

Despite her strategies and eagerness to learn, she is clear about the overwhelming nature of the challenge, in trying to fit into the Irish education system.

Case Study: Hasan's story

Hasan's opportunities with formal education differed from the others in that he had had significant access to education prior to entering the Irish school system and yet he experienced considerable challenges, as outlined in his case study below:

Born outside Somalia, Hasan was fortunate in being able to attend school throughout his childhood, attending both academic and Quran school (Dugsi). At age 10, he made the journey to Malta by boat with his mother. He says he numbed himself so he would not feel anything on the makeshift boat, it was scary and so he shut himself down through the treacherous crossing. The landing stays with him, he remembers the sounds of people shouting in the refugee camp and that his 10 yr. old self was frightened.

Malta was a positive experience though, a rich learning environment, with many languages spoken in the school environment and in the streets. His mother worked in a hotel and Abdul prospered, learning basic English through listening to music. He acted as a translator in this environment and imagined himself working as a translator when he finished school. When they were offered a resettlement place in Ireland, he was concerned about not completing his education but he was reassured that this would follow in Ireland.

After the transfer, he was placed in a school in Arklow. He quickly found that he could not keep up with the homework and felt out of his depth. He felt very much alone and without supports. Because of this, he stopped going to school. It was just too difficult. The school then offered him support, particularly as the exams approached and he undertook his Leaving Certificate. However, the results were a disaster for him; he was shocked and felt that his future was over. He thought about going back to Malta because at least there, he could get a job. He became despondent after this experience and withdrew himself. He considers himself 20, not his actual age of 22 as he feels that he lost two years after his Leaving Certificate. Recently, though he has re-engaged with services and feels that he has a lot to offer, undertaking a Further Education and Training course is reminding him that he has a lot to offer.

Young adults and education.

Some young people engage with the Irish education system too late for it to support labour market access and one of the key concerns raised by families in the mapping process was the progression out of education and specifically, finding employment. This was a particular concern for those young people entering school at 13+ and without significant literacy and numeracy skills. Sara

had entered school at 14 without any significant history of formal education and utilised a range of strategies to adapt to the learning environment herself. In addition, the school's resource teacher assisted her with literacy and numeracy skills and with developing a student support plan. She has great ambition yet she struggles with the current system to achieve basic literacy and numeracy skills. In 2018, the Vault initiated a Wednesday afternoon Club for the young Somali people at Glenart Community College and that was a place where the young people were able to talk about their culture, have relaxed conversational experiences and be themselves.

Yet even for young people who have had a previous history of formal education, the transition to the mainstream Irish school system can be very difficult. While Hasan was placed in the school as part of the initial resettlement project, his experience had not been positive and left him with a profound sense of failure. He had come to the school with a keen sense of motivation and an appetite for success, he considered returning to Malta as a result because at least then, 'I could get a job',

One service provider spoke about the need for a programme that identifies and meets the complex and varied needs of young refugees:

> There has to be something extra for those children. There should be a special programme, whoever delivers it. It should be tailored to meet their needs. A literacy programme adapted to their needs. That is what happened in adult literacy programmes. (Service Provider, 2018).

For all of the families, the concept of further education was unfamiliar, yet the staff of Glenart Community College were used to working in conjunction with the Adult Literacy Service, KWETB under the ETB Family Learning Programme. In that way, the KWETB have been offering further training or additional training supports for some of the young people who are eligible i.e. they must be over 16 and not in full-time education. In addition, the KWETB, Adult Literacy Service offered a special six-week Summer programme as an exceptional measure to some of the young people who came in under family reunification. In this way too, the Adult Literacy Service had an opportunity to get to know some of the young people but this was an ad hoc measure. It was a timely intervention for these young people but not part of ongoing service delivery. The further and ongoing needs of these young people are not overseen by any one agency. Responses therefore have been ad hoc i.e. not part of a systemic response and some young people have already fallen through the cracks.

Primary age children

Better Outcomes, Brighter Futures (2014) establishes that educational attainment of a mother is strongly correlated to a range of children's outcomes, including risk of poverty and deprivation. The experiences of the majority of the Somali mothers and their lack of opportunity with education[35] is a concern for them in supporting the needs of their children,

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35 When Somalia gained independence in 1960 mass education was promoted as a vehicle for national development. In 1972, all private schools were nationalised and free and compulsory primary education was introduced. Mass literacy campaign in rural areas (1974) and the inscription of the Somali language resulted in a sharp increase of literacy rates and the number of active primary schools. Between the late 1980s and during the 1990s 90% of educational institutions, schools, technical training centres, and university facilities, became casualties in the mass destruction of the country's infrastructure' with literacy rates dropping dramatically as a result (Omar 2008).

particularly with homework support. Previously, an issue had been raised with the religious ethos of Catholic schools, particularly where children were attending daily religion classes[36], but this was not raised during this mapping process. However, in the mapping process, the parents had identified a concern with matching their primary age children with the right school including a concern on the developmental support needs of the primary aged children. The education system was unfamiliar to the parents, the vast majority of whom had not had access to formal education and had no frame of reference to judge the progress of their children. The ESRI Monitoring Report on Integration, 2016 (Barrett, McGinnity and Quinn 2017), provides evidence of the extra support needed for children born outside Ireland whose families mainly speak a language other than English at home:

> 'Reading scores are found to be significantly lower among children born outside Ireland than among those born in Ireland at both second and sixth class levels … Children whose families mainly speak a language other than English/ Irish have significantly lower reading scores than those who speak mainly English, with a performance gap of 26-27 points at both second and sixth class levels[37].'

Despite 'migrant optimism'(evident in Sara's case study), children from migrant backgrounds are more likely to be disadvantaged by the education systems in host countries. ESRI analysis on the *Growing Up In Ireland* data shows that the situation tends to vary across national groups, with some groups experiencing more disadvantage, especially in terms of income, resources and access to facilities including schools. The disadvantage takes place, at least in part, as a result of the devaluation of the human, cultural and linguistic capital of the new arrivals. 'In fact, belonging to certain national groups could be seen to constitute a new form of inequality in Ireland' (Darmody, McGinnity and Kingston 2016, 191). Importantly, this ESRI analysis did not include refugee children and young people; it may be taken therefore that the specific issues identified in their analysis will be added to with other issues specific to a refugee group. The ESRI suggest that very few studies have looked at the academic achievement of migrant children, as such data is not being systematically collected (2016, 181). This report concurs with these concerns and adds that as part of a long-term view on resettlement, we need to assess refugee children's academic experiences. It is important to take account of differences including the mother's education and income, amongst other factors including the psychosocial impact of trauma on education, the effects of resettlement and previous experience with formal education.

A key lesson comes from another resettlement project with a similar cohort of young people without formal education:

> 'The biggest challenge is still the teenage boys and the concerns about where they are heading. They are not attending school and we are trying to understand that. There was no real flexibility around education for them; school was not a good fit for them. They are disenfranchised' -Service Provider (Titley 2012).

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36 Internal resettlement evaluation by County Wicklow Partnership shared with researcher.

37 As part of the resettlement project, the Tusla Education and Welfare Officer had secured places for all the children who came in under resettlement in 2013.

EDUCATION AND EMPLOYMENT

Better Outcomes, Brighter Futures: Strengthen Transitions and achieving in all areas of learning and development

12 yrs and under

- Parents concerned with homework support for children
- Concern that different developmental needs of children not identified
- War has had inter-generational impact on education.
- Parents need support to understand curriculum and support children.

12–22 yrs

- The majority have no significant prior experience with formal education. Some young people have limited literacy
- No interagency response to family reunification
- KWETB provided intensive English and classes – an exceptional short-term measure
- While young people are highly motivated, there's a challenge for schools to respond to their specific unassessed needs

Workshops with young people show great resilience and learning strategies BUT the challenge is great

Definition of INTELLIGENCE FROM MERRIAM WEBSTER DICTIONARY The ability to learn or understand or to deal with new or trying situations: REASON; also : the skilled use of reason.

ADULTS Education

- Good relationship with KWETB
- English attainment often connected to job search
- Language development is the focus for some
- Literacy development is the focus for others
- Childcare a challenge
- Also, pressure to respond to Department of Employment and Social Protection has caused stress in efforts to attain basic English. (see employment)

KEY RESOURCES

Missing out: Refugee education in crisis-UNHCR-2016-Report

Refugee children x 5 more likely to be out of school

To support refugees' particular educational needs, innovation and sustainable solutions are required.

Refugee childrens' educational needs are often invisible

EMPLOYMENT (Adults and Young People)

- People are highly motivated in wanting to work.
- Some young people engage with education too late for it to support labour market access
- For adults and young people, the lack of a social network makes job search difficult.
- Focused one-to-one support with job placement, language support and mentoring is key
- Discrimination is also a factor in job search

"Mentoring practices in Europe and North America' (2015) found that mentoring is key to improving immigrants' employment outcomes.

ESRI (2015) found that people with a Black identity are significantly more likely to experience discrimination when looking for work.

The Migrant Access Programme*

A transition programme to equip young people with tools to engage with mainstream curriculum

- English, Maths, Life Skills and basic IT
- A range of after-school activities
- Ranging in age from 13 – 18
- A focus on learning to learn
- Based in a youth centre
- Also cooperates with schools and teachers

* CDETB Youth and Education Service for Refugees and Migrants

Wicklow LECP: Goal 5 – Address access to education and training to increase life opportunities for all. Goal 7: Develop quality employment and income opportunities for the wide range of employment needs in the county

PEIL is funding 5 Irish projects under 'Integration and Employment of Migrants Projects' as well as co-financing SICAP. See PEIL projects here: http://eufunding.justice.ie/en/EUFunding/ESF_Booklet_Final%202017-09-08.pdf/Files/ESF_Booklet_Final%202017-09-08.pdf

Design and illustrations by: Julio A. Pérez

5.4 Family

The well-being of family members displaced in other countries is key to the successful integration of Somali people into life in Ireland. One young participant revealed that she had a *WhatsApp* video call with her young brother every day, even though she had not seen him for several years. The stories of family connection across a global network were many with a social web of communication interacting on a daily basis. People's lives are therefore lived in more than one country simultaneously with concerns ranging from supporting displaced younger siblings or children to access education, contributing to their basic income and making family reunification applications where family members are deemed eligible to apply. In 2015, 23% of Somalia's GDP was based on overseas remittances (McVeigh 2018) and while an overseas diaspora is returning 'home' with skills to rebuild the country, for many this prospect is not realisable in the immediate future. From the mapping process, the objective of achieving education and gaining employment in Ireland was deemed a priority and is tied to an obligation to support other family members, whether in Ireland or elsewhere. These objectives are also seen as markers of progress and ways to fulfil unrealised potential.

Understanding the importance of family reunification

Family unity is seen as the starting point for integration (Mackey 2013). The evidence that people may be 'safe but not settled' (The Refugee Council and Oxfam 2018) has highlighted how it is difficult for families to focus on integration activities where a preoccupation with worries about family members takes over, experiencing feelings of guilt or struggling with mental health problems (3). The sense of loss from lack of access to intergenerational relationships and learning passed on from grandparents can also be a factor in separation from what is familiar (Marsden 2017, 40). The presence of family members can accelerate the integration of both new arrivals and family members in Ireland and can make it easier for them to concentrate on employment, education and other key integration activities (Oxfam Ireland, NASC and the Irish Refugee Council 2018).

However, the process of supporting a family with adjustment to Ireland can be very stressful. The refugee sponsor receives a decision letter from the Minister of Justice and Equality confirming the approval of their request for family reunification. It includes details of the family members who are granted permission to join the sponsor and some limited details of the steps to take for their arrival in the State. The information does not specify administrative details on immigration registration requirements, or on registering for housing and social welfare supports. Information is available on separate Department websites or on some phone lines only, which often leaves the sponsor at a loss where he/she may not be confident to navigate these administrative systems independently (Crosscare Refugee Service 2018). Thus, Arklow CIC[38] offered essential support to the families in navigating access to basic services *nominally* afforded to them under the International Protection Act 2015.

This point is important because while family unity is key to integration, the situation can often prove to be more difficult than imagined and requires specific support during the transition phase. As

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38 Refer to the case study at Appendix 2 for more details on this support.

well as support needed for accessing public services and registering family members with these services, there is a significant emotional impact of being reunited after a separation. In some cases, as with families in Arklow, children had not seen parents for some years. Thus, while family reunion represents *"a turning point"* for refugees, research suggests that it can also serve to disrupt *"the fragile balance that has been established"* during separation (Rousseau, et al. 2004, 1096). Family dynamics, coping strategies and member roles within the family system are forced to alter, and this impacts individual members in a variety of ways (Rousseau, et al. 2004, Mackey 2013). Available research suggests that family reunification is often an ambivalent process for children (Mackey 2013). There are many mixed emotions that children deal with, including the excitement of living with their parents again, coupled with the sadness of leaving loved ones behind. Coping with adaptation to a different way of life and culture can also pose further challenges for the child (Immigrant Council of Ireland 2013). Indeed one family had experienced a breakdown in the reunification process, and this led to some crisis interventions on the part of social services (Service Provider, 2018).

All six families in Arklow were successful in family reunification applications and were aided significantly by Arklow CIC in applying for reunification, as well as with support in registering family members who arrived in the country. As a frontline service, they respond to need as it presents in their office as is evident in the internal review presented at section 2.6, as well as the Case Study at Appendix 2. The Vault also provided group support for one cohort of siblings post-reunification and continue to work with the young people today. However, there was no coordinated or inter-agency response for these families to facilitate the family unit in readjusting to life as a family and life in Ireland. One service provider makes the following observation:

> 'We need to provide for their needs. Family reunification shows the complexity of the issues. They have now arrived into a local authority housing (joining their family) with possible overcrowding. The problems do not stop; no one tells the local authority they are coming or the health board, the GPs that they will be looking for medical cards. We need a multi-agency solution.' (Service Provider 2018).

5.5 Housing

During the life of the resettlement project, the six families were all housed and as noted in the CWP[39] post-resettlement evaluation of needs:

> All the families were very happy with their homes… From the onset, the Resettlement Worker in partnership with the WCC Housing Department ensured that the families were aware of their rights and responsibilities as tenants.

However, following family reunification, the needs of the families changed as their family composition grew with the welcome of children, siblings and parents:

> A number of families were housed by Wicklow County Council. However, when additional family members came to Arklow under family reunification, the Council advised the tenants that Wicklow County Council had no responsibility to house these additional family members (County Wicklow Public Participation Network 2016).

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39 Internal resettlement revies by County Wicklow Partnership shared with researcher.

From this time, the families identified difficulties in engaging in Council services on behalf of their expanded families, notwithstanding their rights under the International Protection Act 2015 and the humanitarian imperative to offer such families security. As with all services, the Council had no prior notice that new family members were coming to Arklow under family reunification. Upon arrival, Arklow CIC reveal a difficulty in people being able to interact directly with the housing systems and in understanding the complexities of the various applications under the housing system (see Case Study at Appendix 2). It raises a further challenge regarding communication and supporting the development 'of community capacity in disadvantaged communities' (Wicklow County Council 2016) towards more independence and self-reliance. Furthermore, during the mapping process, a frustration was identified with resolving maintenance and repairs issues for tenants, this emerged as an ongoing issue. A good relationship with the Council is key to supporting people to independent and self-reliant lives. With 70% of the population at age 22 or under, it is inevitable that in the future, the young people of the Community will have their own housing needs.

Furthermore, hidden racism and discrimination in looking for accommodation is an issue that is now acknowledged in evidence-based research. Accordingly, an ESRI/IHREC study on discrimination in the Irish housing market found that 'Black people are 3.5 times as likely to be discriminated against as White Irish people.' (Grotti, et al. 2018). Racism is also an issue raised by Crosscare (2018) with families looking for accommodation following family reunification projecting 'a double negative' barrier to reunified families. Crosscare identifies that prospective tenants are forced to accept this practice by landlords when looking for rent through the Housing Assistance Programme and continue on their search for accommodation, due to the urgency of their situations, rather than pursue a case with the Irish Human Rights and Equality Commission.

5.6 Health and Well-Being

The mixed experiences of the families in interacting with health services identified in the mapping process raises a concern given the particular circumstances of the families. In addition to the stress endured in their pre-migratory experience, the vast changes in their lives as a result of understanding resettlement and integration process can result in tension for many resettled refugees (UNHCR, 2010).

At the time of the mapping, families expressed mixed experiences with GPs. The Citizens Information Centre has become a key intermediary to accessing health care, as Arklow CIC indicate in Appendix 2, getting access to GPs is a complicated process where surgeries are oversubscribed. Some of the adults in the community mapping process conveyed very positive relationships with their GP service. One woman was appreciative of being able to request a female GP when booking an appointment; while others, notably those with poorer English struggled to address primary care needs[40]. In most cases, people relied on a family member or friend to interpret for them. In one case, a family now used Dublin hospitals as their primary care facility; for this family, in particular, there was a range of health needs that required appropriate responses. A key challenge identified

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40 The services of the Public Health Nurse and the Arklow Health Clinic were seen as very supportive and facilitative by the families. Notwithstanding cultural and language barriers, the families appreciated ongoing support and responses from both these services. The importance of the PHN as a mediator in accessing health services for Somali women in Ireland has been identified elsewhere (Cali 2015)

in interacting with Dublin hospitals was the issue of transport and having to rely on public transport which can be expensive due to the prohibitive cost of car insurance.

At the same time, the lack of understanding of the referral system for specialised care was an evident frustration within the group. Without a frame of reference for referrals through the public health system, people had no way of coming to understand this system. In one case, a woman attending a consultant appointment in a Dublin hospital after a two-year wait had walked out of the appointment before seeing the consultant because of a misunderstanding. For many refugees, the health services are often the critical initial services they interact with when they first come into the country and consequently, communication and understanding are of utmost importance. The formal nature of medical correspondence and the technical language involved can be impenetrable, and the negative consequences of poor communication in a health care context are potentially very significant. With the development of English language skills in the last few years, each household has an adult who can read medical correspondence. Where one member of a family has developed language skills, this person will often become the interpreter for other family members. Where this information is complicated, families will often bring such letters to Arklow CIC to explain. The communication challenges highlighted above correspond with health literacy concerns identified by the National Literacy and Learning Authority. Health literacy is defined as follows from:

> "Health literacy is the ability to make sound health decisions in the context of everyday life at home, in the community, at the workplace, the health care system, the marketplace and the political arena. It is a critical empowerment strategy to increase people's control over their health, the ability to seek out information and their ability to take responsibility" (NALA 2012).

NALA identify health literacy in the context of diverse cultures as having an added requirement, recommending that doctors have a responsibility to ensure that information is clearly understood. The report also recommends that interpreters and medical personnel be educated in the cultural norms and practices of different patient groups through the achievement of cultural competencies (NALA 2012).

The Intercultural Health Strategy (2008) identifies that refugees may suffer from a considerable burden of mental health problems, including depression, psychological disturbances and posttraumatic stress syndrome. Many of these difficulties may develop and increase after arrival because of post-arrival stresses. Thus mental health can be adversely affected by social isolation, pre and post-arrival trauma, culture shock, language barriers, coupled with a lack of understanding about services, poverty and issues with housing (HSE 2008). Many of these points are also raised by the Mental Health Foundation UK (2016) who also identify stigma in categorising mental health as a specific concern amongst refugee communities. The issue of stigma was raised during the mapping process, and the fact that concepts of mental health are diverse was evident, including the lack of understanding around mental health as a concept and awareness of sources of support.

One of the service providers working with the families had built up a relationship with the young people, and within this context, some of the young people have identified incidents of trauma from their past. It raises the issue of unmet needs regarding mental health services to identify and

support this group in coping with the effects of these incidents. In addition, all of the Somali case studies in this report refer to traumatic events in the lives of children and adults. Furthermore, a service provider working closely with the families could not help but notice the distress of her staff:

> 'I had gone to get help for our staff; the Somalis were going to our staff because a rapport has built up and the Somalis have shared experiences with the staff and the staff are coming to me needing support in being able to process what they are hearing (Service Provider, 2018).'

Another service provider asking a young boy if he liked living in Arklow, received the following response:

> 'I like it here because you can sleep. Before I came here, I would have to wake through the night to check that we were safe. In Ireland, I can sleep!'

One of the women expressed concern for her children and evident anxieties they were feeling in trying to adjust to life in Ireland and process what they had been through before arriving here, including significant periods of family separation. Most of this teenage group had come into the country through family reunification in 2015+; to date, there has been no support work done with these families to address their mental health support needs or to identify strategies in stress relief and family support work.

Well-being

Many of the young people had found ways to engage in sport and other activities, some of which they had already played before coming to Ireland. The Vault supported some of the boys to join in Arklow Football Club, taking part om football at school was also important and being able to show skills in football was something in which the boys took great pride.

Intercommunity conflict

The stress involved in settling into a new environment and culture saw the emergence of interpersonal issues between members of the group that, at times had a negative impact on the well-being of the group. Occasionally, interpersonal relationships between the community as a whole have also affected the young people and created tension in programmes or attendance at meetings/events. The Somali community in Dublin had offered access to an culturally specific mediation service, while a capacity building aspect of this research provided an opportunity to create a relationship with the Community Gardaí. The role of the Community Garda is important in mediating access to social activities, supporting the resolution of interpersonal conflict and is an important contact in reporting crime.   In those ways, the relationship with the Community Garda serves an essential well-being function.

Responding to racism

The families themselves did not raise the issue of racism in the mapping process, but this was

something raised as an issue by service providers. Service providers also revealed some ongoing concerns for the young people in the future about social isolation and a need for support to deal with racism or discrimination they may experience. Many schools implement an anti-bullying policy but don't necessarily have an explicit anti-racism policy. Glenart Community College is signed up to the *Yellow Flag Programme*, which involves the development of an explicit anti-racism policy[41]. Where racism is something experienced by people in other environments, it is essential that all service providers understand the racism reporting steps, including registering the incident on **ireport.ie** and also making a complaint to the Gardaí that should be recorded on the Pulse system.   This is a crucial aspect of supporting people to feel a sense of belonging and well-being in their community.

41 http://www.yellowflag.ie/pages/view/23

HEALTH AND WELL BEING

Better Outcomes, Brighter Futures National Outcome 3

Safe and protected from harm

Healthy Ireland Strategy: 2013-2025

The importance of recognizing the life consequences of trauma is a crucial aspect of the refugee experience

Use of interpreters and access to childcare is key to these processes

People have shared their experiences with staff of services

Youth Mental Health is a National Taskforce issue

MENTAL HEALTH

ANXIETY

SLEEPLESSNESS

TRAUMA

ANGER AND FRUSTRATION

The civil war context: many Somalis suffer traumatic memories, flashbacks, depression or anxiety.

Overall physical health needs unknown

Mixed experiences with GPs-positive experiences and also challenges with language and access

Some people using Dublin hospitals for primary care treatment.

Arklow Health Centre and PHN relationship supportive

Child and family support services

- Building relationships between the families and key support services is key to building trust for ongoing and separate family support work

- Creating safe space that nurtures the child and family relationship

- Creating safe space for mothers e.g. craft, parenting programmes etc

- Identifying specific mental health supports for individuals - referrals

- Meitheal offers a safe space/process to support families with transition to a new life

- Support services to develop specific capacities to respond to presenting needs

SPRINGBOARD AND THE VAULT

Painting Workshops April 2018 with mothers and under 12s

A way to support relationship building for ongoing family support work.

Family Reunification

- Family reunification can be a key aspect of integration, health and well-being for a family unit.

- Yet, families need support with transition to family life in Ireland.

- Separation can put a burden on young people to take responsibility for younger children, changing family dynamics.

- Putting family supports in place avoids other costly expenses e.g. foster care and or crisis social service intervention.

Rebuilding Family Life: An exploration of Female Refugees Experiences of Family Reunification, S Mackey (2013).

Voices of Strength and Pain - Impacts of separation, loss and trauma on health and wellbeing of reuniting refugee families - British Red Cross (2017).

COMMUNITY GARDA

Building positive relationships with Gardai is key to community well-being & confidence in reporting crime e.g. racism.

Active Participation

GYM+ FOOTBALL+ PLAYGROUND & MUSIC GROUP
THE VAULT

CASE STUDIES

THE HUMAN RIGHTS CONTEXT
see report

Arklow CIC key to accessing health for families

Learning from the Arklow Somali Resettlement Programme

6.1 The resettlement project

County Wicklow Partnership, the Resettlement Project implementing partner, made specific recommendations and reflections at the end of the resettlement project in April 2015[42]. These included:

  i.   Developing a local committee at an earlier stage of the programme involving relevant agencies would have provided additional benefits to the families.
  ii. Diversity and Intercultural Training/Workshops (focused on Muslim culture) for other local and relevant agencies[43].

  iii. Families can take a while before they can take advantage of some local community groups and other opportunities for further integration. Some basic needs have to be achieved before they can engage with other services.

The Resettlement Worker had initiated contact across a range of services and groups, but given the scale of cultural adjustment, many of these did not sustain after the life of the resettlement project and without a key worker to maintain the links e.g. a befriending scheme established under resettlement with the Volunteer Centre ultimately did not continue. The women were also supported to take part in the Women of the World (WOW) initiative, an internationally focused Women's Group but there was an inconsistency between the needs of the Somali group and the WOW group as identified by one service provider during this research:

> 'The Somali women had basic needs that needed addressing and significant cultural adjustments to undergo. There was a needs mismatch, and so it was really difficult for them to be absorbed into the group' (Service Provider, 2018).

Interagency Resettlement Committee

Following the end of the resettlement contract, the interagency response dispersed. The Resettlement Worker[44], employed through County Wicklow Partnership had played a key liaison role for the families, and without this intermediary, interaction with services was difficult. It is also worth noting that where resettlement projects sometimes employ an Intercultural Worker to work with the Resettlement Worker, this was not the case in Arklow where the Resettlement Worker worked alone.

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42 Internal resettlement evaluation by County Wicklow Partnership, shared with researcher.

43 The need for training was also identified by the Co. Wicklow CIS. *'We believe that a number of state agencies require training to understand the needs of the refugees'.* (County Wicklow Public Participation Network 2016).

44 All families had been very appreciate of the work of the Resettlement Worker and identified a loss when her role came to an end.

A need to support service providers and frontline staff

The need for training to support service providers in responding to the specific needs of refugees as an important aspect of resettlement has already been identified by the Citizens Information Service (County Wicklow Public Participation Network 2016) and the County Wicklow Partnership (above). This issue was raised again during this research process by a service provider along with a concern about resourcing services to respond appropriately to the needs of refugees and their families in an ongoing way:

> 'I know that people in Wicklow Co. Co. have no knowledge of programme refugees and the people in social welfare have no idea. What provision is being made to respond to their need? Have they assessed what provision is put in place? What resources are in place? Are their budgets for this? People were not properly resourced when they came in; we will deal with the consequences of that in an ongoing way. Services are also not resourced. It has gotten worse under family reunification' (Service Provider 2018).

Funding as part of resettlement

During the life of the resettlement project, the funding is sourced from the Department of Justice and Equality via the Asylum, Migration and Integration Fund (AMIF). It is this significant extra funding that supports the initial phase of resettlement [45]. A key challenge arrives after the life of the project when this core funding is no longer available and where a long-term integration plan has not been implemented.

6.2 Post reunification: A crisis response

East Wicklow Youth Service (The Vault) and Arklow CIC are both frontline services to which people can walk in to, in both cases, these services responded to the needs presenting. The services identify that they were in a position of reacting to issues presenting rather than being able to plan a response as they were not part of the Interagency Resettlement Committee. Many of the applications for family reunification had taken place during the life of the resettlement project, but the arrival of family members happened after the resettlement project had dispersed.

The work of the **Child and Family Support Network** facilitated a number of Meitheal processes (Tusla-Child and Family Agency 2015) to resolve intransigent situations, in one case Arklow CIC supported the process. One of the cases had to be abandoned following the necessary intervention of social workers where specific issues arose in that case. The role of Meitheal emerged in response to the lack of a resettlement interagency context to support these families, and to resolve barriers to accessing services. It is likely that the Meitheal process would work well as one of the responses in supporting refugee integration into the future.

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45 Catherine Martin TD. (2017) [41800/17, 41801/17, 41806/17] Tuesday 3 October 2017, Dáil Éireann Debate.

6.3 Building on expertise.

The **Citizens Information Centre in Arklow** has developed a level of expertise in responding to complex immigration related queries during the resettlement and subsequent, family reunification period. As stated earlier, they also have built key supportive relationships with families, becoming a very important intermediary on rights and access to services. In addition, they supported one Somali woman to begin training as a volunteer, believing that her participation in service delivery would enhance their work with the Somali community and that it would also be a good opportunity for Irish people to interact with a member of the Somali community. Unfortunately, due to sickness in her family, she had to withdraw from the volunteer training. However, Arklow CIC is committed to a model of community participation and are keen to support the inclusion of community members, recognising the need to increase diversity in their service provision. Such a position may also help to build experience and contacts to enhance employment progression for disadvantaged people.

The Vault (East Wicklow Youth Service) has also developed an expertise in responding to the families through their efforts to meet the young people where they are at, including the translation of their information leaflet into Somali. From 2015, when they received an initial referral of one family group who arrived without any co-ordinated supports, they listened to their needs and developed a music space where the young people could be themselves. The response is detailed below:

> 'There were six children from 18 down to 10, and we could not communicate, and we found that music was a really simple, easy way. So we went into the room with percussion instruments, and one of our volunteers here played tin whistle and bodhran; so he started with just one beat and asked them to copy, and it just worked! They were smiling; they were expressing themselves, with their dance. We were able to have that interaction without language … We prioritise children at risk and these were definitely in that category but we wanted to do it properly, and none of us knew about their culture, their background or their religion to confidentially say, that we can support these children. So Crosscare had the Migrant Project, and we got on the phone to them and asked for help. They have a Somali Clinic once a week on rights and entitlements, and some of the parents had already used their service. We wanted to be respectful, to make sure the young people felt included. But certainly, it was a reaction, rather than anything planned because we had no warning that they were coming, we had no time to plan. It was just a phone call from the community worker in the Partnership [former Resettlement Worker] to say that they had arrived and could we offer some support. We sat down and used google translate which was not perfect but we made it work. A couple of our sessions were just sitting at the computer, typing out a word. It was a good way to build the relationship. We also found that food worked really well, bringing them to shop for food that they wanted. We were building the relationships all the time.'

Since then, they have worked with the young people in a non-formal learning context to support them in the transition to life in Ireland, setting up a Wednesday Club in partnership with Glenart Community College, as outlined in the education section. Broader concerns about the behaviour of some of the teenage boys were issues that the Vault and Glenart Community College worked to respond to, through one to one support.

In June 2018, the Vault brought 11 of the young Somalis to the President's Garden Party for Young People at Áras an Uachtaráin.

Key to the approach by the Vault has been allowing the young people to identify what is important to them. This is in line with guidelines from *Better Outcomes, Brighter Futures* and specifically: Aim 5.1 : Sense of own identity, free from discrimination:

> Children begin to develop a sense of their own identity in early childhood, and this process continues throughout childhood, adolescence and into adulthood. A positive sense of identity and belonging are core human needs. Understanding their family, origins and cultural identity is of huge significance to children, particularly in their teenage years, and can have a profound impact on their psychological development and stability.

The work carried out by the Vault indicates a strong commitment to supporting social interaction and social integration. Using data from the *Growing Up In Ireland* longitudinal survey, the ESRI (2016) highlight the importance of social integration and interactions among migrant children in Ireland. They explain that 'social interaction provides a variety of protective functions – a sense of belonging, emotional support, and a source of information.' They suggest that although this is important for all individuals in society, 'the protective functions provided by social interaction are of particular importance for newly-arrived migrant families and their children (2016, 189).' More recently, in September 2018 the Vault supported three young Somali women to participate in the Safe Haven Voyage Ireland programme[46].

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46 http://www.safehavenireland.com/our-sailing-programme/

Learning from good practice elsewhere

7.1 Mainstreaming resettlement: An interagency approach.

The Carlow Rohingya Resettlement Project developed a number of excellent practices during the life of the committee including engaging a comprehensive list of agencies on the Resettlement Committee (see Appendix 1). At the same time, they consulted with the Kilkenny Sudanese Resettlement Programme, and Dublin-based SPIRASI on a regular basis and links were made with agencies in the UK, such as the Horton Housing Association who work with Rohingya refugees in Bradford (Titley 2010). A further five aspects were central to their success:

- The location of the Resettlement project within St Catherine's Community Services Centre (the implementing partner) which delivers a range of social inclusion projects directly from the Centre, including Carlow Citizens Information Service.
- A commitment that all organisations on the Interagency work together to address social exclusion and to secure funding to develop innovative responses.
- The establishment of sub-groups including 'PR and Communication', Education, Young People and Housing.
- The Steering Committee of the Resettlement Programme and the Lead Agency, St. Catherine's Community Services Centre, secured funding to extend the resettlement programme. During the project, they worked to the ensure completion of the existing operational plan and the development of a comprehensive mainstreaming Strategy for the end of the project. The project ran over three years.
- The European Social Fund funded the second phase of the Resettlement Project via Pobal. In this phase, a comprehensive evaluation was implemented which was invaluable for learning on the project (Titley 2012) as well as for other projects.

7.2 The public sector duty

The Public Sector and Human Rights Duty was established under section 42 of the *Irish Human Rights and Equality Commission Act 2014.* It places a legal duty on public sector organisations to have regard to the need to eliminate discrimination, promote equality, and protect human rights, in their daily work.

Article 42. (1) A public body shall, in the performance of its functions, have regard to the need to:

> A. Eliminate discrimination.

> B. Promote equality of opportunity and treatment of its staff and the persons to whom it provides services, and

> C. Protect the human rights of its members, staff and the persons to whom it provides services.

It requires public bodies to take pro-active steps to address the equality and human rights issues that affect the people who use their services, people affected by their policies and people employed

in the organisation[47]. The **Public Sector and Human Rights Duty** is currently underway as a pilot project in **Cork City Council**[48]. It is has been implemented in partnership between **Longford County Council and the Local Community Development Committee**[49] and also by **Monaghan County Council**[50]

These types of responses are vital given that the Irish Human Rights and Equality Commission (IHREC) have found that people from Black and Minority Ethnic Groups experience higher levels of discrimination in accessing public services than white Irish people.[51] This issue is also identified by the European Network Against Racism's (ENAR) latest iReport which identifies staff members in a public body or publicly funded organisation as amongst the highest categories of perpetrators of discrimination towards people from ethnic minorities:

> 'Ethnic minorities are experiencing both discrimination and abuse in their interactions with essential services, including Social Welfare offices, local authorities, schools and policing[52]'.

7.3 Education

Displaced young people face an increasing need for more flexible education opportunities. In response, UNHCR has initiated an Accelerated Education Working Group, an inter-agency group of education partners that are working to provide guidance, standards and indicators for accelerated programming[53]. Avoiding the disenfranchisement of young people with eager expectations of what might be possible to achieve is vital.

Education and Progression Supports:

1. Youth and Education Service for Refugees and Migrants (YES for Refugees and Migrants) under the City of Dublin Education and Training Board.

YES runs the Migrant Access Programme (MAP) and a School Support Service. MAP is a student centred transition programme that prepares newly arrived Separated Children Seeking Asylum (i.e. unaccompanied minors) and other young people from refugee and migrant backgrounds for mainstream post-primary school and life in Ireland. The Programme aims to increase the students' ability to engage with the post-primary curriculum, while at the same time developing their overall literacy, learning and interpersonal skill-set.

Students receive 20 hours per week tuition in English, Maths, Life Skills and basic IT, and have a

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47 https://www.ihrec.ie/events/implementing-public-sector-duty/

48 https://www.ihrec.ie/app/uploads/2017/10/Implementing-the-Public-Sector-Equality-Human-Rights-Duty-in-Cork-Ci-ty-Council_Michael-Burke.pdf

49 https://www.ihrec.ie/app/uploads/2017/10/Implementing-the-Duty-An-Inter-Agency-Approach-at-Local-Level.pdf

50 https://www.ihrec.ie/app/uploads/2017/10/Implementing-the-Public-Sector-Equality-Human-Rights-Duty-in-Mona-ghan-County-Council_Bernie-Bradley.pdf

51 https://www.ihrec.ie/documents/who-experiences-discrimination-in-ireland-evidence-from-the-qnhs-equality-modules/

52 http://enarireland.org/wp-content/uploads/2018/01/iReport_1516_jan-jun2017.pdf

53 http://uis.unesco.org/sites/default/files/documents/missing-out-refugee-education-in-crisis_unhcr_2016-en.pdf

choice of a range of after-school activities. Students are from diverse linguistic, cultural, social, and educational backgrounds; ranging in age from 13 - 18. The programme is based in a youth centre in Dublin 1. The School Support Programme supports young migrants in post-primary school through after-school, mid-term and holiday time support. The programme also cooperates with schools and teachers to support good practice in English as Another Language provision.

2. Carlow Resettlement Education Supports

An Afterschool project was organised in St. Catherine's Community Services Centre for primary students (Titley 2012, 12) to provide additional support in navigating the formal education system. At the same time, the Vault (Carlow Regional Youth Service) established support for post-primary students (p.12). This ran every week during the year. Despite low levels of engagement with the school in the case of some of the teenagers, attendance was reported to be 'excellent' for the Afterschool projects. The subsequent participation of the ten primary age young people in mainstream Afterschool is a real indication of the success of these projects (Titley 2012).

Also, a series of seasonal youth programmes, run during school holidays and provided the Rohingya young people with a range of activities and ongoing English and social integration support. Throughout the programme, the young people also engaged in mainstream youth initiatives provided by Carlow Regional Youth Service with their peers from the local community. These separate programmes involved fashion, soccer, arts and crafts and Zumba dancing.

3. Further and Additional Education Needs: The CREWE Project.

Following on from the Carlow Rohingyan Resettlement Programme (2009 – 2012) the CREWE[54] project (Carlow Rohingyan Education and Work Experience) commenced in February 2014 and ran initially until December 2014. The programme was then extended to June 2015; it was co-financed by the European Commission under the European Refugee Fund to develop the targets groups capacity to seek and obtain training, education and employment, while also enhancing life, language and social skills, personal development and day to day interaction and integration with the local community. The programme included the following aspects:

- Class-based training including FETAC Level III modules in Career Preparation and Communications.
- Social and language skills development training including basic sewing and horticulture
- A series of themed workshops and information sessions covering general life skills such as budgeting, sexual education, household management and general information sessions around future education and employment routes or opportunities.
- CV preparation in association with the CCDP Jobs Club.
- Drug and Alcohol Awareness Training.
- Professional Development Training such as Manual Handling, Basic Food Hygiene, First Aid, Fire Safety Training.

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54 http://catherines.ie/what-we-do-st-catherines/crewe-programme/

- Activity-based or informal learning sessions, in association with Carlow Regional Youth Services, focused on the development of transferable skills such as team building, active leadership, self-esteem, health and fitness, coaching skills and self-defence.

- An Enterprise Project

- Supported work placement

- One to One Support and Advocacy service.

4. Thurles Post-Resettlement Education Support

The Syrian parents identified the homework needs of their children post-resettlement in 2016. They advocated directly with the local services in Thurles for homework support. Where a significant relationship had not already been established with the youth service (Youth Work Ireland Tipperary), they saw it as an opportunity to build a relationship. Accordingly, YWIT collaborated with the local development company (North Tipperary Leader Partnership) to access SICAP money to fund the Homework Club. Thus, the youth service ran the homework club with support from its staff and in conjunction with a qualified primary teacher hired for the sessions.

Over time, this allowed the youth service to get to know the young people and their parents and integrated them into mainstream youth work. The youth project also developed a specific programme with the young people to give them a space to tell their own stories and convey something of their identity and what had been lost or gained on the migration journey (Youth Work Ireland Tipperary 2017). More recently, YWIT have developed a partnership with Tipperary ETB to support literacy and social integration outcomes in an ongoing way.

7.4 Targeted Employment and Language Programmes

In recent years, projects have emerged that offer a combination of mentored job placements, language supports and workforce training and skills development designed to support disadvantaged individuals. These programmes aim to help those who are facing barriers to accessing and benefiting from general employment and education services. A number of projects currently funded under the Programme for Employment, Inclusion and Learning, Ireland include tailored responses, including the New-Start Programme below[55].

1. The Kilkenny Migrant New-Start Programme
The program offers the following support:

• Intensive English language and ICT skills.
• Improves the level of job readiness of each participant through the 'Kick Start' program which is a successful package of pre-employment training
• Supports the placement of all participants in work, further training/education, self-employment

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55   http://eufunding.justice.ie/en/EUFunding/ESF_Booklet_Final%202017-09-08.pdf/Files/ESF_Booklet_Final%202017-09-08.pdf

Newstart- the Kilkenny Migrant Employment Programme was established as a result of a funding application to the European Social Fund (ESF) under the programme for Employability, Inclusion, and learning (PEIL) 2014 – 2020). KLP led the application on behalf of a coalition of local agencies and community-based groups that support migrants in Kilkenny. The group which consists of Kilkenny LEADER Partnership, Kilkenny Integration Forum, Kilkenny County Council, Carlow and Kilkenny Educational Training Board and St. Canice's Community Action Network. The application was successful in securing €357,350 for the programme aimed at improving the employment capacity of migrants.

2. The Net-WORK Project Meath

As part of their integration work, Cultur and Meath Partnership are collaborating in delivering a programme aimed at addressing the barriers to employment experienced by migrant women in county Meath.   The Net-WORK project is delivered through practical, hands-on, integrative, accredited and non-accredited support and training programmes that will enhance the skills of women with leave to remain or refugee status to stay and progress in employment. These will include soft skills training cultural awareness in the workplace and job-ready skills. It aims to:

- Build the self-esteem and confidence of refugee women, through an employment preparation programme with one-to-one and peer support;

- Bridge the skills of female refugees to support their pathways towards employment-Accredited training

- Instigate and support the proposed informal social networks

- A supported Volunteer opportunity with Meath Volunteer Centre.

- Support is provided around English language progression, and funding is available to cover childcare and transport costs.

7.5 Volunteer Mentoring: One to One

1. Limerick based NGO **Doras Luimni** have developed **a Volunteer Family Advocacy Role** as part of their response to resettlement. The programme aims to support and enable families to complete activities that may be difficult or confusing for them. Advocates are urged not to do everything for their families, but rather to assist in order to encourage confidence, build capacity and enable effective integration. Examples of the types of activities that may be required of advocates:

- Assisting an individual to make a dentist or doctor's appointment. This may involve helping them to build confidence with their English by sitting alongside them while they are on the phone and be on hand if any difficulties arise.

- Calling to confirm hospital appointments.

- Telephoning hospitals to request/confirm an interpreter.

- Checking any school/crèche correspondence and ensuring that there is follow up if actions need to be taken such as money for swimming lessons or book rental schemes.

- Help with completing forms including a homework club registration form, disability allowance application, passport form and Back to Education Allowance.

Importantly, a vital part of this role involves **intercultural training and a resource pack** of useful contacts and information. The initial meetings between the Advocate and the family is in the family home or the Doras Luimni office, and the Resettlement Support Worker accompanies the advocate. One of the main successes of this project is that that family advocate becomes invested in the human rights of refugees and therefore becomes a wider community advocate[56],[57].

2. Time Together UK: The project recruits and trains volunteers to mentor refugees and asylum seekers as they make the transition and settle into UK life**.** Over a period of three years, the project aims to train and match 45 volunteers to 45 refugees and asylum seekers. Volunteers meet with their mentee for approximately five hours each month, for six months. Support is practical, working towards a goal set by the mentee. Goals may include learning a new skill, developing a hobby or simply getting involved in the community. For the volunteer, this provides an opportunity to learn about issues affecting refugees and asylum seekers in their neighbourhood[58].

7.6 Supporting Health and Well-Being

1. **HSE Intercultural Health Project in the South East** have developed the following analysis based on participative research:

> 'There is limited data on the health status of asylum seekers and refugees in Ireland, with access to health services based mainly on entitlement or ability to pay. Barriers to accessing health services include language difficulties, cultural issues, gender sensitivities, distance from services and a lack of information published in other languages. The direct provision accommodation system and the length of the asylum process can have a negative impact on health outcomes. Impediments to access relate to how health services are delivered and the wider context beyond the medical system, where a non-governmental organisation (NGOs) can assist in identifying the hidden needs of vulnerable migrant groups. *Access to primary care is promoted by collaboration between multidisciplinary teams and facilitated through outreach supports and advocacy to organise for example hospital appointments and general practitioner (GP) registration'* (HSE and ISU (Integration Support Unit) 2016).

The HSE is now funding the **Waterford and South Tipperary Community Youth Service - Intercultural Health Project**[59]. They are currently advertising three vacancies with the aim of improving the health outcomes for minority and vulnerable communities. These positions include:

- Intercultural Health Project Supervisor (Full-time).
- Roma Health Advocate (Part-time).
- Asylum Seeker Refugee and Health Advocate (Part-time).

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56   Conversation with Leonie Kerins, Director of Doras Luimni. 23/08/18.

57   http://dorasluimni.org/volunteer-family-advocates/http://dorasluimni.org/wp-content/uploads/2016/08/Family-Advocate-Handbook-May-2016.pdf

58   https://www.timebank.org.uk/time-together/how-does-it-work

59   At the time of writing, September 2018, these project vacancies were being advertised on Activelink

2. **Ferns Diocesan Youth Service recently partnered with the HSE** and in collaboration with the **Doras Luimni** Wexford Resettlement Project. The HSE funded a **Mental Health Nurse** to work directly with the families, building relationships with them to support their mental health well-being.

In addition, they implemented **the Music in Mind Programme** in order to facilitate conversations about mental health wellbeing and to overcome stigma in this regard. Music in Mind is an initiative designed to bring music participation to people with mental health concerns. In partnership with Mental Health Ireland, the programme provides percussion and choir workshops to clients of mental health support centres in Dublin and beyond.   It is a programme of participative music workshops for people in the community living with mental health difficulties. Either singing in a choir or playing percussion as part of an ensemble; in either case, the focus is on participation and enjoyment[60].

3. **Youth Work Ireland Tipperary partnered with Tipperary County Council** to support Syrian families in Thurles in 2018 under the Healthy Ireland Fund[61]. This programme focused on physical rather than mental health and involved the following elements:

- An eight-week Zumba programme for mothers and daughters.
- A six-week soccer programme for fathers and sons.
- A family activity day at Birr Activity Centre.

4. **The Rohingya Resettlement Project in Carlow** planned workshops around the topics of self-care/ stress relief, domestic violence and support work. The aims of these were to build trust between the Rohingya women and Carlow Women's Aid and to open a dialogue about women's experiences to create with the Rohingya women culturally sensitive ways of talking about, exploring and developing strategies to address relationship difficulties. (Titley 2010).

60 https://www.nch.ie/Online/default.asp?BOparam::WScontent::loadArticle::permalink=Music-In-MindandBOparam::WScontent::loadArticle::context_id=
61   Email with Youth Work Ireland Tipperary. August 2018. Resettlement support for the Syrian families finished in 2016.

Appendix 1

Carlow Refugee Resettlement Committee 2009-2011

1. Carlow Local Authority

2. Carlow County Development Partnership

3. St Catherine's Community Services Centre

4. Department of Social and Family Affairs

5. Carlow Regional Youth Service

6. Health Service Executive

7. Carlow County Childcare Committee

8. Department of Education and Skills

9. An Garda Siochana

10. Carlow Women's Aid

11. Barnardos

12. County Carlow VEC

13. Carlow and South Leinster Rape Crisis Centre

14. National Education Welfare Board

Appendix 2

Arklow CIC, Case study

Abdul dropped into Arklow Citizens Information Centre (CIC) to inform us that he was bringing over additional members of his family under Family Reunification. He had the approval to bring some of his young siblings to Ireland. When the CIC interviewed Abdul, he reported that due to the value of his siblings' travel documents, who were temporarily residing in another state, that they had been targeted by criminals as such documents are a valuable commodity in the black market. Thus he had made urgent arrangements to have them transported to Ireland as soon as possible. In order to pay for their flights, Abdul had borrowed the money. When the CIC contacted the Irish Red Cross for assistance with travel costs, we discovered that such payments could not be paid retrospectively under this scheme. The CIC Information Provider voiced her concerns to the Irish Red Cross about such a rule, and shortly afterwards the system was changed - travel documents are now sent to the nearest Irish Embassy or Consulate rather than directly to the refugee.

We conducted a benefits check for Abdul's children and assisted him with applying for Child Benefit and an Increase for Qualified Child payments. We also assisted with organising schools for the children as well as school transport, i.e. registering for the school bus. Under the International Protection Act 2015, Abdul's siblings are entitled to the same rights as he is, e.g. medical cards. Applying for these has become a protracted process as all of the GP practices in Arklow are oversubscribed. We assisted Abdul to draft a letter to inform the HSE that he had approached three GP practices in the town but that none could accommodate his siblings. The HSE subsequently nominated a GP practice to take on his siblings. Unfortunately, this GP practice was a different practice to the one that Abdul and the other members of his family use. It is often the case that families are broken up in this manner in relation to their medical practitioners.

Abdul was advised to inform the Local Authority of the changes in his family circumstances as there was now overcrowding in his home. We assisted some of the adult members of Abdul's family to apply to the Local Authority, and they were subsequently approved for social housing and the Housing Assistance Payment or HAP. However, there is currently a shortage of both Local Authority and private rented accommodation in Arklow making it difficult to secure accommodation in the town.

The interventions outline above are lengthy, complex and difficult which are exacerbated by the language barrier and an unfamiliarity with the Irish welfare system. The forms are detailed and are not very user-friendly, and the automated telephone systems are impossible to navigate particularly for those from overseas. Very often the relevant state agencies can be hard to contact by telephone and email is the only option. Again this can pose a difficulty for some of our marginalised clients to follow up themselves. This work involved countless interventions spread over an extensive period and some of the issues are still ongoing. As Arklow CIC is a frontline service, we have become the 'the safety net' for our Somali clients who very often have nowhere else to go.

Appendix 3

Wicklow Local Economic and Community Plan- National and Regional Policy and Strategy Context:

The following represents a listing of national, regional and local government policy and strategy documents, which have informed the preparation of the LECP.

1. Better Outcomes Brighter Futures: The National Policy Framework for Children and Young People 2014-2020

2. Healthy Ireland: A Framework for Improved Health and Wellbeing 2013 - 2025

3. Food Harvest 2020: A Vision for Irish agri-food and fisheries

4. National Action Plan for Social Inclusion

5. National Strategy for Traveller / Roma Integration

6. OECD Report on Local Development Ireland

7. Our Sustainable Future: A Framework for Sustainable Development in Ireland

8. Pathways to Work

9. Programme for Employability, Inclusion and Learning (PEIL) 2014 – 2020

10. Regional Action Plan for Jobs

11. Rural Development programme 2014 – 2020

12. Social Inclusion Community Activation Programme (SICAP)

13. Youth Guarantee Implementation Plan

14. DECLG Guidelines on Local Economic and Community Plans, 2015

15. Supporting Economic Recovery and Jobs Locally: Local Government Sectoral Strategy to Promote Employment and Support Local Enterprise

16. Enterprise Ireland – Driving Enterprise, Delivering Jobs – Strategy to 2016

17. Action Plan for Jobs 2015

18. Action Plan for Jobs (Mid East Region) 2015 to 2017

19. National Spatial Strategy

20. IDA Ireland-Research, Development and Innovation Strategy

Appendix 4

List of research participants

Arklow Gardaí

Carlow County Council

Child and Family Support Network Wicklow

CDETB Youth and Education Service for Migrants

County Wicklow Partnership

Co Wicklow Children and Young People's Services Committee

Co Wicklow Citizens Information Service

Co Wicklow Citizens Information Centre

Doras Luimni

Glenart Community College

KWETB-Adult Literacy

KWETB-Community Supports

KWETB- Youth Office

Mental Health Foundation, Glasgow

Springboard Child and Family Service, Arklow

The Vault-East Wicklow Youth Service

Uludag Somali Association, Dundalk

Wicklow County Council

Appendix 5

List of Resources for Intercultural and Human Rights based Training

Amnesty International: Human Rights: The Rights of Refugees.
This course will teach you about the human rights of refugees and empower you to defend them.
https://www.edx.org/course/human-rights-the-rights-of-refugees-0
PPENDIX

Doras Luimni: Anti-Rumours Resource Pack
This resource encourages discussion about stereotypes and rumours, particularly those that relate to migrants. Learners will be asked to consider where stereotypes come from and how these stereotypes affect people. These issues are also considered in relation to prejudice and discrimination.
http://dorasluimni.org/wp-content/uploads/2017/07/Training-Resource-Pack.pdf

National Youth Council of Ireland: Peace and Justice: It's Up to YOUth:
The resource seeks to put the plight of refugees and the drivers of migration into a wider political context using the Sustainable Development Goals. The activities challenge you to be empathetic to the stark reality and perilous journeys facing refugees and migrants, including giving some insight into what it might be like to have to live that reality and make the tough choices facing their fellow human beings every day.
http://www.youth.ie/Global_Rights_Resource

Youth Work Ireland Tipperary: "What's the Photostory Syria-Tipperary?"
This toolkit tells the stories from 15 young Syrian refugees and seeks to create a bond between the reader and the teller of the stories. Many young people come to live in a new country with their family, or sometimes on their own, because of circumstances that are out of their control. This movement away from all that is familiar can be very disrupting to a young person's sense of self. Some young people carry painful memories with them. At the same time, moving to and settling in a new country can also be a period of discovery, of learning new things.
https://www.digitalyouthwork.eu/?material=whats-photostory-syria-tipperary-en

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