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**COMMUNITY PARTNERSHIP PROJECT**

**ANNUAL REPORT 2014-2015**

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1. **Background information**

The Community Partnership Advisor (CPA) Project is about working with faith and communities organisations, supplementary, mainstream and weekend schools to promote the safeguarding of children in all areas of life and to encourage stronger working relationships with statutory service providers.

The CPA started in 2005 as a London Child Protection Committee (LCPC) Action Research Project being running across eight London boroughs and funded by the LCPC, the partner London boroughs, the Department for Education and Skills (DfES) and the Home Office (HO). The participating London Boroughs were: Brent, Camden, Enfield, Islington, Hackney, Haringey, Newham, and Southwark.

To date only 2 posts are still in place in LB Camden, and Hackney. Funding in LB Camden is secured until March 2015.

This report is an update on the progress of the CPA Project for the year 2014-2015. It illustrates the background information, the complexity of working with community and faith groups and supplementary schools, progress to date, challenges, achievements and issues arising outside the area of concerns. The report also suggests few actions

1. **Overview:**

The London Borough of Camden’s demographic profile corresponds to a typical metropolitan city with University presence. In 2014 it showed that 34% of Camden residents are from black or minority ethnic groups (increase from 27% in 2001). According to the 2011 Census ethnic group categorisation, Bangladeshi forms the largest minority group in seven Camden wards while Black African is the largest in six wards.

In all ward at least 20% of the population is from black and minority ethnic groups.

Just like any other inner London Boroughs, there are small but growing communities of migrants who are refugees or asylum seekers, as well as migrants resulting from EU enlargement.

According to the 2011 Census the most commonly spoken languages after English remain: Bengali (13%), French (8%), and Spanish (6%) Italian and Somali (5%), German, Arabic, Portuguese and Polish (4%).

Meanwhile, children in schools speak 145 languages and dialects. The most widely spoken languages are Bengali/Sylheti (3,200), Somali with 1,500 students, Albanian with 900, Arabic with 800 and French, Spanish and Portuguese with more than 250.

The number of refugee pupils in Camden schools has increased over the past 10 years and the largest numbers of refugee children are from Somalia, Kosovo and the Congo.

As well as statutory services, there is a range of voluntary and community led service providers working with children and young people from Black Ethnic Minorities communities – including supplementary schools run by immigrant communities, many faith groups and voluntary youth initiatives.

The CPA Project acts as a ‘conduit’ in channelling the information from the statutory service providers to BME communities and faith organisations as well as to the supplementary schools. The Project has proven useful considering that safeguarding children is *‘culturally’* a sensitive area for the target group.

Involving parents and carers from the targeted communities in the child safeguarding training planning and delivery has clearly helped the understanding of challenging culturally harmful traditions and also instilled faith about the roles and responsibilities of Children’s social care , Health service providers , Education and Met Police when it comes to issues of child protection.

1. **Project aims and objectives:**

# Improve collaborative mechanisms for keeping Camden’s children safe, by gathering and sharing information and continuing improvement in practice between statutory bodies, local community organisations and faith communities.

# Empower BME community/faith organisations, supplementary and weekend schools in their quest of bringing changes related to harmful traditional practices.

# Ensure that Camden’s diverse communities know about UK laws on child safeguarding, reporting procedure on child protection concerns and where to get professional help and advice.

# Bridge any gaps in communication that may exist between statutory services and communities it serves.

# Support target organisations their shared responsibilities on safeguarding children agenda as well as help on accessing funding.

1. Role of the Community Partnership Advisor (CPA)

# To identify and work with BME communities and faith groups, supplementary and weekend schools within Camden and cross borough by offering training opportunities and links to statutory services on safeguarding children.

* To work with BME communities, faith groups and supplementary schools in increasing their knowledge and awareness of childabuse and harmful practices including FGM, abuse linked to belief, child trafficking, discipline in faith setting, forced marriage and honour based violence**.**
* To work with statutory child service providers in understanding the diversity within BME communities on child rearing and harmful traditions

1. **Methodology: Collaboration**

* The success of any community engagement lies in the partnership work. Relevant stakeholders include the local authority, voluntary sector and practicing community groups, the NHS, the Met-Police- Child Abuse Team, the School Inclusion Team and major charity organisation working on child rights such as NSPCC, major funders of specific harmful practices such as London Trust, Rose and the CPA of Hackney and City Borough.
* Ability of combining CPA priorities of child safeguarding with those of the targeted community groups
* Valuing the views of the community group members in the selection of priority issues has been the root causes for the success of CPA Project in particular the series of ‘Protecting children in the community’ training sessions. This year the Round 7 has been completed
* Working towards the ownership of the training content by the beneficiaries and developing informal ‘*memorandum of understanding’* of what constitutes risk of harm and abuse within the cultural context by the service users
* Opportunity of involving key ‘community’ experts in the training with the aim of replicating this model to other BME communities

1. **Work achieved**
2. **Update the Safeguarding Children Information Pack** for BME Community and Faith groups and Supplementary schools. The pack is available at the VAC website. Recently developed issue of radicalization and extremism as a form of child abuse is being explored to be added in the Information Pack.
3. **Update the Frequently Asked Question** on forms of abuse including harmful traditional practices such as FGM, abuses linked to beliefs, Forced & Under-age Marriage and Honour Based Violence. FAQ is available at VAC website
4. ‘**Protecting children in the community’– Round 7 training sessions** from October 2014 to March 2015 included 16 sessions to 16 BME, faith groups and supplementary schools . **192** local BME residents have actively participated the 16 sessions **(109 male, 81 female and 2 no data**) ***Attachment 1shows the number and statistic breakdown.***
5. On-going **review** work on child protection policies and procedures and support to all BME community, faith groups and supplementary schools.
6. **Fundraising work for and with the target groups –**

* *Unsuccessful:* 
  + ‘*Changing Attitudes’ Project Proposal .*The proposal aims to adopt a new approach of measuring any changes in attitudes and behaviours of BME residents toward their traditional practices that are recognized as ‘harmful’ by the UK safeguarding children laws. Negative response from Comic Relief.
  + *‘Together against FGM’.* This is a joint pilot project with Arabic speaking community organisation on FGM type 1 and 4. Negative

reply from Home Office.

* *Successful :*
* Successful bid from LB Camden- Safeguarding Children Board for ‘*Protecting children in the community’* Round 7 obtaining £ 9,990.
* Successful bid from LB Camden for ‘*Camden Mosques Engagement & Capacity Building Project*’ winning £ 4, 961 for its completion on Feb. 2015
* *Pending* 
  + *‘Protecting children, young people and women from harmful traditional practices’* EU Project proposal aiming to develop a standard of good practice across the partner countries for professionals and BAMER organisations working with communities who engage in harmful practices against children through FGM, abuse linked to faith and belief, honour based violence/forced marriage

1. **Advisory role**

The CPA has contributed as an Advisor to the following working groups, forums and initiatives:

1. *FGM Special Initiative Advisory Group*, a UK-wide Special Initiative to fund community-based preventive work to safeguard children from the practice of Female Genital Mutilation (FGM) in all its forms. Approximately £1m has been invested in 15 organisations throughout England over a three-year period. The Forum will advise on the strategic development of the Initiative.
2. *FGM Cross Governmental Forum*, an initiative for a coordinated and comprehensive response to FGM – The Forum is to make recommendations on how FGM should be tackled nationally.
3. *NSPCC’ Protecting Muslim children’ initiative:* The purpose of the Advisory Group is to provide cultural knowledge and advice to ensure that those working with children in the Muslim communities are provided with and can access appropriate services that will safeguard and promote the welfare of children. A new initiative named ‘Parents safeguarding children in Madras’ was prioritise by the group
4. ‘*Advisory role at Family Services & Social Worker, to* *the MET Police Child Abuse Investigation Team* (CAIT) meetings on cases related to FGM
5. *‘-18 FGM Clinic ad hoc Advisory Group’* contribute to the health team on setting up the National -18 FGM clinic connected with research study on understanding diagnosis, management and complication of FGM in children under 16.
6. **Challenges**
7. Radicalization as a new emerging ‘child abuse’ form, how to address with sensitivity among Muslim community in Camden?
8. Difficulty of identifying key partners and sustaining lasting working relationships with Faith Groups and targeted community organisations.
9. Lack of information of existing faith groups agencies in the borough and services that they are offering to children.
10. Service gaps include the need for Family Advocate for BME families engaged with the Social Service system. This would help restoring trust between BME families and statutory bodies involved with ‘a case’
11. Conceptual understanding of *‘family conference’* stands for within BME families.
12. Information on Private Fostering
13. Foster care and adoption

Actions suggested:

* *Explore support for mobile churches and local mosques on issues of planning permission and access to premises as well as of good governance*
* *Coordinating training and workshops targeting faith groups that would address radicalization and extremism.* 
  + *Develop family and Community friendly communication channels, such as awareness raising days in community settings, jointly organised by BME community or faith organisations and relevant service providers.*
  + *Recruit Family Advocate based in a neutral space that would link both families and the Social Service*

1. **Evaluation and monitoring process**

Action suggested:

* *Measure the effectiveness of the training to the beneficiaries by undertaking a community led research study in order to know of any gaps and learning experiences. Again looking for financial support to ‘Changing Attitudes Project’ proposal that aims at measuring and analysing the extent of possible changes of harmful practise within practising communities.*
* *Evaluation by the community/faith/ supplementary led person who co-organised the day training ‘Protecting in the community’ consistently requested the repetition of the training session for their own service users.*
* *The analysis of the participants’ feedback showed…*

1. **Strengthening further the CPA Project**:

Key suggestions include:

1. Support local community groups to develop their own responses to needs in their community. (Example: create dialogue involving Met Police, Social Services, Mosques involving key community members in relevant forums, etc.)
2. Customise training package on Child protection to include identified local issues; e.g. parenting skills, truancy, private fostering, domestic violence etc.
3. Encourage community groups to input into local decision-making process. (Use local information sources to promote joint work)
4. Joint working between CPAs to offer a wide range of skills, experiences and cultural awareness. Work should be done in a thoughtful and respectful way and that there is a dialogue created. Statutory agencies need to learn about the experiences and needs of community members as well as imparting info about harmful childcare practices.
5. Identified information from discussions including anecdotal:
6. *Radicalization as an emerging form of child abuse.* Muslim community feels on the spot and needs more support in engaging and understanding all issues related to the topic
7. *BME communities still hold deep mistrust towards statutory child safeguarding service providers such as Social Services, Police, Schools and NHS*
8. *Community members would rather not ‘snitch’ on their co-ethnic and co-religious members on child protection instances.*
9. *Through scenario exercise we learned to discuss hot and sensitive issues and look solution within.* *We have acknowledged that we got problems*.
10. *The training made me aware of different treatment that can be ‘child abuse’ according with the UK laws on child protection*
11. *Our organization needs training on how to put boundaries between teachers and pupils keep the distance needed, manage a balance between authority (discipline) and friendly ‘human’ approach*
12. Need to raise awareness of DV and women living in violent relationships
13. Changing the perception that the law of the land and policies on child protection are here *‘to penalise’*; cultural practices. Participants of the training sessions should feel that when it comes to child safeguarding they too have a lot to contribute as it is a universal concept and ‘culture’ shouldn’t override it.
14. **Things to be proud of and lessons learnt. Quotes:**

* *‘We had for the first time a platform to convey our ideas, at least we had that, whether it has been well received or not we will wait what would next steps would be’* from a participants of the Camden Mosque Engagement & Capacity Building Project
* *‘The rationale behind conducting an inter-active session is the acknowledgement that community safety is a very sensitive topic to be discussed and it would test religious people from different faith to see it as a common issue and discuss it frankly as peers’.* from a participants of the Camden Mosque Engagement & Capacity Building Project
* *‘Child Protection Laws are not there to punish my culture and belief it is about protecting every child including ours’* from a participant of ‘Protecting Children in the community’ Round 7- training session
* *‘I learned of other cultures and practices and understood why harmful certain practices may get excused’* staff member attending training for front line staff
* *‘I got access to BME community and faith groups through this Project that I would otherwise struggle to gain access’*- staff member from statutory body

******Attachment: 1

***‘Protecting children in the community’*- Round 7 training sessions**

**Analysis of work data between 02/10/2014 and 31/03/2015**

1. **Ethnicity**

|  |  |
| --- | --- |
| **Ethnicity** | **No of participants** |
| Brazilian | 6 |
| Algerian | 3 |
| Bangladeshi | 85 |
| Somali | 48 |
| Sudanese | 16 |
| White British | 5 |
| Nigerian | 9 |
| Black British | 1 |
| Congolese | 11 |
| Eritrean | 3 |
| No Data | 2 |
| **Total** | **192** |

1. **Gender**

|  |  |
| --- | --- |
| Gender | No of attendance |
| Male | 109 |
| Female | 81 |
| No data | 2 |
| Total | 192 |

**3. Language**

| [**Language**](https://www.lamplight3.info/en/yui-dt67-href-response) | [**Total**](https://www.lamplight3.info/en/yui-dt67-href-Total) |
| --- | --- |
| Igbo | 4 |
| Yoruba | 5 |
| Tigrinya | 3 |
| Somali | 47 |
| Lingala | 11 |
| English | 6 |
| Dinka | 12 |
| Bangladeshi | 86 |
| Arabic | 7 |
| No data | 5 |
| Portuguese | 6 |
| **TOTAL** | **192** |

1. **Referral Organisation**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Referral Organisation** | **Type** | **No of participants** |
|  | The Glory of Lord | Faith | 11 |
|  | Ibn Abbas Mosque | Faith | 13 |
|  | Community Welfare & Multicultural Centre | Faith | 13 |
|  | 2nd Chance | Community Organisation | 9 |
|  | Euston Mosque | Faith | 14 |
|  | RCCG Cornerstone Parish Church | Faith | 8 |
|  | Bengali Education Centre | Community Organisation | 10 |
|  | Kings Cross Mosque | Faith | 10 |
|  | Khalil Supplementary School | Supplementary School | 15 |
|  | Qalam Educational Resource Centre | Faith + Supplementary School | 19 |
|  | Southern Sudan Women’s Skills Development | Community Group | 11 |
|  | Ar-Rahman Mosque | Faith Group | 8 |
|  | Somers Town Islamic Cultural Centre | Faith + Supplementary School | 15 |
|  | See-Through Theatre | Theatre Company | 12 |
|  | Somali Cultural Centre | Community group | 11 |
|  | Kentish Town Baitul Amana Mosque | Faith | 13 |
|  | **TOTAL** | **17** | **192** |

**Appendix 2**

**Feedback Analysis**

**Protecting Children in the community' training sessions - Round 7 - October 14 - March 15**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Attended:** | 192 |  |  |  |  |
| **Forms Returned:** | 139 |  |  |  |  |
|  |  |  |  |  |  |
| **Assessment Criteria** |  |  |  |  |  |
|  |  |  |  |  |  |
|  | **Very Poor** | **Poor** | **Average** | **Good** | **Excellent** |
| How would you rate your knowledge of the subject **PRIOR** to the training? | 19 | 51 | 32 | 24 | 13 |
| How do you rate the relevance of the training in relation to your role? | 0 | 0 | 3 | 46 | 90 |
| Overall how would you rate the standard of the workshop session | 0 | 9 | 11 | 37 | 82 |
| Thinking about the session as a whole what other training would you need? |

* + - 1. **Parental skills course**
      2. **Child Protection training course – Level 2**
      3. **First aid course**
      4. **Domestic violence- women living in violent relationship, Women empowerment**
      5. **Radicalization and extremism**