Welcome & housekeeping
BELONG Final Showcase Event
Friday 9th October 2015

Mary Yarr
Senior Adviser, Inclusion & Diversity - BELONG's Partnership Chair

Maurice Leeson
Professional Advisor, Children Services Planning - BELONG Partner

Purpose of Presentation
- Development of the Early stage of BELONG Partnership
- Context and Reflections on Linkages between BELONG Partnership and Children’s Services Planning

Origins and Context of BELONG Partnership

Maurice Leeson
Children’s Services Planning Professional Advisor
Context for the development of BE LONG Partnership
- Link to 2005 Southern Area Children and Young Peoples Committee (Children’s Services Planning)
- Subgroup on needs of BME community
  - Plan for end-to-end services required to improve outcomes for BME children and young people through putting new services and improving existing provision
- Links between SACYP and Atlantic Philanthropy

Key Drivers - Origins of BE LONG
- 2007 Atlantic Philanthropy funding for service development plan
- Practice experience of the BME Subgroup
- Support of the Southern CYP Network
- 2007 QUB Research on the degree of exclusion/belonging experienced by children from minority ethnic backgrounds

Design of BE LONG Partnership
- 2008 Atlantic Philanthropy agreed funding for the first phase of BE LONG from 2009-2011
- 2008 Statutory funding agreed to compliment Atlantic Investment
  - HSCB
  - SAIL (EA)
  - SUSCT
- 2009 Involvement of Child and Family Research Centre, NUI Galway

Reflections on BE LONG
- Evidence-based CentOS/NUI Galway
- Outputs of the partnership
- Incorporated service user perspective/practitioner perspective
- Learning Organisation
- Shared and open legacy

Reflections on the Partnership with Children’s Services Planning and CYPSP
Purpose of CYPSP
- Put in place a co-ordinated planning and commissioning across agencies and services, which is delivered through the Children and Young People’s Plan, aimed at improving wellbeing and the realization of rights of children in NI, in relation to the six outcomes for children
- To ensure that CYP will be informed by and inform individual organisational business, corporate and community plan
- To ensure the participation and involvement of children, young people, families and communities in the integrated planning process
- To ensure an effective and efficient, multi-disciplinary structure which is representative of all key stakeholders in place for carry on the work of the partnership

BE LONG and Statutory Partners
- Engagement with statutory organizations has been a key part of BE LONG – active participants not just funders
- Learning for statutory organizations throughout the lifetime of the project – evidence-based programmes are the end products
- Model for integrated commissioning
- Role of STEP
Deirdre McAliskey
Head of Sector Support – National Children’s Bureau

BELONG:
Programme, Process and Product

My BELONG Hat

Programme Aims

BELONGing
Redressing inequality of outcomes for BME children

Firm Foundations

- Evidence-informed programmes developed:
  > Cultural Confidence & Competence
  > Anti-Bullying
  > Education
- Expert team recruited
- Relationships with families and communities being built

- Problems and needs identified by research and practice
- ‘Duty bearers’ committed to improvement
- Partnership mechanism operational
- Evaluation plan in place
The 'science to service' gap

Effective programmes +
Effective implementation
= Better outcomes

Formula for Success

Complementary Processes

Scaling Up Framework
For:
- 'Originating' agency: BELONG Programme Team
- Identifying 'what' can be mainstreamed, how and by who
- Informed by evidence (inc. effectiveness, cost, resources etc)
- Getting interventions 'fit' in usable form

Active Implementation
For:
- 'Adopting' agency: BELONG Partnership Agencies
- Identifying 'what' can be mainstreamed, how and by who
- Informed by evidence (inc. effectiveness, cost, resources etc)
- Getting interventions 'fit' to mainstream

Worst Case Scenario

Because...

"No matter how much we know, children cannot benefit from interventions, supports and services that they do not receive"

(Karen Blase, 2013)
Jacinta Linden

**Director, SPACE - Supporting People and Communities Everyday**

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**Context and Background**

- Space has been a community partner with Belong since 2000 and has worked with minority ethnic families in partnership with the SHOC and the promoting health and wellbeing team in Newry since 2005.
- Through SHOC funding and Big Lottery funding we have been able to assist Belong expertise to build stronger relationships with and between newcomer and minority ethnic families and children.
- In the early days Space in partnership with Belong supported minority ethnic families and children to become more culturally confident, to participate more in all aspects of community life in rural NI.
- Early day activities included providing access to Wi-Fi, laptops, interpreters advice and welfare advising and between professionals and agencies and supporting the families through life challenges.

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**SPACE - What we provided?**

- A community house/ resources/support and opportunity
- We provided afterschool arts and crafts clubs
- Saturday morning family club, home visits, family 1-1 support
- Thursday night advice and welfare clinics
- Evening TEFL for beginners classes
- Morning and evening computer classes
- A First Friends parent/carer/grandparent toddler and baby group
What Changed - For the Children

- Children became more confident within their community, in school and with their peers.
- Children began participating more in community activities such as soccer, disc, Badminton, plate tennis.
- Over time parents and minority ethnic children began asking their teachers for help with additional study, homework, after school facilities and that led to a strong three way partnership between the family, school, and community with the rights of the child very much to the fore.
- With the help of lifelong training and support the children became more confident about their right to play and be a child, place to live and went on to articulate issues of concern to the Mayor and council officers.
- Children began bringing their friends inside and making friends for others outside of the minority ethnic backgrounds to attend the club.

Firstly came confidence then
--------authority was challenged!

Children's Comments...

"My teacher said I used to find my work very difficult and struggled to understand new learning but after attending the homework club she said you understand much more and are able to listen well and act on instruction given."

"I hate school because I can't do my work but I can try to do some work here because I get extra help to understand the English."

"The club was an emergency. My teacher said I have come on so well since attending the regular homework club. I love this school because I can understand the problems better when my tutor explains them to me."
And for the Agencies?

- Through working in partnership with Belong, Space as an organisation grew in confidence as we had access to expertise and support from the Belong mother ship.
- Further collaborative work with Belong helped keep the Minority ethnic agenda prioritised within statutory programmes such as the NARA project (2009-2010) and Est Sleep Lean Play from 2013 and the Family Support hubs 2013 on.
- Intensive interagency community consultations in the South Down area in 2010 ensured that the voice and the needs of Minority ethnic families were very much part of the consideration with resource allocation factored into business plans and budgets to ensure interpreters were available and materials were available in a range of languages from the get go.

Agency outcomes

- One outcome of this research was a new fully funded Surestart project in Kilkeel.
- Another - An extra year of Big Lottery funding to further enhance community empowerment.
- Another - Emergence of Newry and Mourne Family Support hub (with Space coordinating this).
- A Big Lottery fund of £700k to carry out work supporting families in need over the next 5 years.

What Changed for the Parents?

- Parents began seeking help, with issues such as marriage breakdown, domestic violence, housing issues, work contracts, help with worries about schooling, reference requests.
- Parents became more involved in supporting their children’s education, shared learning, TEFL courses, cultural cooking days.
- Parents became more confident and active and began taking up training opportunities, volunteer and paid work assignments.

Parent’s Comments...

"My English is so poor that I can’t help my son but he is now able to take on more responsibilities because of the guidance he has had in the club.”

"My daughter spends hours and hours doing her homework when there isn’t any club.”

"My children look forward so much to Tuesdays and Wednesdays, the club days.”
Going Forward- It takes a whole village to rear a child

- The Belong approach worked, we need the child at the heart of statutory planning.
- We need the resources and opportunity to embed a child centered approach support.
- We need to maintain and extend the learning and practice from the Belong project to all of the villages we work within.

Koulla Yiasouma
NI Children’s Commissioner

Comfort Break

Kieran Shields
Adviser, Traveller Education Support Service – BELONG Partner

Educational Benefits from the Belong Programme:
- New learning materials were tried and tested;
- BME families benefited from a renewed focus;
- Cross sectoral learning and collaboration helped schools;
- Inter-cultural competence of EA and school staff improved.
“Intercultural Education - The Way Forward” tried and tested new capacity-building learning for adult assistants;
- High quality resources were developed for schools and youth;
- Transitions, mentoring, and home school communications
- New anti-racist bullying advice, guidance and learning support.

OVERALL...
- BME children and young people received improved services;
- EA practice improved and developed, particularly through recruitment of Belong staff sharing their skills across EANI
- Schools learned more around external learning and skills, out of school hours learning and parental engagement;
- Materials are being used and current delivery plans have been informed by the Belong learning including Children’s Services Planning, IDS and TESS.

Education support information can be found at:
www.eani.org.uk
and the following webpages:
www.education-support.org.uk/teachers/ids
www.eani.org.uk/tess

Bernadette McAliskey
Co-ordinator, STEP South Tyrone Empowerment Programme – BELONG Partner & Anchor Organisation

Sustaining the learning and practice
Bernadette McAliskey, STEP

What remains of BELONG?
Tangibles:
- Evidence-based research
- Evidence based evaluation
- Holistic resource of nine interventions / tools
- A community of good practice

Intangibles:
- New working relationships at and across different levels of engagement
- Core compliment of empowered families
- Shared community of good practice
How can BELONG be sustained?
- Embedding the learning in mainstream practice
- Ensuring access to the shared resource developed
- Providing progression pathways for those who have further developed their existing competence, confidence within BELONG

Embedding in Mainstream Practice
- Within existing programmes in schools:
  - Transition Support Programme
  - Assessment of External Learning & Skills
  - Diversity Awareness Training for Classroom Assistants
  - Anti-bullying Resource & Training
- Within organisations providing services to children:
  - Cultural Competence Training package
  - Charter For Change
  - Anti-Bullying training package
- Direct work with Children
  - Hear My Voice
  - WERU

Ensuring access to the shared resource
Mainstreaming STEP management of BELONG
- Act as the holder in trust of Resource
- Maintain the BELONG Website
- Provide Training in use of resources
- Engage with NCB to ensure sustainability of effective outcomes for children

Providing Progression Pathways from BELONG
Staff
- Staff increased their expertise and employability and have been supported into alternative employment at higher levels in Children & Young People related work
Community Organisations
- Have improved their inclusive practice, range and capacity, and been supported in developing alternative collaborative funding opportunities e.g. SPACE; An Tarmann
Parents & Families
- Represented directly on bodies e.g. Parenting Nl minority ethnic reference group, Parent & teacher organisations; local community groups, and formed their own minority ethnic Parents organisation

Where to find BELONG
Website: www.belongni.org
Email: info@belongni.org
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Elaine O’Doherty
Health & Social Wellbeing
Improvement Manager, Public Health Agency – BELONG Partner
Jennifer McCann
Junior Minister, OFMDFM

Thank you for your attendance & support of BELONG