

Education, Children and Families Committee

10 am, Tuesday, 12 October 2021

Distribution of Scottish Government Asylum, Migration and Integration Funds

Executive/routine

Wards

Council Commitments 34

1. Recommendations

1.1 The Education, Children and Families Committee is asked to:

- 1.1.1 Note the action taken to award the Scottish Government Asylum, Migration and Integration grant funding to project partners, and to approve the departure from Grant Standing Orders, awarding a grant to The Mental Health Foundation for the amount of £76,981 under the Urgency Procedure paragraph 4.1 of the Committee Terms of Reference and Delegated Functions.

Julien Kramer

Interim Executive Director of Education and Children's Services

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Distribution of Scottish Government Asylum, Migration and Integration Funds

2. Executive Summary

- 2.1 This report details how the City of Edinburgh Council proposes to distribute the Asylum and Migration Integration Fund, which was successfully awarded by the Scottish Government for the financial year 2021/2022. The total amount, approved on 13 August 2021, equates to £114,997.
- 2.2 The project focuses on 'Improving the mental health young refugees and separated children in Edinburgh'.
- 2.3 Project partners include the South West Children's Practice Team and Through Care and After Care (City of Edinburgh Council); UK-based charity the Mental Health Foundation, and the Meadows Team, part of NHS Child and Adolescent Mental Health Services.
- 2.4 This report is to advise Committee of the action taken to award the full amount to project partners, under the urgency procedure.

3. Background

- 3.1 This project seeks to improve mental health and reduce loneliness and social isolation of refugees and separated children in Edinburgh by developing targeted wellbeing groups and supporting staff development. Separated children are Looked After and Accommodated Children, until age 18. Local Authority support continues up to age 26, via Through Care and After Care.

- 3.2 Whilst having considerable resilience, many refugees and separated children experience some level of trauma. This project aims to increase capacity and confidence of staff working directly with these young people, and also to develop two targeted wellbeing groups for refugees and separated children.
- 3.3 Refugees and separated children have experienced numerous challenges, in their country of origin, during the journey, and following arrival to the UK. They are often living with bereavement and loss; many have been trafficked. Mental health issues can impact on their ability to reach their potential, socially integrate, and access services. The project also responds to the risks of further exploitation, and it is hoped that increasing stabilisation and promoting a more secure future will support diversion from such risks.
- 3.4 Referrals for refugees and separated children to the Meadows team in 2020 comprised 16% of all referrals (of which 89% were separated children). 31% were age 16, and 69% 17. Child and Adolescent Mental Health Services ends input at 18. Capacity to offer longer-term support for young people nearing 18 is therefore limited. Interviews conducted with and by Meadows clinicians in 2021 highlighted that most of their work with refugees and separated children focuses on safety and stabilisation, offering psychoeducation about trauma and potential impact. Common issues include difficulties with sleep, psychosomatic difficulties and managing anxiety. Trauma processing work was not typically interventions' main focus.
- 3.5 The Meadows Team offer different services following referral, from professional consultations to direct assessment/treatment. Currently, however, there is no agreed pathway into Adult Mental Health Services for refugees and separated children. Adult Mental Health Services are likely to have higher thresholds; average waiting times are 12-14 months. The project therefore aims to increase capacity, by reaching refugees and separated children under and over 18, who may or may not be accessing a mental health service.
- 3.6 The Scottish Government prioritises upskilling the workforce about trauma as relevant (Transforming Psychological Trauma Knowledge & Skills Framework (NHS Education for Scotland)). Whilst a useful resource, this is not specific for supporting refugees and separated children. Tailoring Continuous Professional Development material will therefore increase its relevance. Residential staff in Edinburgh have had limited training about refugees and separated children and trauma-informed

training is usually at level 1. Learning materials developed as part of this project will be at Level 2/3. Some host carers have been recently recruited, making the Peer Group Mentoring model particularly suitable for building confidence

4. Main report

- 4.1 The project focuses on 'Improving the mental health young refugees and separated children in Edinburgh'. It will be overseen by the lead applicant, social work, at the South West Children's Practice Team (City of Edinburgh Council), which supports refugees and separated children across Edinburgh.
- 4.2 Other project partners include Through Care and After Care (City of Edinburgh Council); UK-based charity the Mental Health Foundation, voluntary organisation Cyrenians and the Meadows Team, part of NHS Child and Adolescent Mental Health Services.
- 4.3 All partners will support enabling refugees and separated children's ongoing participation. This will include ensuring their views are represented within the steering group, to inform decision-making.
- 4.4 Project participants will include:
 - 4.4.1 Residential staff in 6 Young People's Centres (City of Edinburgh Council).
 - 4.4.2 Host carers (Family Based Care, City of Edinburgh Council), who offer refugees and separated children a supportive family-type setting.
 - 4.4.3 English for Speakers of Other Languages tutors and the Wellbeing Team at Edinburgh college.
 - 4.4.4 Cyrenians voluntary service, who support refugees and separated children in semi-independent living, at the Lotus Community in Edinburgh.
- 4.5 Social work will coordinate and connect partners and participants, facilitating regular communication, including through the steering group. This will keep the project on track, aligned with project aims, while flexibly responding to any unforeseen outcomes.
- 4.6 All partners will participate in scoping, and be responsible for ongoing monitoring and evaluation. Learning activities will take an early prevention approach regarding the potential impact of mental health on refugee and separated children's social integration, and vice-versa.

- 4.7 Partners will support the development of wellbeing events for refugees and separated children, and knowledge exchange, respecting the confidentiality and ongoing voluntary consent of all participants.
- 4.8 The project will be delivered in two phases
- 4.8.1 Firstly, scoping will involve arts-based participation with refugees and separated children about what promotes their good mental health. Perceived gaps in knowledge and skills, and potential barriers and solutions, will be explored with staff. Drawing on this, partners will then adapt existing generic trauma-informed training materials, to specifically support staff working with refugees and separated children, focusing on promoting cultural competence. This will form a series of blended learning resources and support the process of establishing a network of professional peer support. These will inform the Continuous Professional Development activities, which will be delivered through a Peer Group Mentor model, to promote sustainability.
- 4.8.2 Secondly, the project takes a group-based approach. This intends to increase capacity, collaboration and peer support. Partners will support the design, development and delivery of two wellbeing groups, targeting ages 16-21, again informed by the scoping process. Overall evaluation of both groups will subsequently inform the development of a wellbeing group model, with the aim of promoting sustainable practice.
- 4.8.3 The project will culminate in outputs decided by and developed with refugees and separated children, including wellbeing events, and knowledge exchange, to share the project's learning and outcomes within and beyond Edinburgh.

5. Next Steps

- 5.1 To avoid delays, we will be providing project partners with a 25% advance payment on the funds to enable the project to get started as soon as possible, with the right resources in place. This is especially significant given that the New Scots project guidance reflects the expectation that the project will be completed, and all monies spent, by 31 October 2022.
- 5.2 Moreover, the project was intended to commence in July 2021. However, due to high numbers of applications, decisions about applications were finalised in mid-

August 2021. Due to this unforeseen situation, the project is therefore already 1 ½ months behind its original planned schedule. Activities may need to be slightly adjusted to reflect this. This increases the need for access to finance in advance in order to achieve the project's outcomes in a timely manner.

- 5.3 Timelines have therefore been planned accordingly and are outlined in detail in Appendix One (p.35 and 36)

6. Financial impact

- 6.1 The funds have been agreed and released by the Scottish Government under the Asylum, Migration and Integration Fund. A detailed breakdown of the costs can be found in Appendix Two.
- 6.2 Scottish Government has confirmed that the full amount of £114,997 will be paid in quarterly instalments over the project's duration. The first instalment is due imminently and will be released to the partners to fully engage with and prepare all project activities.
- 6.3 Agreement under urgency measures was sought to enable payment to be released and delivery of the project to start.
- 6.4 If urgency powers had not been invoked, we would have incurred a high risk of not meeting the project timescales in line with the Scottish Government requirement and consequently losing the allocated, and much needed, fund.
- 6.5 The City of Edinburgh Council will distribute the funds to the partners and ensure financial accountability.
- 6.6 Financial risks are low, as robust measures will be put in place to monitor and review the project. The New Scots Project Team and Convention of Scottish Local Authorities will provide ongoing support with monitoring and evaluation.

7. Stakeholder/Community Impact

- 7.1 For refugees and separated children to feel orientated in their new home, it is crucial their needs and experiences are understood, and sensitively supported to promote confidence, positive mental health and skills to contribute and have greater control of their future. The collaborative, participative approach to developing

culturally sensitive understanding of these needs also aims to support wider issues including social integration.

- 7.2 'The Promise' (Independent Care Review, 2020) (<https://www.carereview.scot/wp-content/uploads/2020/02/The-Promise.pdf>) reviewed Scotland's care system, and emphasises that those caring for refugees and separated children should understand their religious and cultural backgrounds and the impact of potential trauma. This will be promoted in this project, including through Continuous Professional Development opportunities.
- 7.3 'The Promise' also asserts there should be no barriers to refugees and separated children's participation. The project is closely aligned with Council priorities including promoting participation of Looked After and Accommodated Children. The Mental Health Foundation has considerable experience in promoting refugee engagement. They will bring learning gained from this, as well as their capabilities in promoting participation, to this project.
- 7.4 Much of the project will be conducted online, which will support in reducing carbon impacts, as well as reducing potential risks relating to Covid-19.

8. Background reading/external references

- 8.1 Further information about the New Scots Refugee Integration Project is available at: <https://www.gov.scot/publications/new-scots-refugee-integration-delivery-fund-guidance/>

9. Appendices

- 9.1 Appendix One – Application for the Asylum Migration and Integration Fund
- 9.2 Appendix Two – Budget (Excel spreadsheet)

NEW SCOTS REFUGEE INTEGRATION DELIVERY PROJECT

MEDIUM AND LARGE GRANTS APPLICATION FORM

This fund aims



PURPOSE



Scottish Government
Riaghaltas na h-Alba
gov.scot

to enhance the implementation of the **New Scots** **refugee**



University
of Glasgow



integration strategy 2018-2022 Scotland's

refugee integration policy framework. 'New Scots' aims to promote effective integration of refugees by ensuring they live in safe, welcoming and cohesive communities which enable them to rebuild their lives. The fund will make grants available, upon application, to groups, organisations and individuals working directly



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

and indirectly with refugees and associated groups. All applications will be assessed using 'New Scots' strategy and its principles. It also aims to actively support current and future priorities for refugee integration to create an exemplar for how Governments and regional authorities globally can develop, deliver and evaluate a comprehensive national refugee integration strategy.

There are two separate funding streams that can be applied for:

1. Spreading good practice: widening the impact of successful documented integration approaches, practices and tools.

Funding will support proposals that seek to widen the impact or reach of successful documented integration projects, approaches and practices previously or currently developed in Scotland. This might involve taking an approach applied locally to a larger scale, or adopting good practice and applying it to a different population or in another geographic area.

2. Supporting innovation: piloting new approaches, practices and tools that support integration.

Funding will support projects that aim to pilot or test new approaches, practices or tools to refugee integration in Scotland. This might involve establishing wider partnerships, piloting approaches aimed at meeting gaps in current provision, testing new practices or tools or adopting projects tested elsewhere in Europe or beyond.

All activities must take place in Scotland.

APPLICATION PROCESS

Please refer to the accompanying Guidance Note and read this carefully before you submit your application. Email NewScotsProjectInfo@gov.scot if you have further questions.

Applications and supporting evidence must be submitted by **11.59 p.m. on 22 May 2021** via the online application form. Please do not apply until the portal is live.



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We encourage applications to be submitted using the online portal in the first instance, but will also accept word versions of applications if necessary. These can be emailed to NewScotsProjectApplications@gov.scot.

Due to the present COVID restrictions, all applications should be submitted online but please contact us if this is a barrier for you applying.



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Section 1: Tell us about your organisation

No.	Question	
1.1	Legal name of your organisation	
	City of Edinburgh Council	
	(Other) Known name of your organisation if applicable	
1.2	Registered address for your organisation	
	Address 1	Waverley Court
	Address 2	4 East Market Street
	Address 3	
	Town/ City	Edinburgh
	Postcode	EH8 8BG
	Website address	https://www.edinburgh.gov.uk/
	Social media addresses	[Twitter / Facebook]
1.3	Main contact for this application	
	Name	
	Position	Senior Practitioner
	Telephone / [Mobile]	
	Email	_____
	Correspondence address (if different from above)	South West Children's Practice Team; Wester Hailes Healthy Living Centre, 30 Harvesters Way, Edinburgh, EH14 3JF
1.4	Type of organisation	
	Type	Local Authority If other please specify:



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	Charity Number	[if applicable]	
	Company Number	[if applicable]	
	Year your organisation was established	1996	
	Is your organisation a branch of another organisation?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> [If yes selected] What is the name of your parent company or body?	
1.5	Separation of duties	Please confirm, by ticking the box, that you have procedures that ensure one person cannot authorise, make, and record payments <input checked="" type="checkbox"/>	
Governance			
1.6	Does your organisation have a management committee or governance board?	<input checked="" type="checkbox"/>	Yes
		<input type="checkbox"/>	No
		<input type="checkbox"/>	N/A
	If yes, does this include refugee representation?	<input type="checkbox"/>	Yes
		<input checked="" type="checkbox"/>	No
		<input type="checkbox"/>	N/A
Numbers of full-time equivalent staff and volunteers in your organisation.			
1.7	Full-time equivalent	101 +	
	Volunteers	0	
1.8	Does your organisation have HR procedures?	<input checked="" type="checkbox"/>	Yes
		<input type="checkbox"/>	No
Annual income and expenditure			
1.9	What was your financial position at the 31 December 2020 or at the most recent point to which your accounts are made up?		
	If you are a local authority please tick this box and do not complete this table <input checked="" type="checkbox"/>		



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	Annual income or turnover	
	Fixed assets	
	Current assets	
	Current liabilities	
	Other liabilities	
	Net current assets	
	Net assets	
	If your financial position has changed significantly since your last set of annual accounts was finalised, please tell us about these changes.	
1.10	Amount applied for	
	£114, 987	
1.11	Please explain how your organisation intends to oversee the management of this project. (400 words) (Please complete if grant requested is above £25,000).	
	<p>The project will be overseen by the lead applicant, social work, at the South West Children's Practice Team (Edinburgh Council), which supports refugees and separated children across Edinburgh. Project partners also include Through Care and After Care (Edinburgh Council); UK-based charity the Mental Health Foundation, and the Meadows Team, part of NHS Child and Adolescent Mental Health Services.</p> <p>Social work will coordinate and connect partners and participants, facilitating regular communication, including through the steering group. This will keep the project on track, aligned with project aims, while flexibly responding to any unforeseen outcomes. All partners will support enabling refugees and separated children's ongoing participation. This will include ensuring their views are represented within the steering group, to inform decision-making. Edinburgh Council will distribute finance between partners and ensure financial accountability.</p>	



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The Mental Health Foundation's Associate Director (Scotland and Northern Ireland) will oversee their involvement. Their Programme Manager (Children, Families and Young People (Scotland)) will provide quality assurance for internal operating procedures. They will also support their Project Coordination (Families, Children and Young People) Worker, whose will support practitioners' Continuous Professional Development. Their Programme Manager will similarly support their Equality and Human Rights Officer (Refugees), Scotland, who will work alongside refugees and separated children, in partnership with Through Care and After Care.

The Meadows Team will have an advisory, clinical role, supporting partners and participants, taking a multi-agency approach to improving the health and wellbeing of refugees and separated children. They will share experience of working clinically with these young people; learning around trauma, and of facilitating generic groups with young people with mental health difficulties/trauma. Recognising the importance of supervision, they will also provide consultation and supervision to partners. Their involvement will likely comprise two Meadows Team Clinical Psychologists, and potentially a Trainee Clinical Psychologist undertaking a Doctorate in Clinical Psychology thesis regarding refugees and separated children. Other expertise within the Meadows Team may be drawn on as appropriate.

All partners will participate in scoping, and be responsible for ongoing monitoring and evaluation. They will maintain records according to internal procedures. Confidentiality and ongoing voluntary consent of all participants will be respected. Safeguarding will be central; potentially this, or other issues could emerge during the project; if so, any issues will be responded to according to relevant policies. Partners will support the development of wellbeing events for refugees and separated children, and knowledge exchange.



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Section 2: About the work you would like funded

No.	Question			
2.1	Name of your project.			
	Improving the mental health of young refugees and separated children in Edinburgh			
2.2	When will your project start and finish?			
	<table border="1"> <tr> <td>Start date</td> <td>01/08/2021</td> <td>End date</td> <td>31/10/2022</td> </tr> </table>	Start date	01/08/2021	End date
Start date	01/08/2021	End date	31/10/2022	
2.3	Which TOPIC are you applying for?			
	TOPIC 4 - Health / Wellbeing (Mental Health)			
2.4	Which TYPE of project are you applying for?			
	<input type="checkbox"/> Spreading good practice: widening the impact of successful integration approaches, practices and tools.			
	<input checked="" type="checkbox"/> Supporting innovation: piloting new approaches, practices and tools that support integration.			
2.5	Please give us a summary of your proposed project. (500 words)			
	<p>This project seeks to improve mental health and reduce loneliness and social isolation of refugees and separated children in Edinburgh. Separated children are Looked After and Accommodated Children, until age 18. Local Authority support continues up to age 26, via Through Care and After Care. Whilst having considerable resilience, many refugees and separated children experience some level of trauma. This project aims to increase capacity and confidence of staff working directly with these young people, and develop two targeted wellbeing groups for refugees and separated children.</p> <p>Project participants will include: Residential staff in 6 Young People's Centres (Edinburgh Council) Host carers (Family Based Care, Edinburgh Council), who offer refugees and separated children a supportive family-type setting. English for Speakers of Other Languages tutors and the Wellbeing Team at Edinburgh college.</p>			



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Cyrenians voluntary service, who support refugees and separated children in semi-independent living, at the Lotus Community in Edinburgh.

Firstly, scoping will involve arts-based participation with refugees and separated children about what promotes their good mental health. Perceived gaps in knowledge and skills, and potential barriers and solutions, will be explored with staff. Drawing on this, partners will then adapt existing generic trauma-informed training materials, to specifically support staff working with refugees and separated children, focusing on promoting cultural competence. This will form a series of blended learning resources and support the process of establishing a network of professional peer support. These will inform the Continuous Professional Development activities, which will be delivered through a Peer Group Mentor model, to promote sustainability.

Secondly, in conjunction with Child and Adolescent Mental Health Services' recognition that refugees and separated children often experience comparable mental health and wellbeing issues, the project takes a group-based approach. This intends to increase capacity, collaboration and peer support. Focusing on reducing loneliness and social isolation, partners will support the design, development and delivery of two wellbeing groups, again informed by the scoping process. Each group will run for 8 – 12 weeks, with a targeted age range of 16 – 21. To promote relationships and communication, numbers will be small (around 10 refugees/separated children), and interpreters used as required. To maximise impact, evaluation of the first group will inform the second. Overall evaluation of both groups will subsequently inform the development of a wellbeing group model, with the aim of promoting sustainable practice.

The project will culminate in outputs decided by and developed with refugees and separated children, including wellbeing events, as well as knowledge exchange, to share the project's learning and outcomes within and beyond Edinburgh.

2.6	Please describe how refugees have been involved in the development of this idea and how they will participate in the delivery of the project. (350 words)
	Practitioners' initial identification of needs across services currently supporting refugees and separated children is that many have expressed feelings of loneliness and social



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isolation, especially with impact of Covid-19 restrictions. This project aims to meaningfully engage young people through peer support and service development which takes account their social, emotional and cultural needs.

Four months scoping time within the project will allow for peer-led participation of refugees and separated children as part of the project design. This will use arts-based and interactive media approaches that can be incorporated into participants' Continuous Learning Development learning materials, to bring these to life and include the voices of refugees and separated children.

The Mental Health Foundation and Through Care and After Care will ensure that the project is shaped by the priorities of refugees and separated children, and that their views inform the steering group. By deepening the knowledge and understanding of staff about cultural needs and lived experiences of refugees and separated children, through project aims to bring benefits to regarding how their mental health and wellbeing can be supported.

The Mental Health Foundation have a strong track record in meaningful involvement and co-production. The ethos of 'for and by' is threaded throughout their work and evidenced across their refugee programme: <https://www.mentalhealth.org.uk/refugee-health-policy-and-strategy-action-group>. This is reflected in their focus on capacity building with refugees who work alongside them to shape the focus of interventions, including the content of 'community conversation' style wellbeing groups, co-produced training and use of videos and interactive media to represent people's own narratives and stories (such as poetry-writing, artwork and videos) in settings where work is focused. It is also evident in the pathway of opportunity created where they engage with refugees as programme participants, leading into volunteering and employment opportunities. Moreover, their refugee programme is led by individuals who themselves came to Scotland as refugees. The importance of lived experience is central to the recruitment of these teams.

	If in 2.4 you chose 'Spreading Good Practice': Please explain how your project will widen the impact of successful integration approaches, practices and tools. (350 words)
	N/A
2.7	If in 2.4 you chose 'Supporting Innovation': Please explain how your project will support innovation by piloting new approaches, practices and tools that support integration. (350 words)



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This project offers a fresh approach to supporting refugees and separated children's social integration in Edinburgh, involving a new collaboration between an innovative team across statutory, voluntary and health sectors. It aims to build capacity, so that support can be offered more consistently and broadly to refugees and separated children, primarily by promoting the capacity of the people they already have a trusting relationship with.

Two wellbeing groups for refugees and separated children will be established; such a group does not currently exist in Edinburgh. The scoping process will allow for this to reflect the priorities of refugees and separated children. It will also draw on existing comparable forms of good practice, for example, generic wellbeing services offered by Through Care and After Care and the Sighthill College Wellbeing Team, and the specialist Scottish Guardianship Allies Project.

The project's approach is based on principles of co-production and peer support.

3 groups will be established:

1 x practitioner's group, supporting Continuous Professional Development

1 x wellbeing team group, supporting wellbeing groups and events

2 x young people's wellbeing groups

Key members of each group will be identified during the scoping activity. The Mental Health Foundation will support them to become peer facilitators and peer mentors. Using a Peer Group Mentoring model, partners will work with the peer mentors, to design learning materials for each group. This model takes an inclusive approach, in promoting, sharing and reflecting on experiences, discussing problems and challenges, listening, encouraging one another and, above all, learning together. This aims to establish a sustainable culture of practice, by increasing the capacity and confidence of staff, and building knowledge and mental health literacy of refugees and separated children. Learning will be active, shaped by the views of participants and partners. The facilitation of knowledge and learning will be bespoke for each group. The lead peer mentors for each group will form part of a feedback loop, ensuring support for promoting the mental health and wellbeing of young refugees and separated children informs systemic activity at wider organisational levels.

2.8 **Location of your project.**



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Where will the proposed work be delivered?	<input type="checkbox"/>	A local community or small number of local communities			
	<input checked="" type="checkbox"/>	Across one Local Authority area			
	<input type="checkbox"/>	Across several Local Authority areas			
	<input type="checkbox"/>	Nationally (across Scotland)			
[If local community/small number of local communities selected] Please provide the first half of the postcode the work will be delivered in, if different from where your organisation is based, and list the local area(s) involved.					
[If one/several Local Authority area(s)/ nationally (across Scotland)]					
Please list the main Scottish local authority area(s) where your project will take place					
Aberdeen	<input type="checkbox"/>	Edinburgh	<input checked="" type="checkbox"/>	Orkney Islands	<input type="checkbox"/>
Aberdeenshire	<input type="checkbox"/>	Falkirk	<input type="checkbox"/>	Perth and Kinross	<input type="checkbox"/>
Angus	<input type="checkbox"/>	Fife	<input type="checkbox"/>	Renfrewshire	<input type="checkbox"/>
Argyll & Bute	<input type="checkbox"/>	Glasgow	<input type="checkbox"/>	Scottish Borders	<input type="checkbox"/>
Clackmannanshire	<input type="checkbox"/>	Highland	<input type="checkbox"/>	Shetland Islands	<input type="checkbox"/>
Dumfries & Galloway	<input type="checkbox"/>	Inverclyde	<input type="checkbox"/>	South Ayrshire	<input type="checkbox"/>
Dundee	<input type="checkbox"/>	Moray	<input type="checkbox"/>	South Lanarkshire	<input type="checkbox"/>
East Ayrshire	<input type="checkbox"/>	Midlothian	<input type="checkbox"/>	Stirling	<input type="checkbox"/>
East Dunbartonshire	<input type="checkbox"/>	Na-h-Eileanan Siar	<input type="checkbox"/>	West Dunbartonshire	<input type="checkbox"/>
East Lothian	<input type="checkbox"/>	North Ayrshire	<input type="checkbox"/>	West Lothian	<input type="checkbox"/>
East Renfrewshire	<input type="checkbox"/>	North Lanarkshire	<input type="checkbox"/>		
[If nationally (across Scotland)] Please provide details on how the project has a national reach (150 words).					
2.9	Collaboration				



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(1) Is this an individual or partnership project?	
<input type="checkbox"/>	Individual
<input checked="" type="checkbox"/>	Partnership
(2) [If partnership] Please describe who the partners working on the project are and why you have decided to collaborate. (250 words)	
<p>The project combines national and local expertise, through an innovative partnership, including with the Mental Health Foundation Children, Families and Young People team. The Mental Health Foundation have worked with refugees and asylum seekers for over 10 years, and in collaboration with Local Authorities in Scotland for 4, supporting mental health and wellbeing.</p> <p>Local Authority: Separated children are Looked After Children until age 18; social work is legally responsible for their safety and wellbeing, and ensuring their needs are met. Through Care and After Care holistically support care-experienced young people age 16-26. Both services work closely with refugees and separated children.</p> <p>UK-based charity: The Mental Health Foundation aims to help people understand, protect and sustain their mental health. Informed by rigorous research and practice-based study, they have pioneered change for over 70 years. Their public mental health approach combines research, campaigns, policy influencing and programmatic interventions to effect lasting change at all levels. They focus on prevention and how inequality can increase risk of poor mental health or mental health problems. They also jointly convene the health and wellbeing subgroup of New Scots.</p> <p>NHS: Established in 1997 and covering Lothian, The Meadows is a specialist, multidisciplinary team within Child and Adolescent Mental Health Services. They support where children and their families are experiencing difficulties following sexual abuse. They assess, and offer consultation, interventions, training and support. Recognising similarities in treating</p>	



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	and responding to different trauma types, they have supported refugees and separated children since 2015.	
	(3) Please indicate if your project will impact on the work of other organisations working with refugees in your area and if so, which organisations. (150 words)	
	<p>The Scottish Guardianship Service 'Allies Project' takes a psychoeducation approach, supporting male refugees and separated children who have recently arrived in the UK. Currently based in Glasgow, the potential to extend to Edinburgh, include young female refugees, and develop psychoeducation materials for promoting mental health, is under development.</p> <p>Cyrenians offer outreach support to refugees and separated children in Edinburgh. They are recruiting a wellbeing worker, for all Cyrenians' services, who will have a role in supporting refugees and separated children.</p> <p>Edinburgh College wellbeing team is a generic service, which refugees and separated children can access.</p> <p>Social work are submitting a bid for topic 5 (Asylum, Migration and Integration Fund), involving similar participants. To ensure feasibility, project timelines have been staggered. Partners will would communicate to ensure that any aspect would complement and inform, rather than duplicate, any other service or project. Moreover, Edinburgh College Wellbeing Team and Cyrenians are project participants.</p>	
	(4) If yes, please indicate if you have contacted the relevant organisation(s)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
	Proposed project/activities	
	Please tell us the main objectives of your project. Be as specific as you can. What does your project intend to achieve, for whom, and how? (500 words)	
2.10	<p>The project aims to build capacity across the support system that exists for refugees and separated children in Edinburgh, through professional Peer Group Mentoring, supporting staff and volunteers. This aims to positively impact the 70+ young refugees and separated children living in Edinburgh. Additionally, it aims to develop peer support systems, by establishing two targeted wellbeing groups. The refugees and separated children who participate in these wellbeing groups would have access to opportunities for exploring mental health support. Some may have previously received mental health specialist service</p>	



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which has now ended, or not received mental health input before. The project therefore also aims to support their transition into adulthood.

The project is split into 3 main activities. The first is a skills, knowledge and support scoping process to identify staff and volunteers' learning needs regarding mental health and wellbeing, for practice with refugees and separated children. The second is the identification and adaptation of existing learning materials to meet these identified needs and delivering this knowledge in a sustainable way. This will include ongoing support through the development of communities of practice using the Peer Group Mentoring approach aligned into existing staff support structures. The third is working closely with refugees and separated children, to identify support needs and inform the development and implementation of the wellbeing groups and staff and volunteers' learning activities.

The programme's overall objectives are:

For staff and volunteers:

To increase knowledge and understanding about the needs of refugees and separated children, and ways to protect and sustain their mental health and wellbeing.

To increase confidence and skills to work in a trauma-informed way

To increase confidence to deliver mental health and wellbeing support to refugees and separated children

This aims to reach 269 participants, of which 20 are peer mentors, through the Peer Group Mentor model.

For the 20 refugees and separated children who participate in the wellbeing groups:

To improve their mental health and wellbeing, reduce loneliness and enhance community connectedness.

To create increased opportunities for peer learning and support.

These objectives will be measured using pre and post questionnaires and qualitative approaches. The approaches proposed have considered sustainability from the outset.

This includes use of peer group mentoring model, flexible learning activities and tools facilitating practice learning and reflection opportunities. It will also create opportunities for



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stronger partnership working across agencies, by including Child and Adolescent Mental Health Services in training peer group mentors and supervising practice learning sessions. Using peer support models within the wellbeing groups aims to promote self-management and developing an understanding of mental health and wellbeing. This has been evidenced to promote connectedness, build confidence in social and problem-solving skills, and enabling taking steps to engage in wider social and occupational activities. It is hoped this project will lead to longer-term change in practice in how refugees and separated children are supported within Edinburgh. Resources and learning from the project will be shared within and beyond Edinburgh, through knowledge exchange.

Detail about your project activities and intended outcomes

2.11	Activity	Who are the target groups for this activity?	How many people do you estimate you will reach through this activity?	What are the intended outcomes for this activity? What difference do you intend it to make for the target group(s)?

Commented [RW1]: Online this is linear format, see end of this document for completed 2.11

Please provide the Project Plan.

2.12	July – Sept 2021	Oct – Dec 2021	Jan - March 2022	April –June 2022	July –Sept 2022	Oct - Dec 2022

Commented [RW2]: Online this is linear format, see end of this document for completed 2.12

2.13 Please tell us how you plan to monitor the progress and achievements of your project?
What data and information do you plan to collect in order to track progress? (300 words)



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We will develop an evaluation framework with an aligned Theory of Change. This will enable us to identify our overall systems change goal and within that the change we are looking to achieve among staff, volunteers and refugees and separated children. It will also provide insight into potential assumptions that underpin the project and the range of indicators we will use. An evaluation framework workshop will be held in early August 2021 with all partners, to help inform our Theory of Change.

Ongoing progress and achievements will be monitored via the steering group, and through ongoing communication between partners and participants. Edinburgh Council will maintain regular contact with all partners, to ensure financial accountability and maintain reporting requirements to the Scottish Government. Progress will be measured qualitatively and quantitatively, and use Asylum Migration and Integration Fund evaluation tools. We will use pre and post questionnaires to compare participants' perceptions during the scoping, and at the end of the project. Questions will be shaped by the scoping itself, but are likely to include, for example, how confident staff feel about supporting refugees and separated children's mental health and wellbeing. This will include scaling and qualitative approaches for richer data. With awareness of participants' time, a focus-group style evaluation will also be considered.

Achievements for the Continuous Professional Development will include a high number of participants from the potential number of staff. Ongoing engagement work will take place with participants and management to encourage this. With refugees and separated children who participate in the wellbeing group, progress and achievements will be measured mid-group and at the end through qualitative and quantitative approaches, again contrasting any issues identified at the project's beginning.

Please describe how your project reflects the topic selected in question 2.3. (250 words)

2.14

Learning activities will take an early prevention approach regarding the potential impact of mental health on refugee and separated children's social integration, and vice-versa. Young people's needs will be supported holistically, meeting key objectives of the New Scots Strategy. For refugees and separated children to feel orientated in their new home, it is crucial their needs and experiences are understood, and sensitively supported to promote confidence, positive mental health and skills to contribute and have greater control of their future. The collaborative, participative approach to developing culturally sensitive



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	<p>understanding of these needs also aims to support wider issues. For instance, regarding employability, housing, education, developing a shared language and promoting, building and sustaining social connections and enabling refugees and separated children to feel part of the wider community.</p> <p>'The Promise' (Independent Care Review, 2020) (https://www.carereview.scot/wp-content/uploads/2020/02/The-Promise.pdf) reviewed Scotland's care system, and emphasises that those caring for refugees and separated children should understand their religious and cultural backgrounds and the impact of potential trauma. This will be promoted in this project, including through Continuous Professional Development opportunities. The Promise also asserts there should be no barriers to refugees and separated children's participation. The Mental Health Foundation participated in 'To tell or not to tell', a project which explored the challenge of refugees talking about reasons for needing asylum and emphasised the need for sensitivity regarding capacities of refugees to engage. They will bring learning gained from this, as well as their capabilities in promoting participation, to this project.</p>
2.15	<p>Please describe how you know this work is needed. (500 words)</p> <p>Refugees and separated children have experienced numerous challenges, in their country of origin, during the journey, and following arrival to the UK. They are often living with bereavement and loss; many have been trafficked. Mental health issues can impact on their ability to reach their potential, socially integrate, and access services. The project also responds to the risks of further exploitation, and it is hoped that increasing stabilisation and promoting a more secure future will support diversion from such risks.</p> <p>Referrals for refugees and separated children to the Meadows team in 2020 comprised 16% of all referrals (of which 89% were separated children). 31% were age 16, and 69% 17. Child and Adolescent Mental Health Services ends input at 18. Capacity to offer longer-term support for young people nearing 18 is therefore limited. Interviews conducted with and by Meadows clinicians in 2021 highlighted that most of their work with refugees and separated children focuses on safety and stabilisation, offering psychoeducation about trauma and potential impact. Common issues include difficulties with sleep, psychosomatic difficulties and managing anxiety. Trauma processing work was not typically interventions' main focus.</p>



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Minority communities and those with complex histories face barriers in accessing Child and Adolescent Mental Health Services (Radez et al., 2020; Anderson et al., 2017). Cultural differences may affect how refugees and separated children frame mental health, which may be a stigmatising subject, as well as understanding about mental health services, which may not exist in their country of origin. The Meadows Team offer different services following referral, from professional consultations to direct assessment/treatment. Currently, however, there is no agreed pathway into Adult Mental Health Services for refugees and separated children. Adult Mental Health Services are likely to have higher thresholds; average waiting times are 12-14 months. The project therefore aims to increase capacity, by reaching refugees and separated children under and over 18, who may or may not be accessing a mental health service.

The Scottish Government prioritises upskilling the workforce about trauma as relevant (Transforming Psychological Trauma Knowledge & Skills Framework (NHS Education for Scotland)). Whilst a useful resource, this is not specific for supporting refugees and separated children. Tailoring Continuous Professional Development material will therefore increase its relevance. Residential staff have had limited training about refugees and separated children and trauma-informed training is usually at level 1. Learning materials developed will be at Level 2/3. Some host carers have been recently recruited, making the Peer Group Mentoring model particularly suitable for building confidence.

Specialist refugees and separated children services have advocated the use of groups (Said & King, 2019, Entholt, Smith & Yule 2005; Fazel, Doll & Stein, 2009; Fazel, Garcia & Stein, 2016). Studies found significant or clinical improvement in symptoms of mental health; participants stated they felt included and safe in a group. Unaccompanied minors noted the helpfulness of peer support in groups (Said & King, 2019). Developing the wellbeing groups may therefore effectively support refugees and separated children in reducing loneliness and isolation.

Please describe if you have considered how your project would be able to adapt to further COVID-19 restrictions in the future. (150 words)

2.16

It is anticipated that Peer Group Mentoring and the wellbeing groups would be able to occur face to face, in line with government guidance and existing internal risk assessment procedures. For example, meeting in venues that allowed for social distancing. Should COVID-19 restrictions increase, partners would show flexibility in recognising how this



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	<p>might affect participants and their own capacity to fully engage with the project. Some aspects would take place online regardless, such as communication between the steering group. All partners have experience in remote working and facilitating communications and staff development online. Learning materials will be flexible and blended. If face to face groupwork was not possible, the project would draw on this experience, supporting participants to participate online. The project will promote participation of refugees and separated children, through building on pre-existing professional relationships, and has allocated funding to support their communication/IT needs.</p>
2.17	<p>People and communities who will benefit from your activity</p> <p>Please describe the people and communities who will benefit from the project you plan to do. (500 words)</p> <p>In June 2020, there were over 70 refugees and separated children age 16-21 supported by the Local Authority in Edinburgh, with slightly more males than females. The project aims to benefit these young people, as well as future arrivals, by supporting Continuous Professional Development, developing and delivering learning resources, facilitating critical reflection and building a community of practice. The project will also include direct work with 20 refugees and separated children age 16 – 21 or potentially up to 26. In 2020, 67% of referrals to Meadows for refugees and separated children were from Vietnam, indicating a particular need for this population group. Other countries of origin include Iran, Sudan and Syria.</p> <p>Most separated children and young refugees in Edinburgh live in Young People's Centres, with host carers, or at the Lotus Community. There are approximately 178 residential staff in within 6 Young people's Centres; 12 host carers; 5 Cyrenians staff members and 2 volunteers. Other participants include 45 English as a Second Language tutors, and 4 staff in the Wellbeing Team, at Edinburgh College. Benefitting up to 246 individuals, and engaging with service managers, will be managed through the Mental Health Foundation acting as a coach working with 20 (out of these 246) nominated peer mentors, supported to facilitate learning within their own organisations.</p> <p>Residential Care in Edinburgh comprises accommodation for emergency and crisis placements, planned accommodation and intense placements including secure care.</p>



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	<p>Young Person's Centres are houses where staff care for around 8 young people, aged 12-18, who need to be looked after away from home. Secure Care houses up to 6 young people whose behaviour presents a risk to themselves or others.</p> <p>The 6 Young People's Centres in Edinburgh are Oxfams and Moredun; Northfield and Drylaw; Edinburgh Secure Service; Alison Through Care and After Care and Chalmers Close; Southhouse, and Heathervale.</p> <p>Host carers represent a step-up from foster care. They have been assessed as longer-term carers for young people who need more of a family-style setting.</p> <p>Voluntary service Cyrenians offer individual and group outreach at the Lotus Community. This is self-contained flats in two blocks, for refugees and separated children ready for semi-independent living. Two full-time volunteers (Cyrenians) live there, and are available for informal support and signposting. Through Care and After Care manage the properties.</p> <p>Refugees and separated children can access the Edinburgh College Wellbeing Service. This offers support and guidance with self-management approaches for wellbeing issues; individual and group support; and can also refer onto the college Counselling Service.</p> <p>The project also aims to benefit its partners, including through closer working partnerships, in turn benefitting future ongoing work supporting refugees and separated children.</p>																
2.18	<p>Please give an estimate of the total number of participants that you expect to work with over the lifetime of the project.</p> <p>100</p>																
2.19	<p>Please indicate if your project will include targeted work with any of the following communities, underrepresented groups or protected characteristics. [Select all that are relevant]</p> <table border="0"> <tr> <td data-bbox="159 1547 414 1581">Age (older people)</td> <td data-bbox="414 1547 510 1581"><input type="checkbox"/></td> <td data-bbox="510 1547 1005 1581">Religion / belief / faith</td> <td data-bbox="1005 1547 1150 1581"><input checked="" type="checkbox"/></td> </tr> <tr> <td data-bbox="159 1592 414 1626">Age (younger people)</td> <td data-bbox="414 1592 510 1626"><input checked="" type="checkbox"/></td> <td data-bbox="510 1592 1005 1626">Sexual Orientation and / or gender identity</td> <td data-bbox="1005 1592 1150 1626"><input checked="" type="checkbox"/></td> </tr> <tr> <td data-bbox="159 1637 414 1671">Disability</td> <td data-bbox="414 1637 510 1671"><input type="checkbox"/></td> <td data-bbox="510 1637 1005 1671">Socio-economic disadvantage</td> <td data-bbox="1005 1637 1150 1671"><input checked="" type="checkbox"/></td> </tr> <tr> <td data-bbox="159 1682 414 1715">Gender</td> <td data-bbox="414 1682 510 1715"><input checked="" type="checkbox"/></td> <td data-bbox="510 1682 1005 1715">Other</td> <td data-bbox="1005 1682 1150 1715"><input type="checkbox"/></td> </tr> </table>	Age (older people)	<input type="checkbox"/>	Religion / belief / faith	<input checked="" type="checkbox"/>	Age (younger people)	<input checked="" type="checkbox"/>	Sexual Orientation and / or gender identity	<input checked="" type="checkbox"/>	Disability	<input type="checkbox"/>	Socio-economic disadvantage	<input checked="" type="checkbox"/>	Gender	<input checked="" type="checkbox"/>	Other	<input type="checkbox"/>
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Disability	<input type="checkbox"/>	Socio-economic disadvantage	<input checked="" type="checkbox"/>														
Gender	<input checked="" type="checkbox"/>	Other	<input type="checkbox"/>														



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	Race <input checked="" type="checkbox"/>
	If other please specify:
2.20	<p>Please describe if you have considered how you will sustain the impact of your project when the funding ends. (250 words)</p> <p>Sustainability will be a critical consideration from the outset. By investing in staff capacity, and developing a community of practice, the project will promote systems change for trauma-informed practice with current and future refugees and separated children in Edinburgh. Learning and development will be delivered using a Peer Group Mentoring approach, facilitated by the Mental Health Foundation. This approach ensures practice development is accessible, embedded into practice culture and Continuous Professional Development, and so increasing sustainability within services. Promoting wellbeing among refugees and separated children will similarly use a peer-led model. The wellbeing group will provide access to an artistic facilitator, to stimulate innovative ideas, with potential to inform a future wellbeing group model.</p> <p>Flexible resources will be shared and made available via internal online servers, to reduce cost and address the potential challenge of staff turnover. Social work partners would sustain ongoing engagement with Convention of Scottish Local Authorities. It will share learning with networks such as the No Recourse to Public Funds Network, and the safeguarding group for refugees and separated children (which includes voluntary agencies, the Home Office and local authorities). Facilitating wellbeing events and knowledge exchange towards the project's end will promote dissemination of learning. Partners are also keen to participate in the wider research undertaken by the University of Glasgow.</p>



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Section 3: Proposal budget

Commented [RW3]: See excel spreadsheet

No.	Question
3.1	Associated budget
	Please provide a short description of each element of your budget and the estimated cost.
No.	Question
3.1	Associated budget
	Please provide a short description of each element of your budget and the estimated cost.

Section 3: Proposal budget



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Section 4: Declaration

Please tick this box if you are happy for the New Scots Refugee Integration Delivery Project panel to contact you

By signing this declaration you are confirming that you are an authorised signatory for the organisation applying to the ‘New Scots’ Fund. You are also confirming that the statement below is accurate.

I confirm that I have read the accompanying guidance note in advance of completing the application form.

As far as we know and believe, all of the information in this application form is true, accurate and complete. We are authorised to allow this proposal to go ahead. We are happy for the Scottish Government to:

- publish details of the financial support they are giving to this proposal;
- give any details they have about our proposal from this application or from future assessments to Scottish Government colleagues, other agencies, including other grant-making bodies;
- store and use the data from our application to support monitoring, analysis and insight relating to the project; and
- use any of these details in news releases, case studies, publications and other publicity materials.

The Scottish Government can do these things without asking us again for our agreement and will not use any of these details for commercial purposes.



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Authorised Signatory Details		
Full name	Andrew McWhirter	
Designation in Applicant Organisation	Acting Senior Manager Children's Practice Teams	
Contact Address	Address 1	Waverley Court, Level 1.1
	Address 2	
	Address 3	
	Town/City	Edinburgh
	Postcode	EH8 8BG
Telephone		
Email	Andrew.McWhirter@edinburgh.gov.uk	
Date	19/05/2021	
Signed		

Partners - Please complete as many as you need.

Full name	Jane Stewart (Team Leader, City of Edinburgh Council)	
Name of organisation	South West Children's Practice Team	
Contact Address	Address 1	Wester Hailes Healthy Living Centre
	Address 2	30 Harvesters Way
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	Town/City	Edinburgh
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Telephone		
Email	Jane.Stewart@Edinburgh.gov.uk	



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Full name	Carolanne Strickland (Through Care and After Care Worker, Communities and Families, City of Edinburgh Council)	
Name of organisation	Through Care and After Care (City of Edinburgh Council)	
Contact Address	Address 1	249 High Street
	Address 2	
	Address 3	
	Town/City	Edinburgh
	Postcode	EH1 1NY
Telephone		
Email		

Full name	Shelley Buckley (Programme Manager, Children, Families and Young People (Scotland))	
Name of organisation	Mental Health Foundation	
Contact Address	Address 1	Merchants House of Glasgow
	Address 2	30 George Square
	Address 3	
	Town/City	Glasgow
	Postcode	G2 1EG
Telephone		
Email	_____	

Full name	Gillian Radford (Clinical Psychologist & Transforming Psychological Trauma Implementation Co-ordinator, Lothian, CYP)	
Name of organisation	Child and Adolescent Mental Health Services (CAMHS)	
Contact Address	Address 1	Meadows CAMHS



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	Address 2	Rivers Centre
	Address 3	137 Dundee St
	Town/City	Edinburgh
	Postcode	EH11 1BG
Telephone		
Email		



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2.11 Detail about your project activities and intended outcomes. This is up to 8 project/activities and can include 2 activities Per box

Wordcount is

1 and 2) Proposed project/activity (500)

1 and 2) Who are the target groups for this activity? (150)

1 and 2) How many people do you estimate you will reach through this activity? (6 digits)

1 and 2) What are the intended outcomes for this activity? What difference do you intend it to make for the target group(s)? (approx. 40 words)

1

1 Proposed project/activity

Scoping needs audit with refugees and separated children and staff and volunteers, using arts-based approaches. This will inform the design of the blended learning resources promoting trauma-informed practice, and the two targeted wellbeing groups. This phase will identify who to target for the Continuous Professional Development and the best approaches to take. It will identify 20 peer mentors across the services, who can later participate in skills-based training about the Peer Group Mentor model, with the Mental Health Foundation. It will also identify learning needs in greater depth. Intended outcomes are for a solid preparation to deliver the project, based on identified participant needs, rather than a service-led project, in order to build communities of practice and support the ongoing evaluation process of system change. Scoping using arts-based approaches will support the voices of refugees and separated children to directly inform and shape staff learning and development about trauma-informed practice.

1 Who are the target groups for this activity?



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Project partners (the Mental Health Foundation, South West Children's Practice Team; Through Care and After Care and the Meadows Team). Scoping will also identify if wider professional organisations involved in the care of refugees and separated children can join in a scoping focus group. For instance, NHS Lothian Looked After Children and Young People's Nursing Service, which includes Through Care and After Care Nursing Service. Ongoing engagement with service managers across all participating organisations will occur.

The project aims to work directly with 20 Refugees and separated children in Edinburgh.

Organisational participants include:

Residential staff (total of 178) across 6 Young People's Centres in Edinburgh (scoping with 30)

12 Host carers (scoping with 12)

Cyrenians - 4 staff, 2 volunteers (scoping with 6)

English as a Second Language Tutors (Edinburgh College) total 45 (scoping with 10)

Edinburgh College Wellbeing Team – 4 (scoping with 4)

1 How many people do you estimate you will reach through this activity?

246

1 What are the intended outcomes for this activity? What difference do you intend it to make for the target group(s)?

For a solid preparation to deliver a project based on identified participant needs rather than a service-led project, in order to build communities of practice and support the ongoing process of system change.



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2 Proposed project/activity

Preparing Continuous Professional Development and analyse scoping findings. Social work and the Meadows Team will identify existing research and resources available about trauma-informed practice and working with refugees and separated children. The next stage will be adapting and amalgamating trauma-informed learning resources, based on this and informed by the scoping exercise. These resources will be reviewed by partners and peer mentors prior to delivery to participants.

2 Who are the target groups for this activity?

The learning resources are primarily for all participants involved in the project. Including: 6 Young People's Centres; Host Carers; Cyrenians; Edinburgh College Wellbeing team, English as a Second Language Tutors and the Wellbeing Team at Edinburgh College. They will be designed with sustainability in mind from the outset, and can be used beyond the project's lifetime.

2 How many people do you estimate you will reach through this activity?

246

2 What are the intended outcomes for this activity? What difference do you intend it to make for the target group(s)? (approx. 39 words)

To develop accessible learning resources for staff and volunteers, in order to promote their capacity in supporting refugee and separated children's mental health and wellbeing, and to reduce loneliness and social isolation for these young people.

3

3 Proposed project/activity

The Mental Health Foundation to deliver the designed learning resources, as part of supporting participants' Continuous Professional Development.



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3 Who are the target groups for this activity?

The learning resources are primarily for all participants involved in the project. Including: 6 Young People's Centres; Host Carers; Cyrenians; Edinburgh College Wellbeing team, English as a Second Language Tutors and the Wellbeing Team at Edinburgh College.

3 How many people do you estimate you will reach through this activity?

246

3 What are the intended outcomes for this activity? What difference do you intend it to make for the target group(s)?

To increase knowledge and understanding about the needs of refugees and separated children relating to mental health and wellbeing, and ways of protecting and sustaining this. To increase confidence and skills to work in a trauma-informed and culturally sensitive way. To deliver mental health and wellbeing support to refugees and separated children.

Develop and deliver accessible learning resources to promote capacity in supporting refugee and separated children's mental health and wellbeing, and to reduce loneliness and social isolation for these young people.

4

4 Proposed project/activity

The Mental Health Foundation to deliver two wellbeing groups for refugees and separated children, working with Through Care and After Care and an arts-based facilitator. The Meadows team will input about making this a safe space where open



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conversations can happen. As food and cooking together are often key priorities for refugees and separated children, this will be incorporated.

4 Who are the target groups for this activity?

20 refugees and separated children in Edinburgh age 16-21.

4 How many people do you estimate you will reach through this activity?

20

4 What are the intended outcomes for this activity? What difference do you intend it to make for the target group(s)? (approx. 39 words)

Improve refugees and separated children's mental health and wellbeing, reduce loneliness and enhance community connectedness, create increased opportunities for peer learning and support.

Box 5

5 Proposed project/activity

Wellbeing events developed and designed by refugees and separated children.

5 Who are the target groups for this activity?

20 refugees and separated children involved in the project.

5 How many people do you estimate you will reach through this activity?

20

5 What are the intended outcomes for this activity? What difference do you intend it to make for the target group(s)?

Refugees and separated children to design and participate enjoyable activities promoting their wellbeing, building on what they have learnt during the wellbeing groups.

6



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6 Proposed project/activity

Evaluation will take place on individual and organisational levels, and regarding systems change. This will create ongoing opportunities to reflect about the impact of the work. A learning-needs audit will take place at the beginning, using a combination of surveys and focus groups. The developed Theory of Change methodology will provide oversight of overall desired change, as well as impact on individuals (staff, volunteers and refugees and separated children).

Using pre and post questionnaires will help to establish a baseline of needs from perspectives of staff, volunteers and refugees and separated children, and also at the project's end, to identify if learning needs have been met and any areas for future development. Pre and post questionnaires and qualitative approaches will support evaluation of staff and volunteers who are directly involved in Continuous Professional Development with the Mental Health Foundation. Peer mentors will use the cascade model, similarly using pre and post questionnaires.

6 Who are the target groups for this activity?

All partners and participants with focus on the 20 peer mentors within participating organisations, and the 20 refugees and separated children who participate in the wellbeing groups.

6 How many people do you estimate you will reach through this activity?

150

6 What are the intended outcomes for this activity? What difference do you intend it to make for the target group(s)? (approx. 39 words)

To inform ongoing adaptation of project. To gain insight into usefulness and impact of training and ongoing learning supports for staff and volunteers.

7

7 Proposed project/activity



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Knowledge exchange – this is anticipated to be a series of face to face and online sessions sharing learning, within statutory, health and voluntary services in Edinburgh and beyond.

7 Who are the target groups for this activity?

All partners and participants and refugees and separated children. Wider local authorities via Scotland and national networks. Including the Convention of Scottish Local Authorities, the No Recourse to Public Funds Network, and the safeguarding group for refugees and separated children (comprising voluntary agencies, the Home Office and local authorities in Scotland).

7 How many people do you estimate you will reach through this activity?

200

7 What are the intended outcomes for this activity? What difference do you intend it to make for the target group(s)?

To shared learning gained and resources developed, to promote the project's sustainability.

2.12 Please provide the Project Plan. Timeline – 500 words per section



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Please provide a short timeline which identifies the key milestones for your project (when you are going to do your activities). Only fill in for the date ranges that apply to your project.

July – Sept 2021

Project set up. Induction stage for the Mental Health Foundation, meeting key stakeholders and facilitating an evaluation framework workshop to help inform our Theory of Change.

Identify resources on trauma-informed materials for supporting staff working with refugees and separated children.

Prepare for use of interactive arts-based materials for scoping and wellbeing groups.

Link in with all participants in preparation for scoping.

October – December 2021

Scoping needs-audit uses arts-based materials with refugees and separated children, and staff and volunteers.

Adapt/amalgamate existing trauma-informed Continuous Professional Development.

Use interactive arts-based materials with refugees and separated children to inform development of trauma-informed Continuous Professional Development.

Skills training regarding the Peer Group Mentor Model run by the Mental Health Foundation with identified 20 peer mentors (5 days).

Wellbeing group A (8-12 sessions) with mid and end evaluation.

January – March 2022

Wellbeing group B (8-12 sessions) with mid and end evaluation.

Making data bespoke and amalgamating resources. Check steering group agreement for Continuous Professional Development materials.

April – June 2022

Overall evaluation of wellbeing groups A and B, to inform potential future model.

Planning for wellbeing events with refugees and separated children.



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Delivering Continuous Professional Development to participants, working closely with peer mentors. Participants are: Young People's Centres; host carers; Cyrenians staff and volunteers; English as a Second Language tutors, and the Wellbeing Team (Edinburgh College).

July – September 2022

Wellbeing events with refugees and separated children.

Overall project evaluation.

Ensure sustainability of resources.

Knowledge exchange.

October – December 2022

Final reporting back to Scottish Government.



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Appendix 2

Question									
No.									
3.1	Associated budget								
	Please provide a short description of each element of your budget and the estimated cost.								
Employees (inc salary and relevant costs)									
Name	Role	July – Sept 2021	Oct – Dec 2021	Jan - March 2022	April – June 2022	July – Sept 2022	Oct - Dec 2022	Total project budget	Explanation
Mental Health Foundation	Project Coordination (Families, Children and Young People)	£4,039.00	£6,051.00	£6,051.00	£6,051.00	£6,051.00	£2,020.00	£30,263.00	3 days per week for 15 months
Mental Health Foundation	Equality and Human Rights Officer	£2,587.00	£3,986.00	£4,039.00	£4,039.00	£4,039.00	£1,346.00	£20,036.00	2 days per week for 15 months
Subtotal costs for employees		£6,626.00	£10,037.00	£10,090.00	£10,090.00	£10,090.00	£3,366.00	£50,299.00	
Property (inc rental space needed for staff and project activities)									
Item	Purpose	July – Sept 2021	Oct – Dec 2021	Jan - March 2022	April – June 2022	July –Sept 2022	Oct - Dec 2022	Total project budget	Explanation
Room hire	Scoping, wellbeing groups, meetings	£330.00	£400.00	£320.00	£320.00	£400.00	£20.00	£1,790.00	

Subtotal costs for property		£320.00	£400.00	£320.00	£320.00	£400.00	£20.00	£1,790.00	
T&S (travel and subsistence for all staff and volunteers and participants of project)									
Person	Purpose	July – Sept 2021	Oct – Dec 2021	Jan - March 2022	April – June 2022	July –Sept 2022	Oct - Dec 2022	Total project budget	Explanation
Project Coordination Worker	Mental Health Foundation Travel	£478.00	£478.00	£478.00	£478.00	£482.00	£0.00	£2,394	Glasgow-Edinburgh
Project Coordination Worker	Mental Health Foundation Subsistence	£70.00	£70.00	£70.00	£70.00	£0.00	£0.00	£280	£5 per day
Equality and Human Rights Officer	Mental Health Foundation Travel	£478.00	£478.00	£478.00	£478.00	£482.00	£0.00	£2,394.00	Glasgow-Edinburgh
Equality and Human Rights Officer	Mental Health Foundation Subsistence	£70.00	£70.00	£70.00	£70.00	£70.00	£0.00	£350.00	£5 per day
Cyrenians Peer Mentor	Cyrenians travel	£20.00	£20.00	£20.00	£20.00	£20.00	£0.00	£100.00	
Cyrenians Peer Mentor	Cyrenians subsistence	£20.00	£20.00	£20.00	£20.00	£20.00	£0.00	£100.00	
Refugees and separated children	Bus travel	£80.00	£80.00	£80.00	£80.00	£80.00	£0.00	£400.00	
Refugees and separated children	Subsistence	£50.00	£50.00	£50.00	£50.00	£40.00	£0.00	£240.00	
Subtotal costs for T&S		£1,266.00	£1,266.00	£1,266.00	£1,266.00	£1,194.00	£0.00	£6,258.00	

Supplies and Services									
Item	Purpose	July – Sept 2021	Oct – Dec 2021	Jan - March 2022	April – June 2022	July –Sept 2022	Oct - Dec 2022	Total project budget	Explanation
Child and Adolescent Mental Health Service		2954	1525	1525	1525	1525	100	9,154	3.75 hours per week for 65 weeks @ £35.27 / hour (Band 8A clin psych).
Cyrenians sessional Peer Mentor	Peer Mentor to promote learning	£1,982.40	£1,982.40	£1,982.40	£1,982.40	£1,982.40	£0.00	£9,912.00	Recruitment of peer mentor for voluntary service
Printing, posters, publicity, photography	publicity and communications	£300.00	£300.00	£300.00	£300.00	£303.00	£0.00	£1,503.00	
Interpreting	communication for refugees/separated children	£800.00	£800.00	£800.00	£800.00	£800.00	£0.00	£4,000.00	£38 per hour
Art facilitator	two wellbeing groups	£0.00	£0.00	£3,500.00	£3,500.00	£0.00	£0.00	£7,000.00	
Photographer	wellbeing groups/events	£0.00	£0.00	£500.00	£500.00	£0.00	£0.00	£1,000.00	
Making short videos	With refugees and separated children	£0.00	£0.00	£1,000.00	£1,000.00	£0.00	£0.00	£2,000.00	
arts-based resources	scoping/wellbeing/events	£0.00	£0.00	£300.00	£300.00	£0.00	£0.00	£600.00	
Wellbeing events	With refugees and separated children	£0.00	£0.00	£0.00	£0.00	£1,500.00	£0.00	£1,500.00	
Subtotal costs for supplies		£3,082.40	£3,082.40	£8,382.40	£8,382.40	£4,585.40	£0.00	£27,515.00	
Misc									

Item	Purpose	July – Sept 2021	Oct – Dec 2021	Jan - March 2022	April – June 2022	July –Sept 2022	Oct - Dec 2022	Total project budget	Explanation
Incentive for RSC	encourage participation	£0.00	£300.00	£0.00	£0.00	£0.00	£0.00	£300.00	
Final reward for RSC	rewards achievement	£0.00	£0.0	£0.00	£0.00	£350.00	£0.00	£350.00	
Food for RSC	wellbeing groups/events	£0.00	£0.00	£750.00	£750.00	£0.00	£0.00	£1,500.00	
Trip outs – for RSC	wellbeing groups	£0.00	£0.00	£300.00	£300.00	£100.00	£0.00	£700.00	£700.00
Learning boxes for peer mentors	learning resource	£0.00	£0.00	£1,500.00	£0.00	£0.00	£0.00	£1,500.00	
Learning book for peer mentors	learning resource	£0.00	£0.00	£750.00	£0.00	£0.00	£0.00	£750.00	
refreshments	meetings, wellbeing events, knowledge exchange	£0.00	£0.00	£0.00	£100.00	£461.00	£0.00	£561.00	
Podcast	with refugees and separated children	£0.00	£0.00	£1,000.00	£1,000.00	£0.00	£0.00	£2,000.00	
Knowledge exchange	share project learning	£0.00	£0.00	£0.00	£0.00	£1,500.00	£0.00	£1,500.00	
Data for RSC (mobile phone/internet)	promote engagement	£0.00	£200.00	£200.00	£200.00	£200.00	£0.00	£800.00	
Subtotal costs for Misc		£0.00	£500.00	£4,500.00	£2,350.00	£2,611.00	£0.00	£9,961.00	
Subtotal		£11,294.40	£15,285.40	£24,558.40	£22,408.40	£18,880.40	£3,386.00	£95,823.00	
Management fee (15%)		15%	15%	15%	15%	15%	15%	15%	
Monitoring and evaluation (5%)		5%	5%	5%	5%	5%	5%	5%	
Grand total		£13,553.28	£18,342.48	£29,470.08	£26,890.08	£22,656.48	£4,063.20	£114,987.60	