

Outcomes of the SVP and VCRS refugee resettlement in North Yorkshire and York

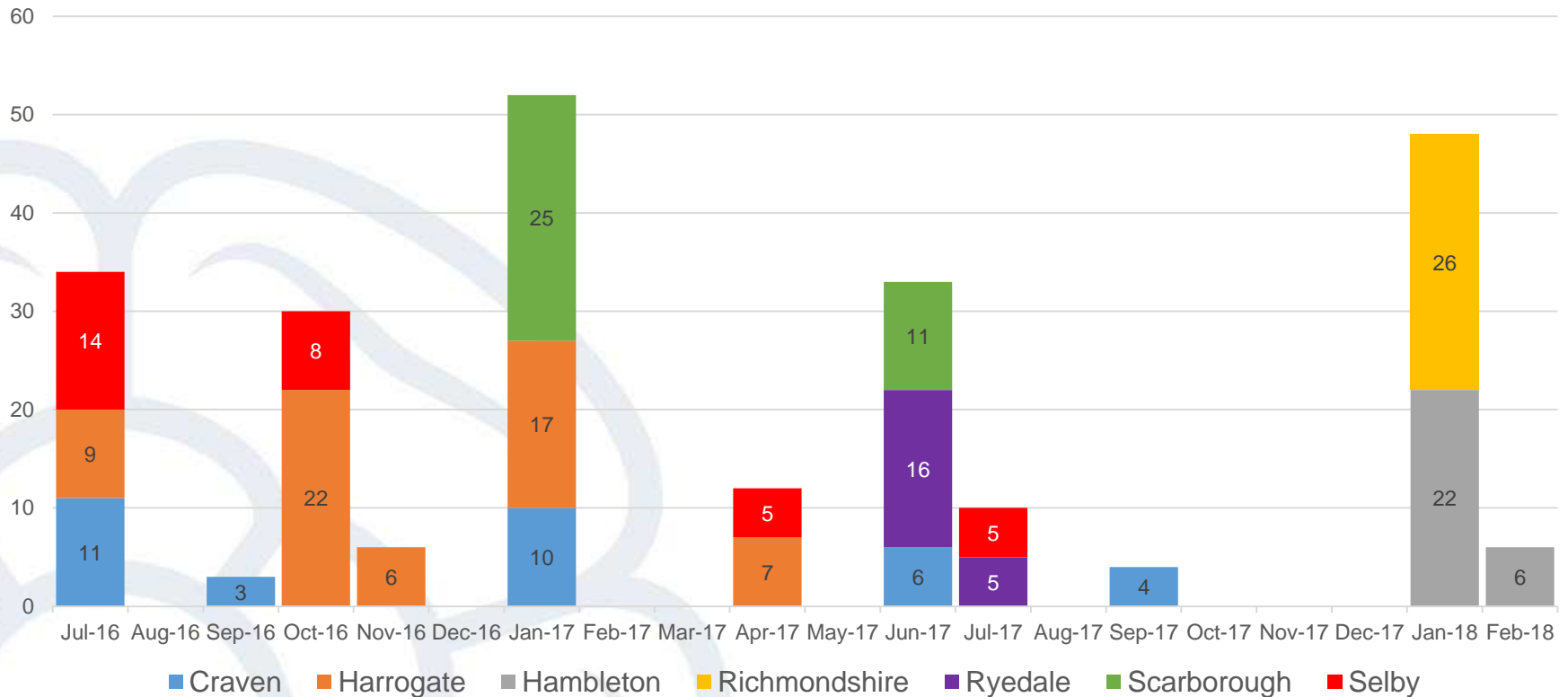
Jonathan Spencer, Project Manager - North Yorkshire Refugee Resettlement

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Presentation to YNYER Housing Forum:
Monday 12 November 2018

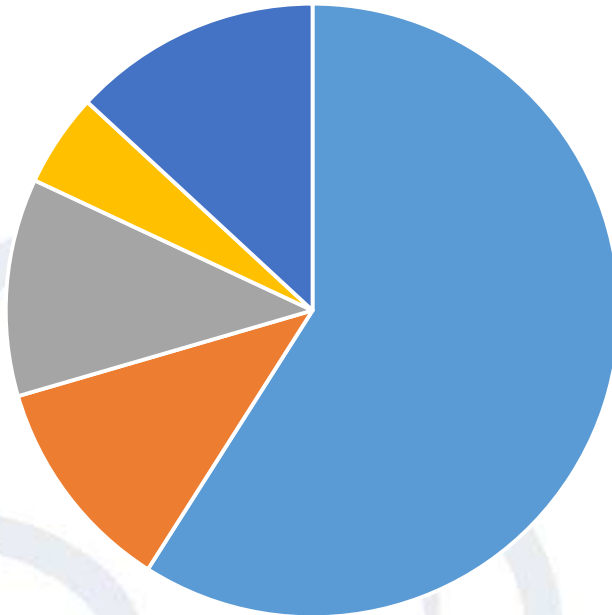
Timeline of refugee resettlement in North Yorkshire (exc. City of York)

Number of refugees resettled by district



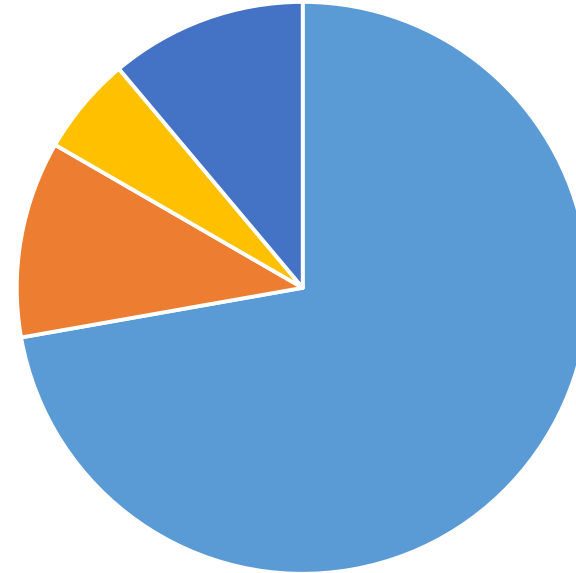
Categories of complexity of cases resettled

North Yorkshire (exc. City of York)



- Category 1: Non-complex
- Category 2a: Mobility Issues
- Category 2b: Serious Medical
- Category 2c: Psychological
- Category 2d: Special Educational Needs

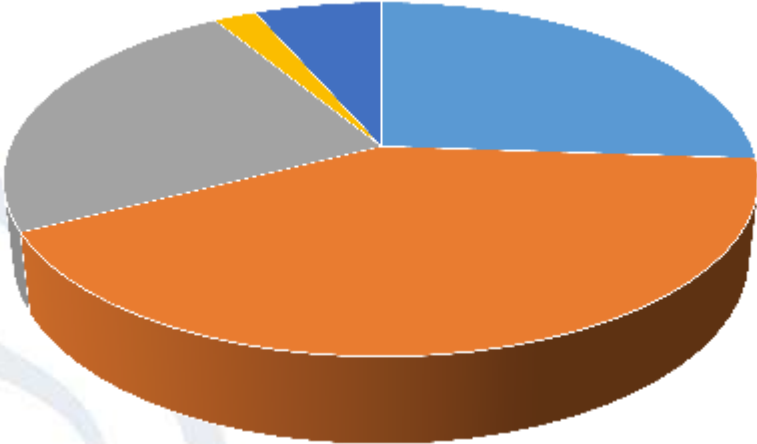
York



- Category 1: Non-complex
- Category 2a: Mobility Issues
- Category 2c: Psychological
- Category 2d: Special Educational Needs

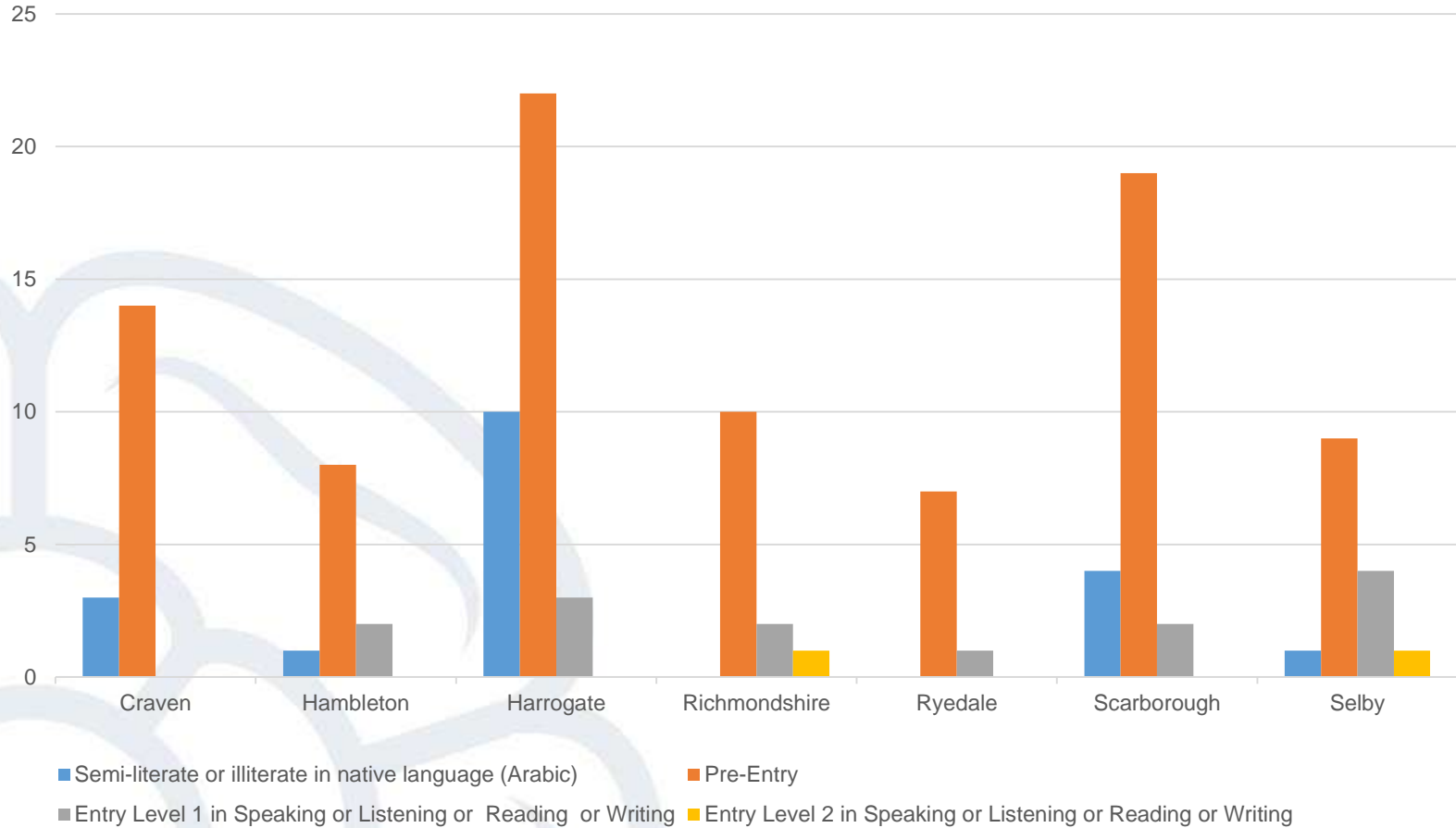
UNHCR resettlement categories by case

Primary submission category (N. Yorks exc. City of York)

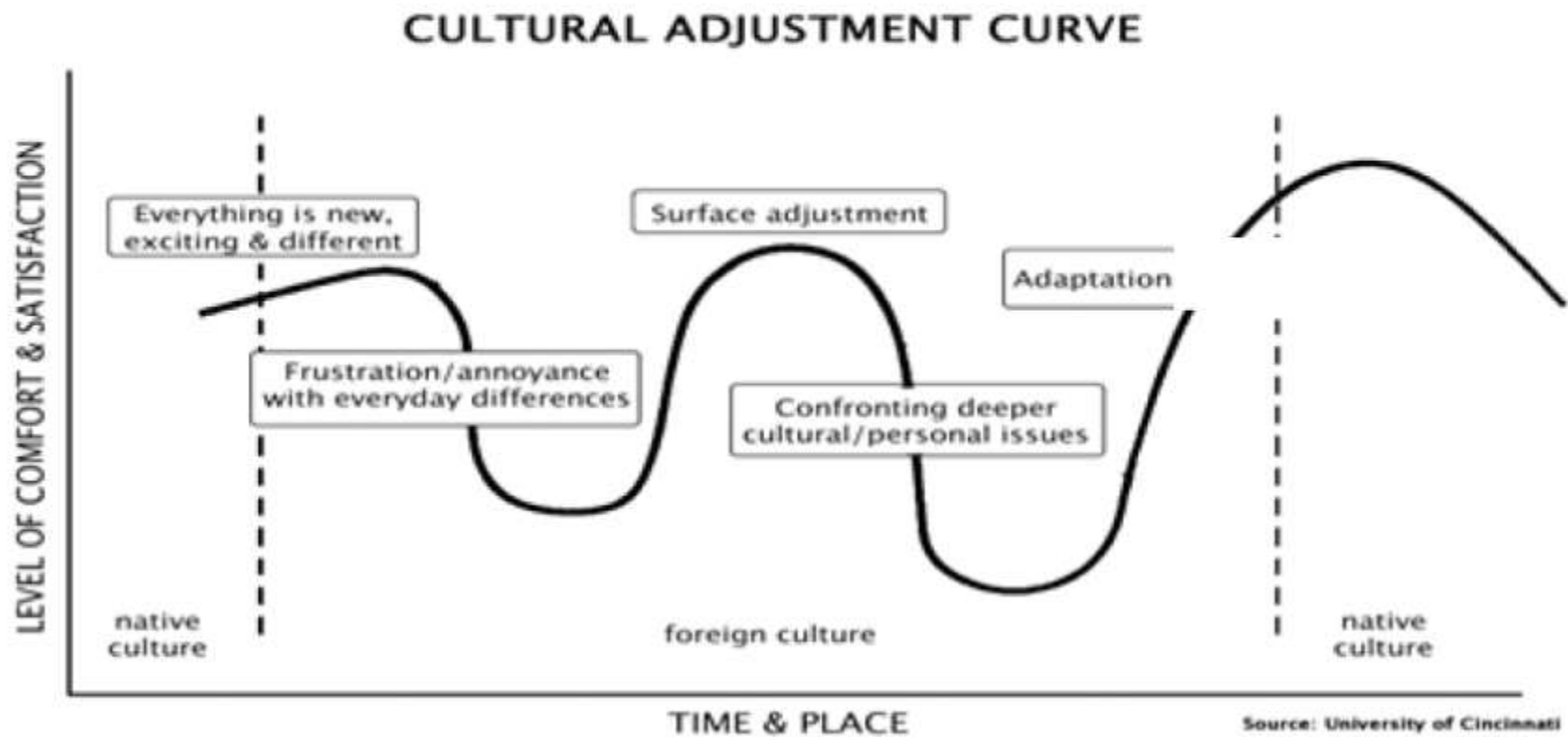


- Survivors of violence & torture
- Legal and/or physical protection needs
- Children and adolescents at risk
- Women and girls at risk
- Medical needs

English language levels on arrival (N. Yorks exc. City of York)



The stages of culture shock



Refugee Resettlement in North Yorkshire and City of York

Objective:

- ❑ North Yorkshire: To resettle 200 Syrian Vulnerable Persons and seven families under the Vulnerable Children's Resettlement Scheme by 2018.
- ❑ City of York: To resettle 63 Syrian Vulnerable Persons between 2016 and 2018.

Desired outcomes:

- ❑ To ensure that the refugees resettled under the SVP and VCRS resettlement schemes can lead independent lives as quickly as possible including having access to education or employment as appropriate.
- ❑ To ensure the that the SVPs and VCRS resettlement programmes are delivered on time and within budget

Refugee Resettlement in North Yorkshire and City of York

Delivery: Year 1 caseworker support

Years 2-5 continuing to build up independence

Years 2-5 programme: key aspects include -

- continuation of English language classes
- employment advice/training/volunteering opportunities
- continuation of support to schools
- scaled down integration support ('Independent Living Advice'), community development and volunteer co-ordination



Monitoring undertaken on progress

The Home Office requires North Yorkshire County Council (as the lead local authority in North Yorkshire) and City Of York Council (for City of York) and the Refugee Council (as the appointed integration support provider) to collect a range of information for programme monitoring and reporting purposes. This is undertaken in April and October.

Key aspects include:

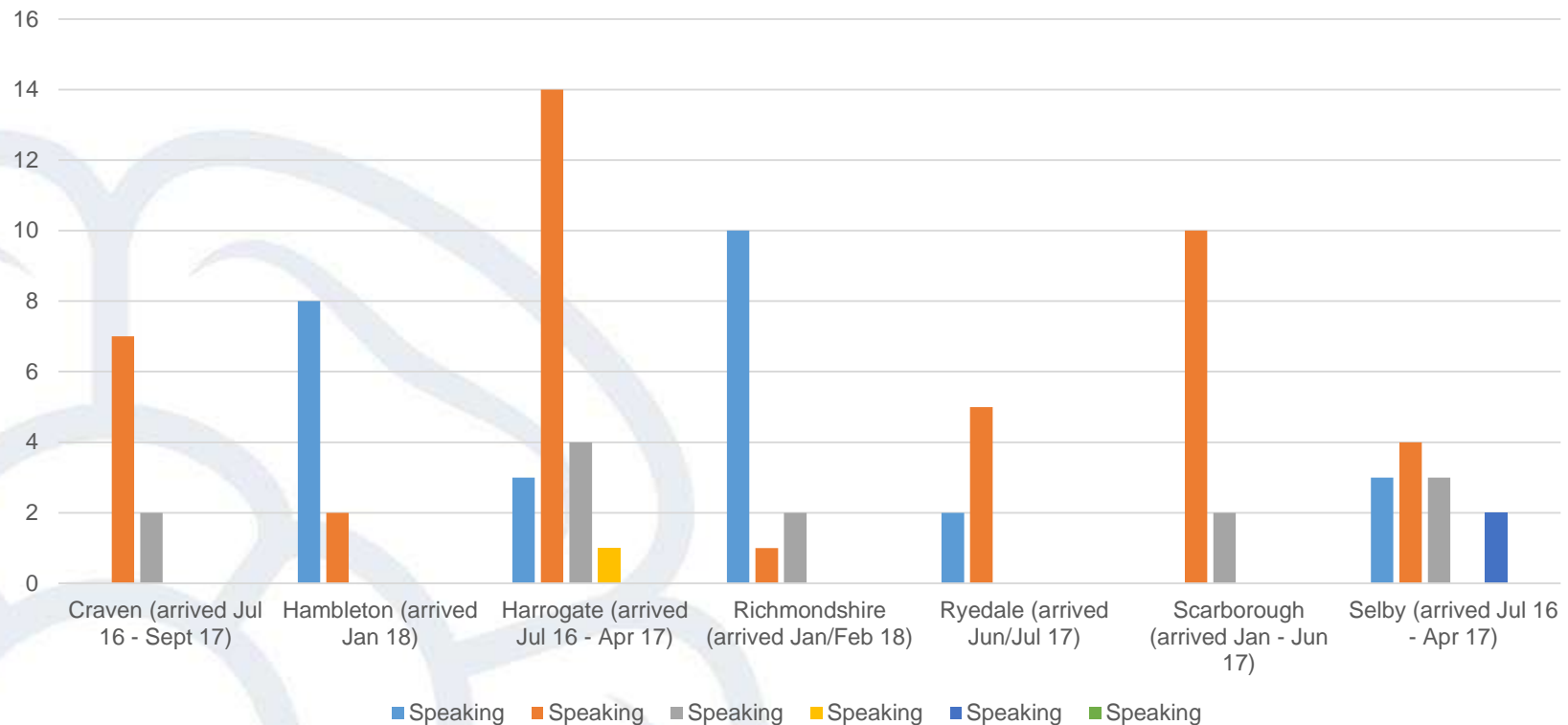
- ❑ Any changes in family composition since arrival to the UK (births, deaths, separation, divorce) and change of address
- ❑ National Insurance Numbers and Unique Pupil Numbers
- ❑ ESOL-related information including current level reached and reasons for non-attendance at classes
- ❑ Current main economic status in the UK
- ❑ Date of first employment following arrival to UK and if undertaken voluntary work
- ❑ Whether the individual is currently receiving benefits and if so the type of benefits
- ❑ Health-related information
- ❑ Services being provided by an LA funded external partner

Progress made towards achieving independence and integration



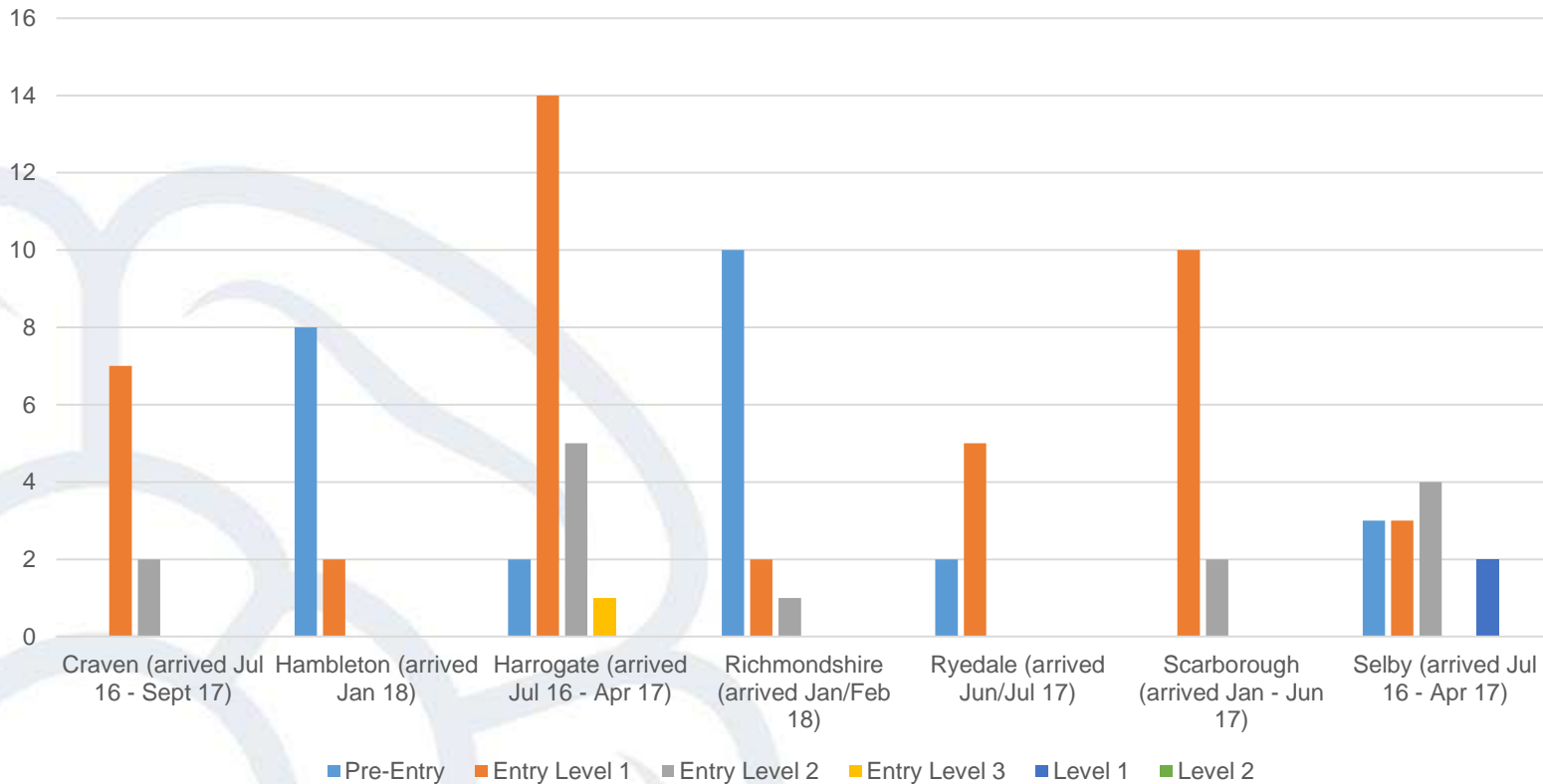
Achievements to date English language (adults) – N. Yorks (exc. City of York)

Speaking level: October 2018



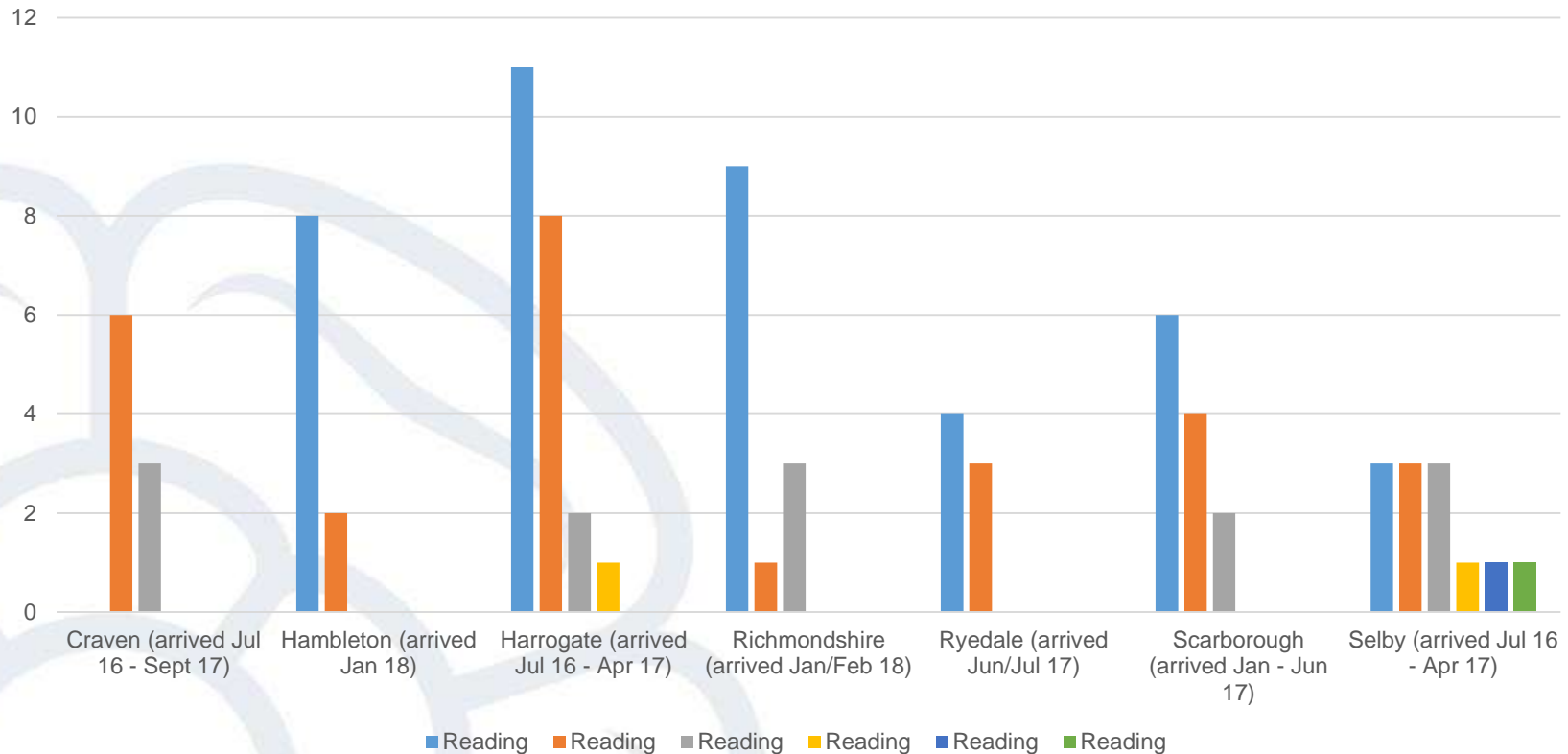
Achievements to date English language (adults) – N. Yorks (exc. City of York)

Listening level: October 2018



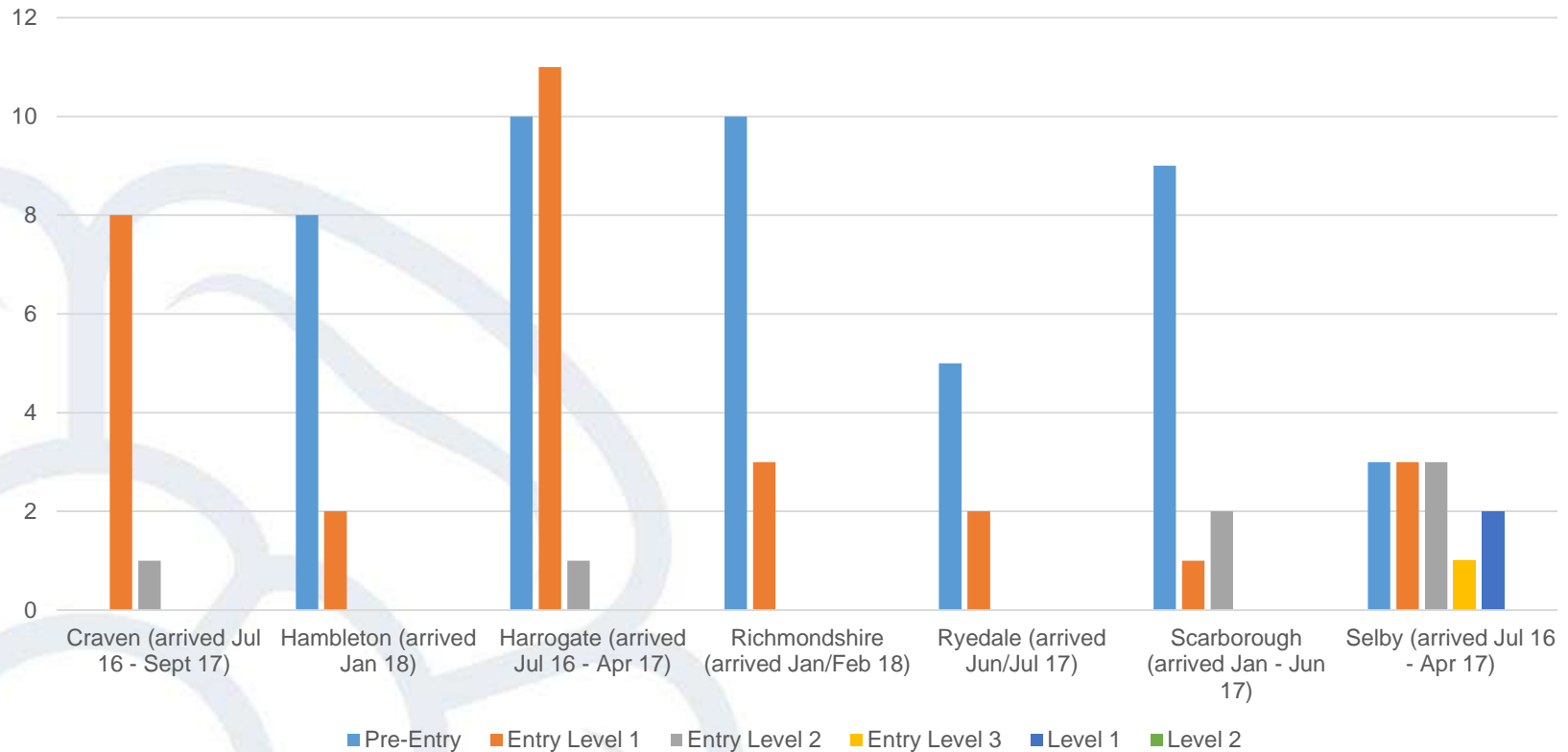
Achievements to date English language (adults) – N. Yorks (exc. City of York)

Reading level: October 2018



Achievements to date English language (adults) – N. Yorks (exc. City of York)

Writing level: October 2018



Case study: ESOL progress made (adults)

Mr 'D' is a 54 year-old refugee who had only had six years of education in his native country. He and his family were resettled in Harrogate district in April 2017.

- He was able to speak and understand Arabic easily but was only semi-literate in Arabic. On arrival he was assessed as pre-entry i.e. he had no English language skills at all.
- In **April 2018** Mr 'D' was still assessed at being pre-entry in all Speaking, Listening, Reading and Writing, despite his very determined efforts to get to grips with the English language; not an easy task for someone in his mid-fifties with limited literacy skills in his first language.
- However, determination to succeed enabled Mr 'D' to make sufficient progress in his speaking and listening skills for him to take his Entry 1 Speaking & Listening exam in **May 2018**. Whilst he passed the two Speaking activities he failed the Listening activity.
- Finally, in **October 2018** Mr 'D' passed with full marks! On being told that he had passed, Mr 'D' was overcome with emotion, revealing just how much gaining his first English certificate (and possibly his first educational certificate ever), meant to him. It had been a struggle but he had got there in the end through hard work, determination and support from his teachers. Mr 'D's next goal is to achieve his Entry 1 Reading exam by July 2019 at the latest.

Employment (N. Yorks exc. City of York)

	No. of working aged adults (+17 yrs) no disabilities	Of those nos. of who have gained employment
Jul 2016 arrivals		
Craven	2	1
Harrogate	4	2
Selby	4	0
Total	10	3
Oct/Nov 2016 arrivals		
Harrogate	10	1
Selby	5	0
Total	15	1
Jan 2017 arrivals		
Craven	4	0
Harrogate	4	2
Scarborough	15	4
Total	22	6
Apr 2017 arrivals		
Harrogate	4	1
Selby	2	0
Total	6	1
Jun/Jul 2017 arrivals		
Ryedale	9	0
Scarborough	5	0
Total	14	0
Sept 2017 arrivals		
Craven	2	1
Total	2	1
Jan/Feb 2018 arrivals		
Hambleton	10	0
Richmondshire	13	0
Total	23	0

Progress – children and young people

The family of five were resettled in Harrogate district in October 2016. One of their three children, 'M' is severely disabled and requires specialist SEND provision. The two youngest children attend the local primary school and are supported in their language learning by North Yorkshire County Council's EAL/GRT Service; they are making very good progress and have settled well, making friends with local children.

- After many initial visits from a wide range of health and social care services specialist resources were provided including a wheelchair and car seat to enable 'M' to attend a local special school. In addition health and social network agencies have educated and supported the family in safe management techniques and the family now have a better understanding of 'M's condition and are very able to manage the day to day care of their child with safety.
- 'M' is now happily attending a local special school and is making remarkable progress in her development and spoken language.

Progress – children and young people

'M' and her family were resettled in Richmondshire in January 2018. She had been educated in both Syria and Jordan and had more English than is normally expected.

- 'M' went to a Secondary School in Richmondshire. The school organised for M to have a peer mentor, and received support from North Yorkshire County Council's EAL/GRT team twice a week to build on her English understanding. 'M' gradually grew in her confidence and after five weeks it was decided that she would not need the extra support and that they would just monitor how she was getting on. 'M' built some good friendships who she also saw outside of school and kept in touch through Instagram.
- 'M' is now attending Darlington College studying the Level 1 Business Studies Course with ESOL at Level 2. She is hoping to study for three years at college and then go onto University.
- 'M' also has been working with the EAL and GRT Service to run Diversity Days in Schools in North Yorkshire. She presented four workshops for 80 children in Leyburn Primary School. She spoke about her life in Syria and Jordan, showing them pictures of life before the conflict and the terrible injuries she received when her home was bombed. She then shared about how her life has changed by coming to Britain and her experiences here.

The future

- ▣ Refugee Voice
- ▣ Continuing integration and empowerment