

### **3<sup>rd</sup> PARTNERSHIP MEETING**

(15/09-19/09)

**Portsmouth, United Kingdom**

**Leonardo da Vinci Partnership Project:  
Education Schemes as an Integration Tool - A European Comparison (ESIT)**

#### **MINUTES OF MEETING**

##### **Participants:**

|           |  |
|-----------|--|
| Belgium:  | Jurgen Basstanie   |
| France:   | Fanny Dufrechou, Mickael Cloux                                   |
| Italy:    | Alessia Folcio, Annalisa Lodrini, Camilla Lombardi               |
| Germany:  | Dagmar Golla, Uwe Schulte  |
| Portugal: | Karolina Vitorino, Ana Onofre                                    |
| UK:       | Liva Snike, Raja Ali, Alf Tweedy, Kelsey Davis, Michelle Burbury |

##### **Monday, 15th September**

Arrival of participants to Portsmouth.

##### **Tuesday, 16<sup>th</sup> September**

#### **1. Welcome from the IBD Partnership and Presentation of IBD Partnership, Presentation of the immigration situation in UK, South of UK, Hampshire.**

Michelle Burbury presents Immigration situation in UK: explains that the main flow of immigration occurred after WW1. 15 years later the influx of immigration has changed due to extension of the EU. Over the last few years the UK have experienced the highest level of immigration influx. Since the 1960's immigration rates have mainly been between Caribbean, Indian and Bangladeshi. London and the South East of the UK tend to have a higher immigration rate. Immigrants have lower employment rates as opposed to people born within the UK, the unauthorised resident population stands at roughly 10%. Despite experiencing a large migrant flow over the last 50 years, migrant flow and settlement still haven't fully developed a formal integration. The policies within their remit migrants include discrimination and community cohesion.

After the 2001 London riots, policies were built to help and support the immigrants coming into the UK. The policies aimed to bring communities together by creating community groups, etc. because there was an increase in segregation between the Asian and White communities. According to the Macpherson report there has been a substantial change in immigration rates between 1999 and 2010.

Liva Snike presents Immigration in Portsmouth: Portsmouth and Southampton both have a large area of immigration rates. Mainly Pakistanis, Indians and Lithuanian. On the basis of National Insurance Numbers, the Polish have the highest immigration rates, Chinese are medium and Indian third. This

doesn't show a true reflection of the immigration rates within the United Kingdom, as appropriate statistic tool are missing and immigration rates are usually used for political purposes.

## **2. Welcome and presentation by PCC and Gateway by Mrs Marshada Chowdhury, Gateway project Coordinator**

Advisor training includes: Level 1 award in personal and social development, as it includes social capital, connecting with local groups and networks in Portsmouth. 5 course days of training to learn how to link in to local community groups, what they do and why. After 5 days had a choice of specialist subjects in education, health and employability.

Employability: CV workshops, interview skills, job search, one-to-one support to track progress.

Health: a better understanding of own health and healthy living. Mental health is quite a big issue, depression and anxiety issues which Gateway wanted to focus on. This included helping the participants to find a doctor and GP.

Education: NFCE level 1 becoming a facilitator for ESOL community conversion. How to help and communicate? How would you give them information?

ESOL delivery: Low level of English, self-esteem etc. Conversion classes were provided in partnership with a local women's group and community centre. They included topics covered getting around the city, culture and history citizenship.

Soft skill development was carried out through regular team meetings. Training days covered such topics as domestic violence, sexual health, digital literacy, enterprise skills, and mental health first aid. The project wanted to give women the opportunity to take their ideas and turn them into actions like starting their own businesses.

Buddy system- peer system: paired the women up to share information and help each other up.

The project provided child care to make it easier for the women and supported pastoral care with development workers and supervisors.

Linking: mainstream volunteering opportunities to match up the women with voluntary positions. The project offered shadowing and work partners, for example, housing department - hoedown they provide their services to give advisors an opportunity to see how they work.

Talk the diary- difficult to balance time; children etc. gave them all a diary to write the appointments. In team meetings to discuss who's doing what and when. Share information between the advisors.

Encouraged the advisors to go to events and learn more. Within the project, the participants had the opportunity to talk about taboos.

The project included 102 participants over 18 months. 60 advisors were trained. 24 are still active by the end, still supporting the communities. 3 advisors are employed by PCC as peer evaluations.

## **3. Presentation "Social Capital: Stories from the Gateway Project" by Mrs Uta Schmidtlaicher, Community Development Officer and Dianna Djokey, Advisor in Gateway Project**

The speakers presented how they progress through the programme. Gateway split into 3 different strands. Some groups can use their social capital to exclude others, for example, the mafia. Language is a huge barrier.

The role of social bonding: describes connections within a certain section of the community. Social bridging: connections across national, ethnic and religious groups. It contributes to Social Cohesion.

Advisors taught to break down barriers. Advisors put together a social health event.

The role of social linking through engaging with formal structures and service providers. Help to access services and be fully involved as citizen. Connect an individual or group into the wider community.

Voice of diversity blog [www.portsmouthgateway.wordpress.com](http://www.portsmouthgateway.wordpress.com)

Facebook: The. Voice of Diversity.

They had problems with UKIP. Many migrants are scared to come forward. The project made them to feel comfortable and breaks down the barriers. It was giving advisors a voice.

#### **4. The advisors from Gateway Project present the project “Co-production through an integration experience - with Q&A” (Dianna Djokey, Dawn Djokey, Zuhra Choudhury, Tahira Dattoo, Dina Gamaleldin)**

Diana Djokey: October 2013 graduated University. The project has been a life changing. Kept to her then come out of her shell when she joined the gateway project. Gained new skills, co-editor of the blog, and helped to start the campaign about FGM. She has successfully helped others.

Zuhra: she didn't attend any English classes before Gateway. The project gave her many opportunities and knowledge. It has given her a lot more confidence. Now she teaches children in Bengali and has started her own cake businesses. Furthermore she is going to college which Gateway helped her fund.

Shama arrived in 2005 in UK and arrived in Portsmouth 2009. Joined Gateway last year, helped her confidence and English skills. Now she attends Portsmouth College and has made a lot of friends. Gateway changed her life, no friends or family when she moved. She felt lonely and isolated. She is busy now that she has made friends and a new family at Gateway. Previously she depended on her husband before joining the Gateway. No longer depends on her husband for car journeys etc.

Tahira: Originally from Kenya. It was very hard for her before joining Gateway, she felt depressed due to language barrier: she couldn't explain her problems to her GP or speak to her children's Doctor and she had to get her husband to come with her to the doctors. Gateway project is very useful, friendly environment. Gateway is like a medical injection for her, she now feels strong. It has been helpful for the future. All her family is supportive; her children are teaching and helping her.

Dina: she is from Egypt and saw an advertisement for Gateway. As she went along and got an insight for problems that a lot of people are similar to her. Now she feels that she can make a change and doesn't feel like she misses home as much.

Farsha: she felt very happy because she was very bored before Gateway, she found so many others like her. She obtained a job with PCC after 4 months with Gateway project, where she shares experiences with others in similar positions. Her family even would like to publish a book on her experiences. It was challenging, but the Gateway project helped her.

#### **5. Presentation “Co-producing social value: what did we learn? Feedback from partner countries” by Mr Graham Lister, lecturer London South Bank University**

Team developed a great trust in each other. All the education programmes discussed have changed since they first started.

The role of co-production: a very important idea in health and social care services. You are involved as an equal partner in designing the services that you receive to improve them for yourself and others that need social care. The idea that the experts are not training an individual as such, it's together we can support a community. This was a project that grew as people grew by discovering new areas of services, employment and volunteering. Co-production requires steps that work together.

Sociologist's Shelley Arnstein model on the engagement spectrum. Not just about researching people. It's about talking to them.

- 1) trying to build social capital
- 2) learning from others (buddy up with someone)

Starting point in the business plan:  
Work with community organisation leadership  
Work with community volunteers  
Communicate volunteer training.

Non- English teaching English to others. Worked because they understand!

Health: they would have pushed health earlier, if they knew that was a big issue for the participants.

Women on the project recognised the difficulties. Recording things because they are being taken seriously as a contribution. Providing an opportunity that they have succeeded (certificate from Lord Mayor). Supported by PCC but the doing role is played by the advisors.

Steps taken: Information and Research, also about availability of services. This country information about migrant groups is very poor. The problem of statistics about migrants.

Provide training to empower participation: Childcare, voluntary work etc. He had researched about the new non EU migrants to Portsmouth. Non EU residents increased 4.666 Women over 16. Estimated 1,700 participants did not match estimated new migrant communities. Each generation of migrants create their own community.

Main barriers found: lack of English skills, social isolation, lack of information/ links to services, lack of confidence, potential mental health problems, and discrimination.

This lead to the main focus group. They trained specifics to be the leader of each main focus group, built up their confidence. Participants helped others through 628 instances of advice and information.

Gateway advisors help others.

Bonding, bridging and linking. Week 1 people stood in their each ethnic background. By week 4, everyone had integrated so quickly and began to help each other, together. They gained confidence after developing new initiatives.

How do we value integration?

- having friends and contacts adds value to life. In confidence, health and safety trust in community.

Gateway doubled the number of friends people had.

- being able to understand English language and ways. Reduces barriers to friends and community. ESOL and related training was a basic need.

- Training makes people more employable. Increasing participants families lifetime incomes

Used national studies to value each of these elements and we measured the impact on participants and society. ESOL adds value to speaking a common language.

Social return and investment: what is generated from the input, for example, for every pound they have more values in employment, friendships and household. Put the stats to the government to show what has been generated from The Gateway.

Conclusions: the project has changed lives, built up social capital for community integration. It has been shown as a good value for money. Surprised of how much thought that wouldn't work, did actually work.

## **6. Discussion with the project participants and answering questions**

Camilla, Italy: Also do cultural mediation with schools and local authorities?

A.: Some advisors were asked to present in schools. One was offered a job but declined and would rather volunteer.

UK: Do you work only with women? Where are the men?

A.: The EU funding limited the Gateway for male and disability funding. It is harder to engage men in social groups. Women are easier to participate. Didn't necessarily choose a community but they discovered. Women found to have been the ones to come over and join their husbands who were already working so they were already isolated. They were in charge of the housewife role so wouldn't of had much of a chance to meet new people and make new friends. If men were used the project would of worked out very differently- Marsharda Chowdhury.

Portsmouth is below average in the sphere of education.

Belgian: Taking back the integration in community rather than society. Likes the idea if co-production.

French: The role of empowerment, providing the tools

## 7. Evaluation of the day

### Wednesday, 17<sup>th</sup> September

#### **1. Presentation “Teaching language to students with socially disadvantaged and migrant background” by Luke Orrell, Teacher at Portsmouth College. Question & Answer session.**

Introduction about the education system in Portsmouth and Migrant children integration through education. Courses – asking a national how is their experience with immigrant children with no language knowledge.

The work with families. The support is crucial and to include them. Barriers to education – educational needs (behaviour difficulties, fear, total panic of unknown, et al). Learning and additional needs (children who have profound difficulties stay at home), statement of educational needs (especially migrants – they can pass their test on computer); those who learn together with English speakers, they learn faster as they pick up words.

The explanation of education system. The example of worries of those who have no language skills. Social barriers: they stay together with their nationals (safety net). What is acceptable in UK and in their home country.

Safeguarding issues – vulnerable young adults (up to 18). Every child is looked after as the teachers are personally responsible. The duty to report things (as a social worker). In Italy and Belgium the teachers cannot report due to privacy laws.

Migrant children are not confident to speak out, the fears from parents and community. The work with migrant families. The buddy system – high-achievers with low-achievers. Helping students to overcome barriers to education.

Case studies and Children Safeguarding. The development of Safeguarding system. The role of safeguarding team and the procedures of statements, their work. Children Act (2004). Case studies.

#### **2. Presentation “How to engage with 16-18 years old and integrating them back in working environment?” by Alann Brennan, advisor at Catch 22 (social consultancy company)**

Introduction with the work of the company (social business/charity). They are dealing with vulnerable young people and have currently 100 different projects. National situation in the area of apprenticeships – they were not popular for 10 years. The description of study programmes. Education Funding Agency (post 16 education, further education). Skills funding Agency, Education Funding Agency – only UK based. Employability skills programme.

The new rules for GCSE – if you do not pass, then one must continue (if the programme does not support, then then funding is withdrawn). To promote employability skills (absolute to have their work experience).

Methodology: one-to-one support, and small groups of learners (8-10).

The description of audience. Problems: low self-esteem, problems in families.

Financial support is provided for eligible learners and for vulnerable background.

The programme is tailored to the needs of the individual learners, unlike the programmes in college: 5-8 months, 16-30h a week. The aim is to make the course as engaging and fun as possible.

Engagement with other organisations is ensured in order to raise awareness about how they work. New ideas and projects on how to make learning more fun and ongoing, to embed learning with other activities.

Work experience and different programmes. The need to prepare the employer and to assess the company according to health and safety rules.

The challenges with parents (they consider that their children are cheap labour, need to be supported with employer and its experience). Some of the students were removed from the programme by their parents.

Tasters of work experience. Route to work programme – other programmes, also funded by bank HSBC, links with different programmes. Geographically specific projects. They are also getting funds from private banks, companies, commercial partners due to limitations of public funding. Some of programmes are included in CSR policies, for example, in the case of banks.

Young can find these programmes through other agencies who work with young people. The role of word of mouth.

### **3. Visit to Portsmouth University – Purple Door, that provide support to students, working with students with migrant background**

The head of Purple Door informed about their services to the students of Portsmouth University, as well to their international and immigrant students. The participants were able to see the informative and communication materials about how to write CV for various levels of experience, how to gain experience in diverse professional sectors.

### **4. Tea tour at All About Tea**

## **Thursday, 18<sup>th</sup> September**

### **1. Presentation of project EU Welcome and organisation, video by Raja Ali and Alf Tweedy**

Information about the immigration situation in Southampton and comparison with Portsmouth. The description of Polish community. UK as a receptive country.

The project EU Welcome has started 9 years ago with the help of volunteers and its main aim is to help people to become what they want. The videos about the project and about how Polish are welcomed in UK – dealing with houses, education, language and communication matters, cultural aspects and interpretation.

Discussion about language and cultural, and stereotypes and prejudices. Discussion about the closing of Polish community.

The role of UK equality laws. UK system and history that has led to these laws.

### **2. Presentation of national countries – relationship with institutions, Discussion and project evaluation, Question and Answer session**

See presentations uploaded on ESIT website.

The change of dates for the final meeting in Berlin to 11<sup>th</sup> -15<sup>th</sup> May.



### **3. The lecture “Adult safeguarding” by Luke Orrell, Teacher at Portsmouth College.**

Mr. Orrell informed about the categories and as well indicators of abuse (acceptance of abuse as normal, withdrawal from activity, change of behaviour, fear, depression and hopelessness, anger and physical, verbal abuse). Safeguarding concerns with adults are following: degree of harm, type of harm, source of harm.

Definition of vulnerable adult, description of alert procedure, immediate action – when life is in danger (from 18 +). The 7 deadly sins: arrogance, denial, blame, messenger shooting, averting gazes, failure to think system, passive learning.

The responsibility of educator is to ensure safety and protection, the responsibility to act on any suspicion or evidence of abuse or neglect. Migrant families do not want to intervene (the role of safeguarding team). It is important to keep professional boundaries and to defend them (also for workers), also to ensure good practice and challenge colleagues. It is important to take into consideration also social isolation, religious and cultural barriers.

### **4. Visit to Jobcentre.**

The representative of Job centre informed about the practices dealing with local and migrant persons, as well as about the changes due to change in immigration patterns. Also Jobcentre is using some EU funds and projects to help locals with unemployment issues.

### **4. Cultural visit to Mary Rose Museum**

## **Friday, 19<sup>th</sup> September**

Departure of project participants.