

# Setting goals to work toward integration

## Understanding Integration

Integration is a long process, ask yourselves whether you feel integrated in your own community or neighbourhood, if you do, think about why you feel that way – what happened to make you feel that way? Perhaps you feel integrated into your community at some times and not others. When refugees arrive to the UK, they are likely to feel far from integrated initially, particularly before they learn English.

Feeling integrated is a deeply personal process, and there's not a certain amount of time it will take to achieve this, but there's ways in which you and your group can play a role in helping refugees to integrate and help them to develop their independence. You should always keep in mind that integration is a long process, and everyone has their own role to play – the refugees must want to integrate as much as you would like them to feel integrated.

Having a clear plan where you are helping refugees to achieve the goals they set themselves can also help to focus the work and involvement of your group once a family has arrived, the plan can also assist when reflecting with the family on how far they have come.

There are multiple methods of setting goals with refugees used across the world, and many of these can be found online. Our plan is simply a suggestion and you will find what works best for you. We've provided a downloadable word version of the template in this document which you can download from [our training website](#).

## Planning

As a group, you will have been deciding on your [approach to empowerment](#), as well as the [boundaries](#) that your group will outline to the refugee family you are supporting. Taking a collective approach to how you will support the family integrating into their community will also be helpful. Whilst you won't be setting the goals (that's something only the refugees are supporting can do), what you can do is outline how you can support refugees to meet their goals. All of those supporting the family should be made aware of what you are aiding the family to achieve so that you can work together to help the refugees achieve their ambitions. Remember to treat each family member as an individual – they may have shared goals, but may need to work toward them in different ways. Work with your interpreters in advance to explain your approach and what you hope the planning session will achieve. Ensure that the family are clear on the actions agreed from the goal setting.

## Timing

There isn't a deadline by which you achieve integration; as we've mentioned, it's an ongoing process, but groups have told us that the earlier they start conversations with the refugees they are welcoming the better. As you get to know the family, you'll start to feel your way, but one sponsor group shared with us that they were supporting a family and introduced the use of an independence plan after family members had remarked on how small the property they were living in was. The family member was keen to move into a larger property, where the rent was higher. In order to be able to afford this, employment was needed, and for this, an increased knowledge of English was needed. The group were able to support the family member with additional opportunities to practice English, helped to find a volunteer placement to gain UK experience, to work toward being in a position to find a job. Using something that started as a dissatisfaction, they were able to focus the way in which the group could best support the family.

## Consistency

You've heard us talk a lot about consistency in all of our resources, and this is no different! Your group working to support refugees in the same way is crucial. There may be a level of confidentiality around what the refugees want to achieve and you should always check that the refugees are happy with you sharing their goals with all those who can support them (for example, if the goal of a refugee is to find paid work in a specific sector, the team working on ESOL provision need to know this so that they can base their work around this). Explain why sharing this is important and ask for the permission of the refugee to do so.

## Agreement

Whilst you may see the benefit on working toward goals, the refugees you are supporting may not. You can't force your approach on to anyone but you can explain why it might be helpful. You'll be helping the refugees to achieve independence through your work as a group, this is an additional focus that may prove useful.

## Be realistic

It's incredibly unlikely that a refugee is going to achieve all of the goals they hope. You can help to make the reality of goals clear. You will have limitations for what you can achieve – and this is perfectly acceptable.

## Setting goals

### Establishing goals

- Ask the refugee what is important to them, and what they would like to achieve.
- When setting goals, remember that there will be a number of steps to take, and it's unlikely to achieve these goals immediately.
- Aim for a mix of short term and longer term goals (achieving a goal can be a huge motivator, and a great way to reflect on success)

### What steps need to be taken to achieve the goals?

- You will need to work together to define what actions need to be taken – your knowledge is likely to be greater than that of the refugee. Take time to explain why the actions are important and what taking them will achieve
- Establish who can take which action – keep in mind your approach to empowerment throughout the action stages; this is a partnership and your role is not to do everything

### Review

- You may find it helpful to have regular reviews of these goals – ask how things are going, what has been achieved, and what is still to be done. The recurrence of the reviews is up to you – we'd suggest making time for these monthly, but keep in mind what else is taking place in the lives of the family when setting these up.
- Ask if the goal is still relevant – it might not be, or it may have changed. Don't forget to celebrate any progress made on closed goals
- Celebrate achievements – some of the goals the refugee is working toward are going to take some time, any progress is a good thing
- Reflect on what still needs to happen or whether the actions agreed upon are still relevant
- Remember to ask open questions, and take time to hear what the person you are working with is saying, sometimes you may need to ask further questions to dig a little deeper to work through what actions can be taken
- You should prepare yourself to be clear and need to repeat how you can help refugees achieve their ambitions; you aren't there to do everything for them, rather, it's a partnership between you. Be realistic in what you have control over.

Make sure the refugee you are working has a copy of the goal setting plan

## Goal Setting Document

We have provided a sample goal setting document here for you to see – this is not for a real person, we are only demonstrating how this can be used. A word document of a blank template is available on our [website](#) for you to use.

Name: **Amena**

Date: **31/03/2019**

Goal	Actions to take	Amena's Actions	Action for group	Review date	Progress	Status
<i>Children happy at school</i>	<ul style="list-style-type: none"> <li>● Register children at school</li> <li>● Meet teachers and visit school – planning how children will get to school</li> <li>● Purchase uniform/school equipment</li> <li>● Understand school policies (uniform/behaviour/homework/testing)</li> <li>● Review how children are progressing at school with teachers</li> </ul>	<ul style="list-style-type: none"> <li>● Visit school</li> <li>● Understand school policies</li> <li>● Keep up to date with progress at school</li> <li>● Ask for help from group if unsure</li> </ul>	<ul style="list-style-type: none"> <li>● Ensure registration at school happens within 2 weeks of arrival</li> <li>● Accompany Amena and children on school visit</li> <li>● Assist in purchase of school uniform/equipment (or help Amena budget for these if not funding this)</li> <li>● Assist in explaining how school system works (parents evening, tests etc)</li> <li>● Look at providing interpreters for school visits</li> </ul>	+1 month of arrival	<i>Text here on how things are going</i>	<ul style="list-style-type: none"> <li>● Achieved</li> <li>● <b>Ongoing</b></li> <li>● Changed</li> </ul>

<p><i>Learn English</i></p>	<ul style="list-style-type: none"> <li>● <i>Attend ESOL lessons</i></li> <li>● <i>Practice speaking English</i></li> </ul>	<ul style="list-style-type: none"> <li>● <i>Attend ESOL lessons</i></li> <li>● <i>Take opportunities for informal language learning</i></li> <li>● <i>Decide focus for informal lessons</i></li> </ul>	<ul style="list-style-type: none"> <li>● <i>Ensure Amena can access 8 hours of ESOL classes per week</i></li> <li>● <i>Provide opportunities for informal language learning</i></li> <li>● <i>Ask Amena what she would like informal conversations to be based around</i></li> <li>● <i>Monitor progress in ESOL classes</i></li> </ul>	<p><i>Monthly</i></p>	<p><i>Text here on how things are going</i></p>	<ul style="list-style-type: none"> <li>● <i>Achieved</i></li> <li>● <b>Ongoing</b></li> <li>● <i>Changed</i></li> </ul>
<p><i>To live in a house with a garden</i></p>	<ul style="list-style-type: none"> <li>● <i>Find out what houses with a garden are available and what their cost is</i></li> <li>● <i>Make a plan to work toward the level of income required for property (this could include working toward employment)</i></li> <li>● <i>Consider what other options are available</i></li> </ul>	<ul style="list-style-type: none"> <li>● <i>Research what is available locally</i></li> <li>● <i>Discuss with group how this could be possible</i></li> <li>● <i>Make a longer term plan for this to be achieved</i></li> </ul>	<ul style="list-style-type: none"> <li>● <i>Discuss housing prices in the area with Amena (property websites/local estate agents)</i></li> <li>● <i>Explain any difference in rent</i></li> <li>● <i>Explain tenancy agreement and when this could be broken/not broken</i></li> <li>● <i>Work through actions relating to additional income required, setting out a timeline)</i></li> <li>● <i>Consider alternative options (why would Amena like a</i></li> </ul>	<p><i>TBC</i></p>	<p><i>Text here on how things are going</i></p>	<ul style="list-style-type: none"> <li>● <i>Achieved</i></li> <li>● <b>Ongoing</b></li> <li>● <i>Changed</i></li> </ul>

			<i>garden? To grow things? Would pots/window boxes be possible? Access to an allotment? Is it so the children can play? Could visiting local parks work in the short term?)</i>			
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