

Stronger Bradford

Changing Places Programme
2017 - 2020



Building community resilience and cohesion

Working hard to address real and perceived issues, the Changing Places Programme has helped to build community resilience and cohesion, strengthening community bonds through increased social mixing between new and established communities. The demographics of Bradford have changed over the last decade with new emerging communities from Central and Eastern Europe, including migrant and refugee communities from North East North Africa and Middle Eastern regions. This change has resulted in Bradford becoming a multi-cultural and multi-faceted District with residents from over 90 ethnic

groups in our neighbourhoods. Projects funded by the Ministry of Housing Community and Local Government (MHCLG) through the Changing Places Programme have empowered communities to understand their strengths, their vulnerabilities, preferences, and what drives them. Generating and promoting strategies that connect people to opportunities to participate in community life by providing the tools and services to enable new arrivals to the District, and host communities, to be more self-sufficient and develop a sense of civic pride and belonging in their local neighbourhood.



Department for
Communities and
Local Government



City of
BRADFORD
METROPOLITAN DISTRICT COUNCIL

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“ *I've been lucky enough to experience first-hand how migration has enriched the places we work and live. It is the reason why projects funded by the Ministry of Housing, Community & Local Government (MHCLG) as set out in the Changing Places Program 2017 - 2020 are so important in improving our understanding of the relationship between new immigration and social cohesion.*



**Cllr Abdul Jabar, Portfolio Holder,
Neighbourhoods & Community Safety**

This document sets out Bradford's Changing Places Programme, which advanced work across the district to create stronger, more confident and socially integrated communities. It complements the wider work that Bradford Council has undertaken to address barriers which can limit opportunities for new communities and undermine integration; as part of the Stronger Communities Together Strategy for the Bradford District 2018 - 2023.

Project partners

Arise

Action for Children

BEAP Community Partnership

Bradford Welcomes United Communities

Bradford College

Bradford East Area Coordinator's Office

Bradford South Area Coordinator's Office

Bradford West Area Coordinator's Office

Bradford Youth Service

Bradford City of Sanctuary

Bradford Rape Crisis & Sexual Abuse
Survivors Service

Bradford Refugee Forum

Bradford West Family Hub

CAB

Chapel Street Studio Co-operative

CNet - Empowering Communities

HALE - Health Action Local Engagement

Keighley West Projects

Keighley Area Coordinator's Office
St Edmunds Nursery School and
Children's Centre

Royds Community Association

Shipley College

Shipley Area Coordinator's Office

New Communities and Travellers
Education Service

New Communities and Travellers
Elective Home Education,
Children's Services

NEESIE

The Linking Network

West Family Hub

Projects and Partners cited in Outcomes & Outputs, pages 16-18

^A English for Everyone, Shipley College

^B Bradford Welcomes United Communities, Bradford College

^C Bradford Leaders Programme, NEESIE / Bradford Lead

^D Welcoming New Migrants, Arise

^E Marginalised Communities, Arise

^F Teenage pregnancy amongst the Central and Eastern European
communities in Bradford, Cnet - Empowering Communities

^G Teenage pregnancy amongst the Central and Eastern European
communities in Bradford, SELFIE

^H Early Years Children's Centres Clusters, Action for Children - East, West
Family Hub, St Edmund's Nursery School and Children's Centre



Changing Places Programme Impact Summary Report

1. Context and Need

The projects supported by the Changing Places Programme took place across the Bradford Metropolitan District. The partners delivering the projects identified varying aspects of the context in which they were working and specific challenges they hoped to address.

Bradford is a multiply-deprived district (ranked fifth most income-deprived local authority in terms of rank of income scale in England) in which a higher than average non-British born population lives (reported between 9 - 16%) with a long history of cultural diversity.

Partners describe how areas of high deprivation and poverty in Bradford - with an existing community predominantly made up of families from Pakistani, Bangladeshi and white British backgrounds - are experiencing the arrival of a transitory migrant community from Central Eastern Europe, specifically Poland, Slovakia and the Czech Republic. Across the District partners outline that there are limited resources and a lack of public funds available to address increased demands across public

services. Partners also described the lack of strategic approaches to facilitate the integration of new migrant groups. New arrivals do not have adequate access to



information and support and this then impacts on their living standards. The basic information and advice they need ranges from English language skills to a two-way cultural awareness that would allow them to integrate socially, to sexual health education that would address higher than average teenage pregnancy amongst young women from Central Eastern Europe.



2. Activities and Planned Interventions

Against this backdrop the projects aimed to address the specific challenges and contexts through various activities and projects for and by migrant communities including:

- ESOL classes (including bespoke classes for Rohingya); information leaflets in foreign languages;
- integration activities and cultural celebrations (including food, drama, dance, film, sport and music);
- environmental activities (including litter picks and recycling days);



- workshops and drop in advice centres for information, guidance and support around public services; volunteering opportunities;

- leadership training to enhance the skills and knowledge of young BME migrant community individuals who can help become the voice of the community they represent and to take part in decision making that affects their community.
- and the creation of an Emergency Fund to meet immediate essential clothing and equipment needs and support families to access food banks.

Many of the projects also aimed to increase the capacity and skills of existing provision through:

- creating new networks and partnership teams;
- establishing local forums and cross discussions;
- skilling up, training and improving the knowledge and understanding of migration among community-based service providers and practitioners,
- and extending the working capacity of staff.
- an intense period of academic learning for young people including, key note addresses by corporate leaders, field visits; and a visit to Downing Street, Parliament and Home Office.



Bradford Welcomes United Communities

Bradford College

The aim of the project was to support groups of people who are new to the country and who have little or no English language skills in order to help them integrate into society and their communities. Very often ESOL classes focus on language but cultural events and community cohesion are not considered. With this in mind, we looked to support individuals and their families in developing their English language skills, whilst underpinning local cultural awareness, community cohesion, social integration and promoting British values.

English language classes and activities were delivered across Bradford. We set up bespoke classes for the Rohingya community and worked with asylum seekers and refugees within their first six months of arriving in a number of different areas. Participants in the project were from Somalia, Syria, Sudan, Iran, Iraq, Eritrea, Afghanistan, Bangladesh, Bhutan, Burma, China, the Congo, Czech Republic, Libya, Pakistan, Poland, Slovakia and Vietnam.

*I have learnt lots of things in the class.
I want to learn more and help to speak English.*

Pre-entry learner at Bradford College

Working in partnership with community settings we were able to support many programmes of English Language training and integration activities including get-together events, healthy living events such as sports at leisure centres, walks in local parks and surrounding areas of Bradford, participating in local politics, reading newspapers, developing digital skills such as using IT and smartphones, supporting education progress through visits to Bradford College and other local providers, and hosting events to celebrate learners' achievement.

There were a number of intended outcomes: raising awareness of opportunities for new arrivals within the district; providing an educational pathway for individuals to support integration to further education and employment opportunities; and improving cross-agency working within the Bradford District.

The College exceeded all the success criteria we had anticipated - 242 people were actually engaged through 34 classes and sessions and 14 events.



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Changing Places - Welcoming New Migrants

Arise

The aim of the Changing Places project was to improve the knowledge and understanding of migration among community-based service providers, so that services can be shaped and allocated to support the integration of new arrivals to the benefit of both newly arrived migrants and the settled population groups. Partners agreed to engage a further 26 informal partners - faith groups, community groups and schools, youth associations, Council Wardens and Neighbourhood offices - in a collaborative approach to identify ways to achieve improved community cohesion, cultural tolerance and social and economic well-being for all residents.

The partners designed and delivered a number of activities to assist the integration of new migrants into their respective neighbourhoods, including a community-led partnership team, local forums and a new approach designed to welcome new migrants through community events and tours around the estates so that migrants can get their bearings and familiarise themselves with services located in the area. For example, the Welcome To West Bowling leaflet in foreign languages with information on local services, community centres, emergency contacts, immigration professional

agencies and Council services. Other activities included a single point of access to signpost, offer advice and provide information on support services, ESOL classes and cultural celebrations using food, drama, video films, music and sport as a means of sharing experiences and culture. The purpose of the events was to establish a conversation with these communities, build trust and relationships and to highlight the achievements and history of the targeted new communities, developing a sense of belonging and pride. The events sought to celebrate diversity across cultures through food, drama, dance, film, sport and music by bringing together families and people of all ages to share past experiences, cross-cultural themes, and stories from their countries.

Improved numbers of volunteers were engaged to organise events and to act as translators - thereby enhancing the added social value contributed by the target communities and the likelihood of sustaining actions beyond the lifetime of the Changing Places project. Practical environmental activities were organised, such as tub planting, recycling days, litter picks and better use of allotments in which English and non-English speaking residents came together to break down cultural barriers and overcome isolation.



“ The partners designed and delivered a number of activities to assist the integration of new migrants into their respective neighbourhoods.



3. What Happened: Outcomes and Outputs

Partners reported a variety of outcomes from the projects including:

- A **50% increase in people feeling more confident in English**, when talking to family and friends, when in shops and on public transport. ^{1A}
- A **50% increase in people taking part in community life and using public services**, specifically talking to English speaking people, visiting libraries and visiting art galleries and museums. ^{2A}
- Improving **cross agency working** across Bradford. ^B
- **Partnerships** in place at community level, which may form the basis for future collaboration and coordination of resources.
- **Increased numbers of volunteers** engaged in community activities towards a common social and economic goal. ^{3E}
- **Improved access to information on sexual health**, contraception advice and service provision, by CEE/ Roma Communities. ^F
- **More children accessing GPs, dentist and health services appropriately.** ^H
- An **increase in registrations of families accessing health services and education settings.**

- **Improved access to eligible funds and financial resources** and improved access to quality housing ^H

Many of the projects also had positive outcomes that were not expected including:

- **Improved levels of engagement of volunteers** in activities to bridge the cultural divide whilst at the same time celebrating cultural diversity; ^D
- Stimulation of members of new migrant groups to come forward and **volunteer in sports, arts and ‘come-dine-with-me’** events to encourage the exchange of cultural practices and improved levels of understanding between diverse population groups; ^D
- **Improved levels of understanding by new migrant communities of their rights but also of their responsibilities** towards social integration and community cohesion, leading to settled and new migrant communities co-existing in a more positive way; ^D
- **Parents and young people** commented on how talking about what was once a taboo subject helped to bring them closer, and felt they could be more supportive about other aspects of their lives. ^F



Outputs from the projects included:

- 40 x 30hr ESOL classes for at least **600 participants** A
- **400 participants in integration** activity, e.g. a guided trip to use a local service A
- **20 volunteers** recruited to assist delivery of courses and activities 4A
- **10 16-18 year old unaccompanied asylum seekers** attended a 10-week ESOL and progression course 5A
- Five months of English workshops delivered in the neonatal ward of BRI A
- **24 young people** successfully completed and graduated from the Bradford Lead Leadership programme resulting in well equipped young people who can play a key role in being the voice for their community 6C
- **Four community groups** and their partners pooled resources towards a common goal where no collaboration existed before. D
- Improved skills of **hundreds of volunteers** participating in community-led actions to achieve agreed outcomes for the benefit of their local communities and new migrants. D
- Improved capacity of **30 community groups** to come together, collaborate and assess the impact of their actions. D
- A **co-designed approach to community development** by pooling resources, community assets, skills and ideas to maximise impact upon the target beneficiaries; 7E
- Active engagement of **four formal voluntary sector groups with 22 informal groups** - churches, schools, employers, youth groups - to bring about long term changes to the lives of **1140 indigenous and migrant residents**. E
- **10 Speakeasy practitioners** were trained. F
- **35 Roma parents** attended Speakeasy Courses to help them support their children. F
- **171 Roma young people** engaged with and consulted on sexual health related issues, and aspirations. F
- **117 ESOL College students** completed a Kahoot survey and were given advice on support services. F
- **77 Roma young people** attended focus/information sessions. F
- **Four Bradford District Upper Schools** invited practitioners in to to talk to their pupils. F
- **60 young Roma** were involved in the design of a sexual health website. 8F
- 120 SELFIE (Sexualisation, Exploitation, Love, Friendship, Information and Empowerment) workshops delivered to **1232 young people**. G



Central and Eastern European (CEE)

Teenage Pregnancy Education and Support – CNet

Information from the Teenage Pregnancy midwifery service indicated that there has been an over-representation of young women from Central and Eastern Europe communities, including Roma, using the service and often quite late in their pregnancy. Further to this the teen pregnancy midwives reported a very diverse cohort of CEE young women; some planned early pregnancies (both within and outside of marriage), some vulnerable young women, and other young women arriving in Bradford pregnant.

Multiple partners from NHS, public health, sexual health, school truancy, VCS, and teen pregnancy midwives came together to discuss the research and explore options to achieve behaviour change.

The proposal from Cnet was to train practitioners to become Speakeasy trainers and work with groups of CEE/ Roma parents to enable them to talk to their children about body development and sexual health, and improve both parents' and their children's knowledge, hopefully reducing unplanned pregnancies. CNet also proposed engaging with young people from the CEE communities, particularly Roma, giving them information about sexual

health, contraception and body development. This is information that will help them make decisions about their lives.

In our culture it is forbidden to talk about these things as it is embarrassing, however I will talk to my child as it is important and I will speak to my family about this session

24 year old Romanian Roma mother after Speakeasy Course

Through the project ten Speakeasy practitioners were trained, 35 Roma parents attended Speakeasy Courses to help them support their children, 171 Roma young people engaged with and consulted on sexual health related issues, and aspirations, 117 ESOL College students completed a survey and were given advice on support services, 77 Roma young people attended focus/information sessions, four Bradford District upper schools invited practitioners in to talk to their pupils and 60 young Roma were involved in the design of a sexual health website.



Karolina Dybala - 'Choices' Project Lead Teenage Pregnancy

“ Some of them (students) didn't know about contraception or what safe sex means. I was surprised that they could talk about such sensitive things with adults. There were many sensible mature questions.

Teacher Holy Family School

Early Years Children's Centres Clusters - Action for Children

East, St Edmund's - West Children's Centre Cluster and
Bradford West Family Hub

In our context the existing community is predominantly made up of families from Pakistani, Bangladeshi and White British backgrounds. Added to this, a transitory migrant community has been coming into the areas of Barkerend, Bowling, Little Horton, Manningham, Toller and Girdlington from Central Eastern Europe, specifically Poland, Slovakia and Czech Republic. These areas are known for low rent and poor quality terraced housing, in areas of high deprivation and poverty.

The Children's Centre Clusters worked with the LA New Communities team, Early Years, to identify the areas where asylum seekers, refugee and new migrant families with young children are located. Those key clusters worked with their key health and community partners to promote the work and reach families. We enhanced Children's Centre Community Engagement workers with relevant community language and communication skills to reach the new migrating families as well as extending the skills and knowledge of staff and volunteers through tailored training to increase awareness to enable families to more easily access key services.

With improved working capacity we were able to support families to access core health services – GPs, HV, and dental services - and early learning

provision. We grew the pool of interpreting resources; expanded the library of promotional informational materials to use in one to one or group communication; and managed an Emergency Fund pot to meet immediate essential clothing and equipment needs and support families to access food banks.

Through this activity our intended outcomes included better community cohesion - improved community relations; improved ability of professionals to work with targeted community; families gaining confidence in accessing local attractions/places and an increase in families having a social experience within local area. We also saw improved access to eligible funds, financial resources and quality housing; more children accessing GPs, dentist and health services appropriately and more families accessing support from children's services. Our workforce have a better understanding of the community and are able to work more effectively with them. We ensure children are not experiencing significant impact from financial crisis and that children's basic needs were met in relation to food and home essentials including bedding, clothing. We have also seen improved parent-child relationships and use of appropriate parenting practices to enhance children's social and emotional development.



“ Having the opportunity to access extra funding like the Changing Places fund allows professionals and educational providers like myself to help families meet their needs and achieve their goals.

Juraj Tancos BA (Hons) - EU Migrant Workers Support Officer

4. What We Learned

The projects threw up many challenges from capacity and timing, underestimated demand, to issues specific to the sensitive nature of some transient groups and the difficulty in measuring soft outcomes.

Such risks and challenges also provided the opportunity for learning how to do things differently in future including: volunteer training; a more diverse offering; working with other local initiatives more closely; increasing the time frame and capacity for working with community groups; and more consultation with the community and local partners to identify perceived needs and gaps.



Changes the partners would or will make in light of the challenges of the project range from delivering a wider range of sessions; developing a shared vision at neighbourhood level, including settled South Asian and Dominican migrants, and developing and delivering training to whole school staff teams.

Project partners are embedding their learning and the projects have increased future capacity in a variety of ways including:

- **Beneficial links** between community and educational organisations. The delivery consortium has built trusted relationships that will enable future project collaboration. Improved capacity of 30 community groups to come together, collaborate and assess the impact of their actions. D
- **New initiatives** across CMF partners e.g. Shipley College's application to become the first College of Sanctuary in England
- **Volunteers who trained** have become a useful resource to the area. Some have gone on to investigate teaching careers with an increase in demand for courses
- **Ring-fenced funding** for schools with the highest number of Roma and CEE pupils.



“ *Our strength is reflected in the journeys we have made in making Bradford our home, in celebrating our diversity and strong sense of tradition, culture, and community, and in promoting one simple truth...we are far more united and have far more in common than that which divides us.*

Cllr Abdul Jabar of Bradford, West Yorkshire

Design by From Abroad Studio, Photography by Karol Wyszynski
Chapel Street Studio, Bradford, West Yorkshire.

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