



SAFE HAVEN IRELAND PILOT EVALUATION SURVEY AND REPORT

EXPERIENCES OF YOUNG PEOPLE ON SAFE HAVEN IRELAND SAILING TRIPS
DURING 2016

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INTRODUCTION

This report presents the findings of an evaluation of Safe Haven Ireland's sailing trips in 2016. The evaluation was undertaken by a volunteer group of Maynooth University undergraduate and postgraduate law students. The evaluation was in the form of a survey of participants in the 2016 sailing trips. The survey was designed, distributed and analysed by the students under the supervision of Dr Clíodhna Murphy, Lecturer in the Department of Law.

The project started in September 2017 when Safe Haven Ireland approached Dr Murphy to ask whether her students would be interested in independently evaluating the work of the organization. This evaluation would potentially be used by Safe Haven Ireland in the future to show how their projects work and in speaking to funders about getting funding for future activities.

The two central questions for the volunteer group were as follows:

- (1) Do the sailing trips organised by SHI help migrant young people to settle in Ireland and become part of Irish society, and foster integration?
- (2) Do the young people enjoy the experience of the sailing trips?

This report explains the process of designing and implementing the survey, and discusses the findings arising from it. It concludes that the sailing trips are a valuable tool for fostering social contacts between young people from new and existing communities, that the young people greatly enjoy the trips; and that there are language gains for the newcomer young people. Before setting out these findings, the report provides some context by explaining the work of Safe Haven Ireland, the broader statistical and legal landscape of migration in Ireland, and giving some information on participants' countries of origin.

The sample surveyed for this exercise was small. We consider this survey to be a pilot for a wider evaluation exercise which would try to reach all the participants involved in sailing trips with Safe Haven Ireland to date.

SAFE HAVEN IRELAND: BACKGROUND AND ACTIVITIES

A. SAFE HAVEN IRELAND: A RECENT NOT-FOR-PROFIT INITIATIVE¹

Safe Haven Ireland ("SHI") is a not for profit initiative founded in 2015. Its primary objective is to empower young people and foster integration in Ireland.

SHI's focus is on immigrant young people, especially asylum seekers, as well as other young people in Ireland, usually from disadvantaged areas. The young people are usually between the ages of 15-21. Safe Haven aims to assist their integration, which is essential to their future, and hence the future of this beautiful country.

¹ Information in this section was sourced directly from the SHI website, unless otherwise indicated.
www.safehavenireland.com

SHI's vision is for an Ireland with strong, integrated communities and one where all of its young people feel empowered. SHI's vision of an 'integrated Ireland' permeates through their work. Apart from the sailing trips, they also do their best to set young people up in clubs, societies and other places where they can continue to integrate after the voyage. For example, one former participant is now an active member of a local rowing club in Cork through a connection he made on board one of their voyages.

SHI has inspired and helped facilitate projects in the area of Art, Theatre and Climate Change Youth Exchange. Their work is guided by a firm belief in openness, transparency and accountability values. They realise and recognise that youth development and integration is only attainable when the needs and interests of both young men and women are fully acknowledged. They work in partnership with local youth organisations and migrant charities who nominate the participants for each youth development opportunity.

Safe Haven Ireland is a community organization which is regulated by the Charities Regulator (CHY no. 20105471). SHI's sponsors for 2018 are Callan Tansey Solicitors, and Coca Cola.

The project has received extensive media coverage, which is available to view [here](#).

B. SAILING TRIPS FOR YOUNG PEOPLE²

Safe Haven sailing trips allow young adults from different backgrounds to embark on a journey together and work as the crew of a yacht or tall ship. As Samantha Arnold noted in an interview with the Irish Times in 2016:

“Sailing is so intense and you work on the boat around the clock, so it builds really strong relationships and can be quite therapeutic. The idea we had was that the relationships people form would follow them off the boat and stick in their communities. It was also about teaching young people a new skill and showing new communities that sailing is accessible and fun.” ([Irish Times](#), 5 November 2016)

The participants include a mix of individuals from ethnic minority backgrounds as well as individuals from Ireland. The voyage lasts for one week and participants learn how to sail and navigate in Irish coastal waters. As they are in charge of the navigation, team work is essential and bonds are developed between the participants. They work closely as a team for 24 hours a day to take the helm, raise and lower sails, stand watches, cook for each other and keep the vessel shipshape.

The sail not only gives young adults the opportunity to learn a lot about sailing, but also to develop team working abilities and interpersonal skills. The shared experience creates strong friendships between the participants and will have a profound influence on the rest of their lives. The young adults learn about their different cultures and about their experiences in Ireland. They sing, swim, night sail and learn words from each other's native languages. In the words of SHI:

“Our programme enables the participants to gain much more than sailing skills. They build strong bonds with each other by virtue of a shared experience, which in many cases will go

² Information in this section was sourced directly from the SHI website, unless otherwise indicated. www.safehavenireland.com

on to have a profound influence in the rest of their lives. The young people educate each other about their backgrounds and different cultures and together forge a new vision for their shared futures on the island of Ireland.” (Safe Haven Ireland, “Safe Haven: plain sailing for refugees and Irish communities”, blog post written for The Stand, 9 October 2017).

FACTUAL AND LEGAL CONTEXT FOR SAFE HAVEN IRELAND’S WORK

A. MIGRATION TO IRELAND – STATISTICS AND LEGAL FRAMEWORK

Statistics

Ireland is now an immigrant-receiving society, with a long-established immigrant population (Murphy, Caulfield and Gilmartin, 2017). Census 2016 shows that 17.3% of the resident population of Ireland was born outside the country (CSO 2017a). This is the fourth highest proportion of foreign-born residents in the EU, following Luxembourg (45.2%), Cyprus (20.4%) and Austria (18.2%) (Eurostat 2017). Table 1 provides information on place by birth by broad geographical category. This highlights the high proportion of foreign-born residents of Ireland who were born in other EU countries, particularly the UK, Poland and Lithuania. Though census data on this issue is incomplete, it appears from both the census and the migration flow estimates that a considerable number of residents who were born in other EU countries have lived in Ireland for 10 years or longer.

Table 1: Place of birth of resident population of Ireland, 2016

Place of birth	Population	Percentage
Ireland (incl. Northern Ireland)	3,879,515	82.72%
UK	277,206	5.91%
Rest of EU-15	63,335	1.35%
EU-13	230,452	4.91%
Rest of World	239,413	5.11%
Total	4,689,921	100%

Source: CSO 2017a

In addition to the census data, the Irish Naturalisation and Immigration Service, under the Department of Justice and Equality, compiles annual reviews of Immigration into Ireland. As of writing the 2017 report is not yet available.

In 2015 the number of non-EU nationals living in the State rose to 114,000, from 105,000 at the end of 2014. Visa applications rose by 14% compared 2014 as well. The top 5 registered nationalities in Ireland were:

- Brazil (16%),
- India (11%),
- China (9%),
- USA (7%)
- Pakistan (6%)

The majority with permission to remain were in the State for work or study purposes.

2015 also saw the signing of the International Protection Act 2015, which aims to simplify and streamline the asylum process. During that year, the migration crisis in the European Union was unprecedented and led to the establishment of the Irish Refugee Protection Programme – under this Ireland planned to accept 4,000 displaced persons under the Relocation and Resettlement programmes. Asylum application to Ireland rose from 1, 448 in 2014 to 3, 276 in 2015. The top three countries notational applied from were Pakistan, Bangladesh, and Albania. Of these applications, at the date of the publication in April 2015, only 375 remained to be processed. In 2016 the Irish Refugee Protection Programme accepted over 760 people.

As the annual 2017 report from the Irish Naturalisation and Immigration Service is not yet available, the data about 2017 asylum applications was compiled from the monthly statistical reports from the International Protection Office. In total there was 2, 910 applications in 2017 of 600 were refugees. It also saw a change in the top nationalities of applicants; Syria being number one followed by Georgia – Albania kept third in rankings from 2016. 37.4% of applicants were women and 28.8% were children. There is difficulty in the collection of information on Unaccompanied Minors as non-EEA nations under the age of 16 years are not required to register with the Garda National Immigration Bureau.

Legal framework

Many of the newcomer young people supported by Safe Haven live in the Direct Provision system. This is a temporary accommodation programme for asylum applicants in the State. The **International Protection Act 2015** provides the framework by which asylum applications are processed. Priority is determined and applications are broken into two streams; the first stream is the majority of applications for international protection and will be scheduled from oldest cases first a follows the three stage system (pending protection recommendation, appeal at Tribunal, and refugee status recommendation). The second stream is for cases newer in age and meeting additional criteria. These criteria are the age of the applicant, the likelihood that the applicants are “well-founded”, and UNHCR recommendation of prioritisation based on country of origin, and health grounds. Regarding the criteria of age, priority will be given to the following kinds of applicants:

- Unaccompanied minors in the care of TUSLA
- Applicants who applied as unaccompanied minors, but who have now aged out
- Applicants over 70 years of age, who are not part of a family group

Young people living in direct provision express dissatisfaction in quality of life, practically in areas of religious/cultural sensitivity and access to further education. One of the most important things to was activities (i.e. homework club, summer camps, and trips). While young people are constrained in agency they are cognisant to the differences in their status and access. Those who meet the age requirement of Safe Haven practically expressed an interest in new methodology (activities, games) and meeting new people.

B. NATIONAL INTEGRATION POLICY

According to the Migrant Integration Policy Index (MIPEX) 2015, Ireland has positive integration practices in the area of political participation and anti-discrimination, but scores less favourably in respect of access to education and labour market mobility. Overall Ireland ranked 19th of 38 countries surveyed; below all Western European countries except Austria and Switzerland. It is therefore positive that Ireland is currently implementing a new national policy for migration integration (Migrant Integration Strategy, 2017).

MIGRANT INTEGRATION STRATEGY 2017

The vision of the Migrant Integration Strategy 2017 is that “the basic values of Irish society are respected by all”. The strategy also states that integration recognises the right of migrants to give expression to their own culture in a manner that does not conflict with the “basic values of Irish society.” It states that migrants should be enabled to celebrate their national, ethnic, cultural and religious identities (subject to the law). It seems to embrace a participatory conception of integration: its vision is that migrants are facilitated to play a full role in Irish society. This is broadly in line with SHI’s vision. Indeed, initiatives like SHI provide the foundation for Irish youth and migrant youth to interact and appreciate differing cultures.

From a more practical perspective, the strategy identifies two types of actions. The first type of actions are those applicable to all Government departments, and include making information available through signs and translated material; training on intercultural awareness; and providing information on how to make a complaint about racist behaviour.

The second type of actions is those which are intended to address particular issues. Some of these are quite specific – such as the inclusion of a target of 1% for the employment of EEA migrants and people from minority ethnic communities in the civil service (in most cases civil service employment is not open to non-EEA nationals) and the monitoring of current school enrolment policies over time to assess their impact on the enrolment of migrant students. Other actions are broad and nebulous (for example, “encourage businesses to focus on integration”; and “migrants will be encouraged to participate in local and national politics to the extent that these areas are legally open to them”).

ANALYSING THE MIGRANT INTEGRATION STRATEGY³

While the Migrant Integration Strategy has strengths, there are also some points which cause concern. There are no references in the Migration Integration Strategy to upholding human rights standards or ensuring that human rights are enjoyed by all, and human rights principles are not expressly given as a rationale for any of the measures outlined in the strategy. The strategy’s commitment to examine the imposition of a citizenship and/or language tests (action 12) is a further point of concern, as such tests can act as barriers to integration.

³ This section is based on Murphy, Caulfield and Gilmartin, 2017.

Furthermore, the strategy does not formally apply to asylum seekers or undocumented migrants. These are serious issues that call for a need in an updated and improved migration integration policy in Ireland.

After the publication of the previous migrant integration strategy in 2008 (“Migration Nation”) Government of Ireland formed the Office for the Promotion of Migrant Integration (OPMI) which had a role centred on facilitating integration at grassroots level through the funding of sporting groups, NGOs and faith-based community groups rather than developing an overarching integration framework which could be used to inform the action of other state bodies. While this was a promising initiative and the OPMI has done some good work, financial restrictions in Ireland since 2007 have been a barrier to the expansion of integration policy.

An important positive to take from the Migrant Integration Strategy going forward is the inclusion of equality and non-discrimination. In addition, the absence of focus on specific cultural assimilation in this policy is very important and should be emphasised going forward.

DEVisING A FRAMEWORK FOR THE EVALUATION

A. OUTLINE OF METHODOLOGY

In order to evaluate the work of SHI to date, we decided to devise a survey for completion by a selected group of young people who have taken part in the sailing trips, which aims to see if and how the young people’s integration has been facilitated and helped along by the project.

Dr Clíodhna Murphy carried out an email vote amongst the student group to decide which of the cohorts (2015, 2016 or 2017 sailings) we would survey. We made our decision based on information shared by Safe Haven Ireland regarding activities from each year and some narratives from individual participants. The majority voted to survey participants from the year 2016 so we proceeded with that.

We sought ethical permission from the University to carry out this survey, information relating to which is available on request.

To carry out the survey we opted to use Google forms as it is a user-friendly and time-efficient tool for creating and conducting a survey, and then analysing the results.

B. DESIGNING THE SURVEY: LITERATURE REVIEW

As our survey aims to measure integration, to help us in devising the survey questions we researched some academic literature relating to integration and particularly refugee integration. We discovered two articles, both by Ager and Strang, to be helpful. The first is ‘Understanding Integrations: A Conceptual Framework’ (2008) and the second is ‘Refugee Integration: Emerging Trends and Remaining Agendas’ (2012).

The 2008 article on understanding integration identifies the core concepts that shape understanding of successful integration, at the foundation of which are rights and citizenship. Equality (with non-refugees) in relation to these core concepts is essential in order to inspire mutual respect between refugees and non-refugees. In terms of rights this means to participate equally in society and in terms of responsibilities the opportunity to adapt to society.

In addition to rights and responsibilities, there are facilitators to integration which remove barriers to integration by encouraging social and economic participation in mainstream society. These include, for example, language and cultural knowledge. Facilitators in this context would be linguistic education, interpretation services, culture-sharing and the valuing of cultural-diversity. Safety and stability is another important aspect of successful integration as it promotes 'peaceful' non-threatening communities which in turn promote positive community relationships and continuity of settlement.

Finally, Ager and Strang identify the social aspect of successful integration is a multi-layered process. "Social contacts" or connection drives integration at a local level, viewing integration as a mutual process which encourages social mixing and sentiments of belonging to society. It is based on friendship and shared values. "Social bonds" preserve a refugee's proximity to their family which allows them to maintain practicing their culture and also allows them to establish connection with other 'like-ethnic' groups in the society. "Social bridges" encourage social harmony between refugees and host communities, facilitated by the friendliness of locals creating a feeling of being welcome among refugees. This can be achieved through coming together in sports, community and political life. "Social links" concern the relationship between the individuals (refugees) and the State structures (i.e. government services). Avoiding racism in the provision of services is key to establishing and ensuring social links.

In the latter half of the article, Ager and Strang identify 'markers and means' of successful integration. These include employment, housing, education and health.

The 2010 article on trends and agendas in refugee integration defines integration as 'participation to the fullest extent in society without having to relinquish one's cultural identity'. The biggest hindrance to integration is a 'we versus them' mentality, the awareness if this notion of 'otherness' which views as others unworthy till proven worthy.

The article focusses on the role of social capital in integration processes and regards family unity as the most important prerequisite for integration: that is, the need for refugees to know their family are safe and/or will be granted asylum alongside them. Other elements of social capital are the valuing of co-ethnic communities in society, social bonds as source emotional support, self-esteem and confidence, reciprocity and trust between locals and host institutions and refugees, and the multi-dimensional nature of integration - people aren't just considered as either refugees or non-refugees, their multiple and overlapping identities are recognised which are key to forming relations across society.

Reciprocity means that integration is a two-way process between refugees and non-refugees. This means that refugees must adapt to the host community lifestyle but also that the host community must adapt its attitudes and institutions for refugees. It entails cultural activities organised by refugees to reach out to the local community, and equally that the host community create conditions to enable integration, such as access to rights, interventions that enable refugees to adapt (language skills etc.) cultural education, and anti-discrimination awareness.

C. DEFINING THE CATEGORIES OF PARTICIPANT

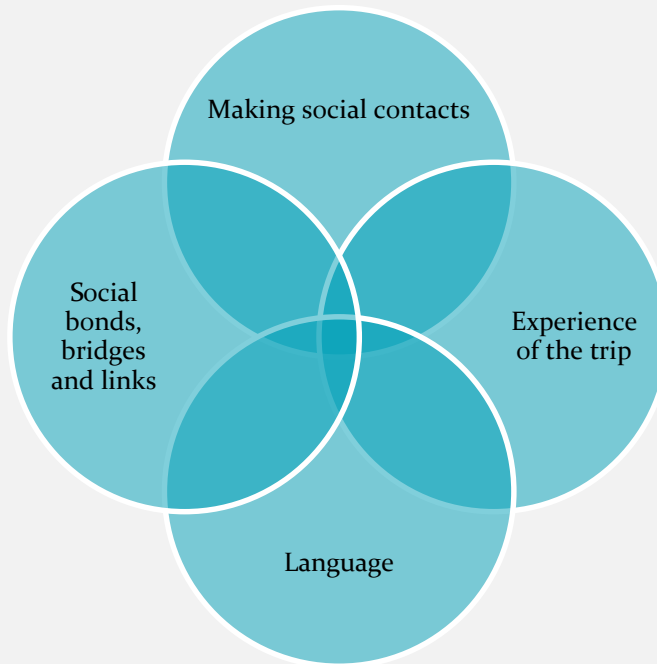
We use the term ‘newcomer’ when we talk about young people from the migrant community in Ireland. We use the term ‘Irish’ when we talk about those young people who are long-resident in Ireland. ‘Mentors’ were the third category of participant surveyed.

D. DEVISING SURVEY QUESTIONS ON THE BASIS OF THE LITERATURE REVIEW

There are two central questions which we sought to address in the survey:

1. Does the trip further the aims of SHI in seeking to help young people to integrate into Irish society?
2. Do the young people enjoy and benefit from the trips more generally?

Against this background, and in light of our findings from our review of Ager and Strang’s articles, we decided to focus on using questions relating to four domains:



Social mixing and the creation of friendships is the most basic aim and result of the trips (**social contacts**). This depends on and in turn enhances social harmony between the two groups of teenagers, especially if the local teenagers are friendly and the newcomers feel welcome (**social bridges**). Newcomer young people may make important **social links** as a result of contacts and information that they gain on the trip, and may get to know more people in co-ethnic communities (**social bonds**). **Language** is perhaps the greatest potential barrier to, and facilitator of, successful social integration of the refugee and non-refugee teenagers on the trip. We decided to focus on ‘before and after’ questions to try to pinpoint the precise impact of the trip in these domains.

In addition to the integration opportunities provided by the trip, we wanted to include some questions on the trip itself, and the experience on board.

In light of all these considerations, each member of the student group identified which of the domains we thought would be most relevant to the aims of the project (i.e increasing social contact, intercultural dialogue, and links between new communities and existing communities, etc). We each then drafted 12 plain language questions for each of the groups: Irish; newcomer young people; and the mentors, which we uploaded to a closed communal forum on our University's learning platform, Moodle. Dr Murphy reviewed all of the questions and chose the 12 for each group which she found most relevant to our objectives.

The questions were the same, with slight tweaks where appropriate, for the three groups:



PARTICIPANTS IN THE SURVEY

We have gathered some basic information on the nationalities which participated in the sailing trips in 2016, to enclose a brief country profile for the purpose of this report. This includes a very brief summary of the human rights situation in each country.

ALBANIA

Capital - Tirana.

Population – 2.9 million.

Area – 27,400 sq km.

Major language - Albanian.

Major religions - Islam, Christianity.

Life expectancy - 74 years, 80 years women.⁴

Current issues concerning human rights in Albania include domestic violence, incidents of torture, police brutality, inadequate condition in prisons, human trafficking, sex trafficking and LGBT rights.

⁴ BBC 'Albania country profile' 1 March 2018 <www.bbc.com/news/world-europe-17679574> accessed 24th March 2018.

AFGHANISTAN

Capital: Kabul.

Population - 34.6 million.

Area - 652,864 sq km.

Major languages - Dari, Pashto.

Major religion - Islam.

Life expectancy - 59 years men, 62 years women.⁵

Afghanistan is currently in conflict with Taliban forces, which intensified through 2017, resulting in large civilian casualties. This country operates under sharia law. The government has failed to implement necessary reforms to curb torture, end unscientific and abusive “virginity examinations” and imprisonment of women for “morality” crimes.⁶

BRAZIL

Federative Republic of Brazil

Capital: Brasilia.

Population - 208 Million.

Area 8.35 million sq km.

Major Language - Portuguese.

Major Religion - Christianity.

Life expectancy - 72 years Men, 79 years women.⁷

The human rights situation in Brazil includes a deterioration of the criminal justice system, unlawful police killings and mistreatment of detainees. In 2017/2018 a number of proposals which threatened human rights and represented huge setbacks to existing law and policy made their way through the legislative process.

MALAWI

⁵BBC ‘Afghanistan country profile’ 31 January 2018 <www.bbc.com/news/world-south-asia-12011352> accessed 24th March 2018.

⁶Human rights watch <www.hrw.org/world-report/2018/country-chapters/afghanistan> accessed 27th March 2018.

⁷BBC ‘Brazil Country Profile’ 4 July 2017 <www.bbc.com/news/world-latin-america-18909529> accessed 28th March 2018.

Capital: Lilongwe.

Population - 18 million.

Area - 118,484 sq km.

Major Languages - English, Chichewa.

Major religions — Christianity, Islam.

Life expectancy - 60 years men, 65 years women.⁸

The most significant human rights problems in the country include unlawful police killings, excessive use of force, including torture by security officers and sexual exploitation of children, including early and forced marriage.

MAURITIUS

Name: Republic of Mauritius.

Capital: Port Louis.

Population - 1.3 million.

Area - 2,040 sq km.

Major languages - English, Creole, French, Indian languages.

Major religions - Hinduism, Christianity, Islam.

Life expectancy - 71 years men, 78 years women⁹

It is noted by the Human Rights Committee of the United Nations that Mauritius has spared no effort to foster development in the areas of good governance, rule of law, protection of human rights in the implementation of the International Covenant on Civil and Political Rights. However, it is commented that further progress must be made in respect of the domestic legal system, the participation of women in the public and private sector, abolition of death penalty.¹⁰

NIGERIA

⁸ BBC 'Malawi Country Profile' 5 March 2018 <www.bbc.com/news/world-africa-13864367> accessed 28th March 2018.

⁹ BBC 'Mauritius Country Profile' 12 March 2018 <www.bbc.com/news/world-africa-13882233> accessed 28th March 2018.

¹⁰ Human Rights Committee Considers The Report Of Mauritius 24 October 2017 <[www.unog.ch/80256EDD006B9C2E/\(httpNewsByYear_en\)/0F24298422FC2D77C12581C300459AC7?OpenDocument](http://www.unog.ch/80256EDD006B9C2E/(httpNewsByYear_en)/0F24298422FC2D77C12581C300459AC7?OpenDocument)> accessed 28th March 2018.

Population - 186 Million.

Area - 923,768 sq km.

Major languages - English, Yoruba, Ibo, Hausa.

Religions - Islam, Christianity, indigenous beliefs.

Life expectancy - 52 years men, 54 women.¹¹

Thousands of people have died over the past few years in communal attacks led by the Islamic State-aligned Boko Haram. Separatist aspirations have also been growing and the imposition of Islamic law in several northern states has embedded divisions and caused thousands of Christians to flee. Nigeria's insecurity has added to its economic woes, hindering foreign investment.¹²

PAKISTAN

Capital: Islamabad.

Population: 193 million.

Area: 796,095 sq km.

Major languages: English, Urdu, Punjabi, Sindhi, Pashto, Balochi.

Major religion: Islam

Life expectancy: 65 years men, 67 years women.¹³

The Constitution of Pakistan provides for fundamental rights which include freedom of speech, freedom of thought, freedom of information, freedom of religion, freedom of association, freedom of the press, freedom of assembly and the conditional right to bear arms. However, it is debatable how much these clauses are respected in practice.

SOUTH AFRICA

Population: 55 million.

Area: 1.22 million sq km.

Major languages: 11 official languages including English, Afrikaans, Sesotho, Setswana, Xhosa, Zulu.

¹¹ BBC 'Nigeria Country Profile' 26 February 2018 <www.bbc.com/news/world-africa-13949550> accessed 28th March 2018.

¹² Ibid.

¹³ BBC 'Pakistan Country Profile' 19 February 2018 <www.bbc.com/news/world-south-asia-12965779> accessed 28th March 2018.

Religions: Christianity, Islam, indigenous beliefs.¹⁴

South Africa today faces high levels of corruption, poverty, unemployment and crime which has significantly restricted enjoyment of rights. It is further displaced by recurring waves of xenophobic attacks on foreign nationals.¹⁵

SYRIA

Syrian Arab Republic

Capital: Damascus.

Population: 18 million.

Area: 185,180 sq km.

Major language: Arabic.

Major religion: Islam, Christianity.

Life expectancy: 74 years men, 78 years women.¹⁶

Syria has been in civil war since 2012. The Syrian government and other non-state actors have been criticized for its' use of numerous chemical weapons, nerve agent attacks, cluster munitions and incendiary weapons resulting in civilian casualties. This ongoing conflict has resulted in the displacement of many civilians.¹⁷

ZIMBABWE

Population - 16 million.

Area - 390,759 sq km.

Major languages - English, Shona, Sindebele.

Major religions - Christianity, indigenous beliefs.

¹⁴BBC 'South Africa Country Profile' 15 February 2018 <www.bbc.com/news/world-africa-14094760> 28th March 2018.

¹⁵ Human Rights Watch, World Report 2018 <www.hrw.org/world-report/2018/country-chapters/south-africa> 28th March 2018.

¹⁶ BBC 'Syria Country Profile' 7 February 2018 <www.bbc.com/news/world-middle-east-14703856> accessed 28th March 2018.

¹⁷ Human Rights Watch, World Report 2018 <www.hrw.org/world-report/2018/country-chapters/syria> accessed 30th March 2018.

Life expectancy - 58 years men, 62 years women.¹⁸

Zimbabwe has been the centre of attacks on human rights defenders and repression of freedom of expression and media. Furthermore, with the comments of President Mugabe on the judiciary is commented to undermine the rule of law and obligations under the African Charter on Human and Peoples' rights and the International Covenant on Civil and Political Rights.

CONDUCTING THE SURVEY

SHI made contact with the young people who had taken part in the sailings in 2016 to obtain their consent for the student group to send them the link to the survey via email and/or text message. Due to the ethical difficulties involved in surveying under-18s, it was decided to focus on those participants who had turned 18 at the time the survey was being circulated.

The student group sent the survey via email to each participant who had provided their consent. Where there was no email address, or where the email address was not working, the survey link was sent via text message by Dr Murphy.

The following information was given to participants at the beginning of the survey:

“You have been invited to complete this survey, along with around 30 other people, because you participated in a sailing trip with Safe Haven Ireland in 2016. This information explains why we are doing this survey and how the results of the survey will be used.

This survey is part of an evaluation of the work of the registered charity Safe Haven Ireland. A volunteer group of students at Maynooth University, together with their lecturer, are doing this evaluation. The group has been asked to do the evaluation by Safe Haven Ireland, but the group is independent. The group does not represent Safe Haven Ireland.

The results of the survey will be used to write a report which will look at: (1) whether the project helps young people to settle in in Ireland and become part of Irish society; and (2) whether young people enjoy the experience on the sailing trips.

The report may be used by Safe Haven in the future to show how their projects work and in speaking to funders about getting funding for future activities.

Your participation in this survey is voluntary. You do not have to take part. If you start answering the questions but do not wish to complete the survey, you do not have to submit the survey form at the end.

If you participate, your answers are anonymous and we will not know your name. If you participate, we will use your anonymous answers as part of the whole evaluation project.

¹⁸ BBC ‘Zimbabwe Country Profile’ 15 February 2018 <www.bbc.com/news/world-africa-14113249> accessed 31st March 2018.

If answering the questions causes you to feel stressed or anxious, Connect Helpline is a free telephone counselling and support service which can be contacted at 1800 477 477, or see further information at www.connectcounselling.ie.

Please answer each statement below concerning the collection and use of the research data:

- I have read and understood the information on the survey
- I understand that I am not required to complete the survey
- I understand that if I have questions about the survey, I can contact Dr Clíodhna Murphy at Clíodhna.murphy@mu.ie".

One reminder email was sent to all participants two weeks after the initial email.

SURVEY FINDINGS

We encountered some difficulties in contacting young people involved in the trip, both at the initial stage when SHI contacted them in order to gain their consent for the student group to make contact, but also in getting a response to the survey. Some young people had changed email addresses and contact details.

All findings in this section are thus based on a small dataset. For this reason, the summary of findings contained here does not focus heavily on percentages as such, and draws extensively on the qualitative comments made by participants.

It is planned to treat this evaluation as a 'pilot' and to roll out the survey to all former participants in SHI sailing trips during summer 2018.

Category of participant	No. of surveys distributed	No. of responses	Gender breakdown of responses
Newcomer young people	14	4	4 female
Irish young people	7	3	3 male, 1 female
Mentors	3	2	1 male, 1 female

A. EXPERIENCE OF THE SAILING TRIP

100% of participants enjoyed the trip

The sailing trip as a group activity appears to have been a great success. 100% of the young people who took part in the survey stated that overall, they enjoyed the trip and the activities organised. The mentors agreed that the trip was a success for the young people involved. One mentor noted that by the end of the trip, the young people were at ease with one another, "including those who were quiet and less self-confident at the beginning".

Newcomer participants had the following feedback:

- “It’s exciting not knowing what you’re going to do”.
- “It’s an experience. I had an insight of what sailing was like. We learned how to sail, do stuff in a tight space, we swam, did an team activity and went to cork city to visit.”

One Irish young person identified “cooking together” as a good bonding experience.

The trip appears to have been well-organised and supported. Before participants agreed to take part in the trip, it was explained to them where they were going. Before the trip began, it was explained to the young people what activities they would be doing. One Irish participant noted: “Met before the trip and safehaven took us all on board, showed us around and went through exactly what we would be doing”. One mentor drew attention to the “Fighting Words pre-voyage workshop.”

A challenging but well-supported activity

There were challenges which arose on the trip. All except one of the participants agreed that there were some aspects of the trip which they found hard. A number of participants said that the first day was difficult, and a number mentioned that they had been seasick on the first day. One mentor noted that the start of the trip was challenging as a number of young people were “facing difficult issues in their own lives prior to getting on board that week (some were struggling with their status in Ireland, others were coping with mental health issues, and of the young people had housing problems, including risk of homelessness)”.

However, all of the young people stated that the adults on board helped you to deal with any problems which came up. One Irish participant noted: “Lucia brought a few of us up on deck one day when a few of us felt sea sick, explained sea sickness and told us to look at the horizon. She also was well prepared with chewing gum which helps when feeling sea sick.” Another stated that when difficulties arose, “the staff would talk to us calm and try to solve it by coming up with a solution”.

It might be useful for the mentors to receive some form of specific mentor training before the trip. The mentors surveyed however, had previous experience dealing with young people and with migrant communities so this was not essential for them.

B. SOCIAL CONTACTS, BONDS, BRIDGES AND LINKS

Getting to know new people

Prior to the trip, most newcomer young people already had friends who had lived in Ireland for most of their lives (75%). Interestingly, however, none of the Irish young people said that they were ‘friends’ with any newcomer young people before the trip.

All of those surveyed stated that they now knew more newcomer or Irish young people than they had before the trip. One newcomer participant stated that he had one Irish friend before the trip and now he “got 9 more and also 3 staffs”.

It was a bit unclear as to whether the young people stayed in contact after the trip, and this may have varied from person to person. One Irish participant stated that “We frequently stay in contact

through Facebook". One newcomer stated that "We never exchanged contact cause we were having so much fun. We didn't even use the phone"! One mentor noted that "One of the 'newcomers' I have met more recently has told me that some members of the group still get together from time to time, mostly the ones who are based in similar areas." Staying in contact with other newcomers may also help in developing strong 'social bonds' within a co-ethnic or a particular migrant community.

It might be useful for SHI to organize a reunion activity after the trip to help the young people to consolidate their friendships, if they wish to do so.

Romance blossomed between one Irish and newcomer couple, and this led to the Irish participant meeting some of her boyfriend's friends.

Finding out about new activities – links to the community

Half of the newcomers who participated stated that they had learned about an interesting new hobby or activity through the trip, with one stating that he had joined a rowing club. This means that the trip seems to have been successful for those people in the sense of a 'social bridge'.

Two thirds of Irish young people stated that they had learned about an interesting new hobby or activity through the trip. This means that the Irish young people appear to have also experienced social bridges as a result of the trip.

Fruitful cultural exchanges

The cultural exchanges on board appear to have been fruitful, with social contacts clearly being made. While the survey did not address the question of the relationship of newcomers with the state (social links),

Two thirds of Irish young people strongly agreed that the trip "helped a lot" to "understand other cultures or way of life? (eg sense of humour, topics of conversation, attitude of young people to school)." Half of newcomer young people felt the same, with the other half agreeing that it helped a lot. One mentor (Brazilian nationality) stated that they personally felt that "the voyage did also give me new perspectives of ways of life in Ireland that I did not have before".

A further question asked participants "Did you find things in common with the other people in the group that you didn't expect before the trip? (eg love of sport, music, dancing)". Participants were asked to rank their answer 1-5 with one being "nothing in common" and 5 being "many things in common". This question may have been awkwardly worded in its reference to "that you didn't expect before the trip", and there was a range of answers. Most ranked their answers at 3-5, with some ranking at 2. One participant remarked: "Didn't expect not to have anything in common with them before the trip". Another referred to a common love of music. A mentor noted common interests in the area of spoken word and creative writing.

One mentor noted that one of the most successful activities of the trip was an intercultural conversation which ended up going on for four hours!

C. LANGUAGE

Language not generally perceived to be a barrier, but reported language gains

The newcomer young people largely reported that there was no language barrier on the trip. As one said, “Everyone spoke perfect English and we understand each other. We bonded so well.”

Nonetheless, the newcomer young people all identified that the trip had improved their English. They were asked to rank the improvement at 1-5, with 1 being “not at all” and 5 being “very much”. 50% of newcomers used a “3” rating and 50% used a “4” rating. They all reported finding English-speaking situations easier after the trip.

Interestingly, the Irish young people seemed to perceive a slightly greater language barrier. One reported no language barrier at all, one reported a slight language barrier and one reported a language barrier that made it difficult to get to know people. Two comments were that “English was pretty good could get a jist of what they were saying and others English almost perfect” ... “There was a consistent good vibe on-board but we were definitely hindered slightly by the language barrier”.

One mentor noted a big improvement in and confidence with language skills through the trip, stating that “The newcomers were visibly more confident in their language skills and on their capabilities to engage in conversation by the end. Most of them were by them taking initiatives to actually start conversations, something which did not happen in the beginning.”

CONCLUSIONS AND RECOMMENDATIONS

The findings discussed above lead us to form three key conclusions:

- (1) The young people greatly enjoy the trips; they are challenged by the experience but appropriately supported to learn from the challenges;
- (2) The sailing trips are a valuable tool for fostering social contacts and understanding between young people from new and existing communities;
- (3) There are language gains for the newcomer young people.

We believe that this shows that SHI are meeting their goals to empower young people and foster integration.

We would make the following recommendations:

- (1) Perhaps mentors could be given the opportunity to undertake mentor training, especially if they are not experienced in dealing with young people.
- (2) Some follow-up to the trip might be useful in strengthening contacts made: perhaps a reunion or a follow-up once-off activity.
- (3) Perhaps as part of this follow-up the participants could be encouraged to specifically share information about activities, social occasions, hobbies. This would facilitate the forming of further social bridges.

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ANNEX: SURVEYS

To save space in this report, we have decided to provide links to the three surveys which we distributed.

[Survey distributed to newcomer young people](#)

[Survey distributed to Irish young people](#)

[Survey distributed to mentors](#)