

Building better communities through global learning

Isabelle Kershaw

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The
RankFoundation
a pebble in the pond

Acknowledgements

WINSTON CHURCHILL MEMORIAL TRUST

The Winston Churchill Memorial Trust (WCMT) was established when Sir Winston Churchill died in 1965. As his national memorial, WCMT carries forward his legacy by funding British citizens from all backgrounds to travel overseas in pursuit of new and better ways of tackling a wide range of the current challenges facing the UK.



The Rank Foundation aims to improve the lives of people and their communities across the UK by encouraging and developing leadership; promoting enterprise and innovation; caring for the disadvantaged and the marginalised, and promoting the understanding of the values, traditions and practices of the Christian faith, from a perspective that respects those of all faiths and those of none.

Acknowledgements

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We are also very grateful to our Fellows for their dedication to the development and improvement of their communities. It is this very dedication that enabled them to become Fellows, travel the world and return with innovative ideas, without which this report would not exist.

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About the author

Isabelle Kershaw is the Community Development Researcher for WCMT; she holds a Masters in Human Rights Law and has previously researched topics around the experience and treatment of female asylum seekers in the UK.

Contents

1	Executive summary	6			
2	Introduction	15			
3	Engaged and cohesive communities	20			
	3.1 From exclusion to inclusion – building strong and cohesive communities	22			
	3.1.1 Creating spaces and places for interaction between disabled and non-disabled communities	24			
	3.1.2 Relationship building between migrant and non-migrant communities	27			
	3.2 Civic engagement and participation	29			
	3.2.1 Community collaboration and participation in urban planning and design	31			
	3.2.2 Arts and community participation	36			
	3.2.3 Active citizenship – volunteering	38			
	3.3 Parental and family engagement	40			
	3.3.1 Children's centres, parental engagement and better outcomes for children	42			
4	Healthy and safe communities	44			
	4.1 Housing, homelessness and complex needs	46			
	4.1.1 Housing solutions for complex needs and chronic homelessness	48			
	4.1.2 Housing and healthcare: building partnerships	51			
	4.1.3 Solutions to housing supply	53			
	4.2 Safeguarding looked after and vulnerable children in the community	55			
	4.2.1 Better outcomes for looked after children	57			
	4.2.2 Intervention and prevention in child abuse and neglect	63			
	4.3 Preventing gender-based violence and promoting healthy relationships	65			
	4.3.1 Healthy relationships education and prevention of gender-based violence	67			
	4.3.2 Preventing female genital mutilation	70			
	4.3.3 Improving the responses to sexual violence and sexual health services	73			
	4.3.4 Partnership approaches to sexual violence services: multi-disciplinary centres	76			
	4.4 Improving mental health	78			
	4.4.1 Mental health support in rural communities	80			
	4.4.2 Suicide postvention as prevention	84			
	4.4.3 Tackling stigma	87			
	5 Empowered and resilient communities	89			
	5.1 Community resilience – emergencies and disasters	91			
	5.1.1 Urban resilience and emergency response	93			
	5.2 Community empowerment – leadership, ownership and organising	96			
	5.2.1 Community leadership	98			
	5.2.2 Community ownership	101			
	5.2.3 Community organising	105			

Contents

5	5.3 Mental health resilience – service users and practitioners	107	7	Conclusions	143
	5.3.1 Mental health resilience and service user empowerment	108	A	Appendix A: Fellowships	147
	5.3.2 Vicarious trauma training for practitioner resilience	110	B	Appendix B: References	150
6	Innovative and enterprising communities	112			
	Enterprise				
	6.1 Social and community enterprise	114			
	6.1.1 Sustainability of the community sector	116			
	6.1.2. Urban agriculture to drive community renewal, employment and cohesion	119			
	6.2 Youth enterprise and employability	121			
	6.2.1 Youth employment and employability	123			
	6.2.2 Youth enterprise and employment	126			
	Innovation (case studies)	129			
	6.3 School holiday hunger, improving life chances	130			
	6.4 Collective impact for complex social issues	135			
	6.5 Whole system approaches to tackling bullying	139			

Foreword

We all belong to communities of some sort. Traditionally this may have been the place where we grew up, our family, neighbours, schoolmates, shopkeepers, teachers, doctors; people who knew and looked out for each other.

Although urbanisation, globalisation and technology have weakened this kind of community, there is a real and growing desire to reform and rekindle effective communities. Today these can take many forms – online, professional, geographical etc – and we probably all belong to a number of different ones.

This re-imagining of ‘community’ is being driven by shrinking government budgets and the scaling back of central support, as well as our need as social beings to belong.

Through a jointly funded Travelling Fellowship programme, which supported motivated and talented individuals from across the UK, we wanted to enable global learning that could contribute to safe, strong and empowered communities, fit for the 21st century.

The challenges facing our communities today are myriad, complex and constantly in the headlines. The solutions we all seek cannot lie with an

individual, or even solely with government or charitable organisations; they require collaboration and a collective approach. We hope that this body of work, undertaken by people working across all sectors and at all levels, will contribute to the debate and help provide some solutions.

This report does not offer a magic formula. It is intended to offer ideas and innovative avenues of practice that interested parties can take forward and adapt to their own context, while promoting the sharing of good practice and the creation of stronger partnerships, within a spirit of increased collaboration across all sectors.



David Sanderson
Chief Executive
The Rank Foundation



Julia Weston
Chief Executive
Winston Churchill Memorial Trust

1 Executive summary

Introduction

This summary highlights the key findings of an international, experiential research programme that explored ways to build strong communities here in the UK. The research was conducted as part of a three-year partnership between The Rank Foundation and the Winston Churchill Memorial Trust.



Building better communities
through global learning

Background and purpose

In 2012 the Winston Churchill Memorial Trust and The Rank Foundation agreed to collaborate on a research project to address some of the complex and urgent challenges facing communities in the UK. In the three-year period that followed, 58 Fellows were selected to undertake international, experiential research to investigate the question of how to build strong communities, exploring examples of good practice that might be relevant and transferable to the UK. Fellows were selected on the strength of their proposals and their potential to disseminate and implement their findings.

This summary outlines the common themes and key learnings about what makes a community strong, drawing on international good practice. The full report includes more detail about these international initiatives, as well as examples of Fellows translating their findings into practice in the UK.

The report does not set out to provide a conclusive set of answers but aims to offer new ways of thinking, drawing on what works internationally and using this as a catalyst for the development of new practices in the UK.

Methodology

The following findings were drawn from:

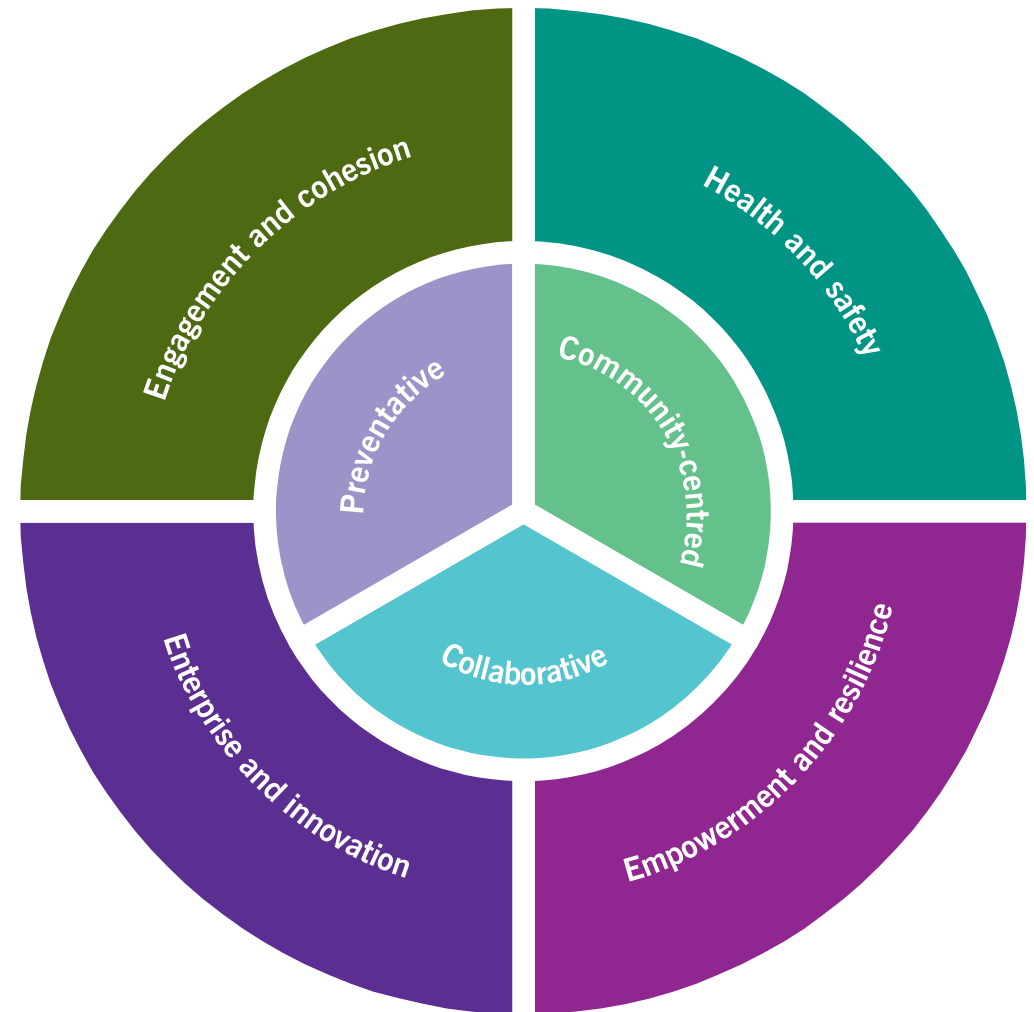
- thematic analysis of semi-structured interviews with 46 of the 58 Fellows
- surveys completed by 45 Fellows
- analysis of the Fellows' original research reports, with a view to answering the question 'how can we build stronger communities?'

The interviews sought to draw out key issues for communities in the UK, how international practice might offer a solution to those issues, and how this might be, or has been, applied back in the UK. The research is set within the wider context of UK policy and relevant secondary research.

Key findings

While the Fellows come from a diverse range of sectors and work within different spheres of influence, some clear and consistent messages have emerged that cut across the breadth of the issues they investigated.

Fellowship research highlighted **two sets** of key findings. The first identifies four consistent, recurring and interrelated themes that represent the building blocks of a strong community. The second set of findings highlights three main approaches to working with communities in the most effective, empowering and sustainable way to achieve better outcomes for all.



Theme 1: Engagement and cohesion

Engagement and cohesion within a community are fundamental to community strength. The level of engagement, the willingness of its members to participate in community life, and the vibrancy of its networks and relationships underlie a community's capacity for strength and wellbeing. Building engagement and cohesion contributes to a community's infrastructure and forms the foundation of a community that has the capacity for empowerment and to work in collaboration with the state to produce better outcomes for all.

In this context, 'engagement' refers to a number of things: individuals engaging with each other, building stronger relationships and ensuring that communities are inclusive, welcoming spaces; engagement and participation in community life; engagement with services, by using them and helping to shape them to meet the community's needs and reflect its identity; and engagement in decision-making processes – ultimately political/democratic engagement. 'Cohesion' is the result of successful engagement at all these levels, where people are supported to live well together.

Main messages

- Building engagement and cohesion takes time and investment and is a process of long-term cultural change – but the return is a community's capacity for increased self-reliance, improved wellbeing, health and safety, and empowerment.
- Engagement and cohesion require socially and physically inclusive spaces that encourage meaningful interaction, enabling people to find commonality among diversity and celebrate difference.
- Engagement and participation should not be expected to arise automatically in the gap left by shrinking state services and reduced public spending. People need motivation to engage in community life based on: their existing connection and commitment to the people they live alongside; the platforms that are offered at local level for engagement; and the reward for engagement through tangible results shown by top-down commitment to work alongside communities as well as grassroots action.

Theme 2: Health and safety

As with the first theme, this is a capacity building theme – that is, it looks at the factors that create a community with the capacity to take advantage of the opportunities afforded to it. Poor health and a lack of safety can act as a barrier to full participation in community life. If individuals are not supported to participate and thrive within their community, the capacity of the whole community as a collective, empowered, agent of change is weakened.

‘Health’ and ‘safety’ are explored here holistically, taking a ‘whole person’ approach to wellbeing.

Main messages

- Poor health and a lack of safety are caused by, and impact on, many areas of people’s lives. This should be recognised through closer integration of the different services (health, housing, social, criminal justice etc) that work to support people’s wellbeing.
- A joined-up approach will help to deliver longer-term, preventative solutions that tackle the causes as well as the symptoms of poor health.
- Improvements to health and support services should take place within the wider context of improving relationships and challenging cultural attitudes that lead to worsening health (for example, better relationships between men and women or challenging negative perceptions of mental health).

Theme 3: Empowerment and resilience

Empowerment and resilience are built upon the existing infrastructure of the relationships, networks, active participation and engagement within a community. Empowerment is the process of translating these resources into mechanisms for agency that enable communities to have a more active role in shaping the spaces and places in which they live. However, devolving more power to communities without support and investment into building their capacity could serve to exacerbate existing problems, leading to more costly interventions further down the line.

‘Empowerment’ is used in this research to mean the granting of real autonomous agency to communities and the ability to harness community resources to produce communal solutions. This happens through fostering leadership, promoting community ownership and developing strategies for ongoing negotiations of power. Genuine empowerment results in ‘resilience’ – the acquisition of the skills, resources and ability to deal with situations as they arise, developed through pre-existing engagement, knowledge and resources.

Main messages

- Intermediary organisations are vital to help communities to take advantage of new powers and freedoms.
- A community’s capacity to tackle everyday issues provides a basis for resilience in times of crisis or disaster.
- True community empowerment is the result of a strong partnership between citizens and the state, built on trust and collaboration.

Theme 4: Enterprise and innovation

When communities have sufficient capacity, resources and agency they can become places of innovation and enterprise.

Enterprise and innovation refer here to the ongoing process of strengthening communities by looking for new solutions to old problems, new ways of working and ensuring continued sustainability within the community. Innovation and enterprise are the natural successors to, and the means of sustaining, empowerment; innovative working is an expression of community confidence and capacity. Aspects of enterprise include: building on resources; partnership working; cross-fertilisation of ideas; collaboration for sustainability, supporting communities to flourish.

Main messages

- Innovative, whole system approaches to tackling old problems (such as intergenerational poverty and poor health and wellbeing) are only possible where communities are willing and able to collaborate with a variety of partners from different sectors – voluntary, statutory and private – at all levels. This requires confidence from and confidence in the community as equal partners in change.
- Enterprise is vital, not only for the sustainability of the community but as a means of building independence and finding ways to do things better.

Approach 1: Community-centred

Put the **community** at the heart of change and respond to the **individuality** and **specificity** of each community, **building on existing community assets**; 'one size **does not** fit all'.

- Meaningful community development must start within the community at grassroots level.
- Communities should be facilitated by voluntary and statutory organisations to lead change to meet local needs and act as change-makers, and not be passive recipients of services.
- An asset-based approach should be taken where communities are not viewed in terms of what they lack, but rather what existing assets (including local leadership, networks, knowledge, buildings, resources) can be used and harnessed as a foundation upon which to build.
- There should be an emphasis on understanding the specificity of each community – its resources and its particular needs – so that services or approaches can be adjusted in an appropriate way. Standardised 'one size fits all' programme approaches, in their attempts to provide equitable services, do not necessarily produce equal outcomes and can serve to reproduce communities' existing structural inequalities.

Approach 2: Preventative

Strive to act **preventively** not reactively; treat the causes not the symptoms.

- Efforts to tackle any complex social issue, such as homelessness, mental health or gender-based violence, should focus not only on improving immediate services, but on understanding and addressing the issue's root causes to develop long-term solutions.
- Early intervention is key to unravelling the intersection of complex issues faced by young people, which, if unresolved, may have a detrimental effect on their future health, employment, wellbeing and safety, resulting in social and economic costs further down the line.
- Preventative approaches are supported by collaborative, joined-up working (as described on the next page). Better communication and working practices can help to tackle the factors that cause and exacerbate social problems, as well as to tackle the symptoms.

Approach 3: Collaborative

Collaborative, partnership approaches to tackling complex social problems are not only necessary in the face of reduced funding and services, but can aid more effective, efficient practices that are more tailored to the needs of the community and able to deliver a holistic and sustainable approach to change. The key here is: **collaboration, not competition.**

- Voluntary, statutory and private sectors should work collaboratively to tackle complex social problems by pooling knowledge, expertise and experience. Collaborative practices are enhanced by co-location of services and clear strategies for partnership working, including shared vision, language, processes and evaluation.
- This joined-up approach can help to prevent further issues rather than just reacting to problems as they arise. Putting the individual at the centre of a range of holistic services can help to address the root causes as well as the symptoms of problems.
- Better information sharing and collaboration between sectors will enable the most efficient use of resources and ensure that people receive the services they need for sustained and long-lasting support.

Key message

A clear message that ran through the research was that building strong communities is not just the responsibility of the community, but is a co-ordinated endeavour between citizens and the state.

The move to devolve more power from state to citizen through the Localism Act will result in no more than a devolution of responsibility unless it is matched by the ability and capacity of communities to exercise these new freedoms and powers. By the same token, the success of communities in taking on and developing their own responsibilities will depend on the willingness of the state to work in genuine partnership with citizens, looking to them as assets and resources and supporting them to become agents of change.

A strong partnership between state and community offers the potential for real innovation and sustainable change, building better, stronger communities.

2 Introduction

2.1 About the ‘Communities that Work’ Fellowship programme

The Communities that Work programme is a partnership between The Rank Foundation and the Winston Churchill Memorial Trust. It aimed to fund 20 Fellowships annually over a three-year period to explore broad community development themes around the world, and share best practice to help strengthen communities throughout the UK.

The Rank Foundation has significant experience in the field of community development with particular expertise in place-based initiatives. It has funded work in Burnley, Blackpool, Hull and currently in Dundee, to encourage local partnerships and build strong, resilient communities.

The Winston Churchill Memorial Trust (WCMT) was established after the death of Sir Winston Churchill in 1965. As his national memorial, WCMT carries forward his legacy by funding UK citizens from all backgrounds to travel overseas for four to eight weeks in pursuit of new and better ways to tackle a wide range of contemporary challenges facing the UK.

Travelling Fellowships

Fellows are funded from all sectors and at all professional levels. The funding of such a diverse range of individuals in a variety of spheres of influence reflects a principal belief of WCMT – that bringing about sustained and lasting change must happen at all levels of society, from grassroots to organisational practices, through to policy making and cultural change.

The Fellowships present a range of opportunities that can be categorised as:

- **An opportunity for experiential learning:** The primary function of the Fellowship is to give individuals the chance to learn from international good practice first hand. This allows Fellows to gain a clearer understanding of ‘what works’ and why, by giving them the chance to ask practitioners about the impact as well as the challenges of their work – giving them a 360 degree perspective.
- **The beginning of a learning journey:** The Fellowship journey continues beyond the four to eight weeks of travel. It inspires Fellows to become leaders, experts, and innovators in change, building on their learning to develop better practices back in the UK.
- **A catalyst for innovative thinking and fresh approaches:** The learnings from a Fellowship are shared and used by others and can help to inspire new ways of working and new ways of thinking for organisations back in the UK.
- **A global conversation:** Fellowships help to develop ongoing international relationships through which learning and practice can continue to be shared. As well as bringing back new ideas to the UK, many Fellows also share examples of their own good practice internationally, building a global conversation and sharing of skills.



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The Communities that Work Fellows

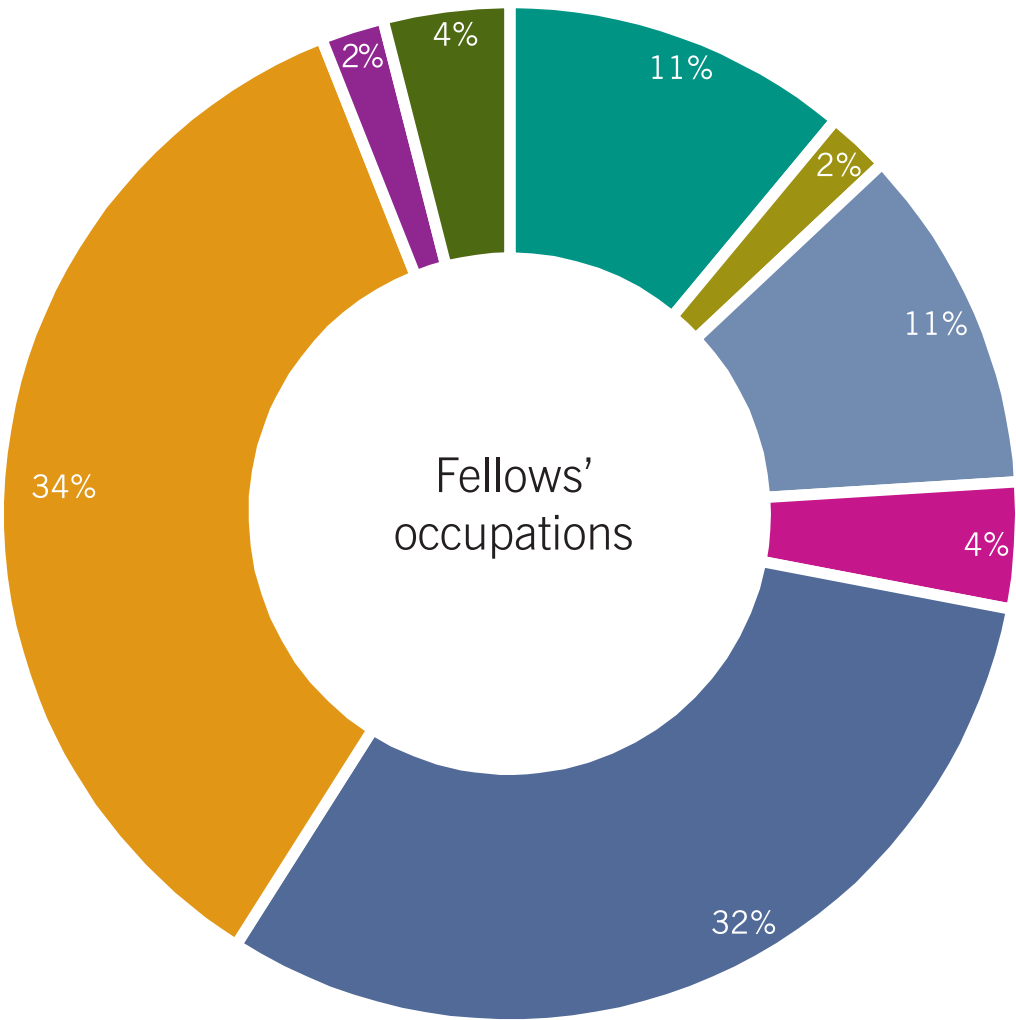
The 47 Fellows who participated in this research report were from a range of professional backgrounds, and are therefore able to introduce change in many different areas of community life.



Where did Fellows travel?

The Fellows travelled to 19 different countries, as listed below. The USA was the most frequently visited country with 37 Fellows conducting some or all of their research there. Canada (10), Australia (6) and New Zealand (6) were the next most frequently visited countries.

Australia	Guyana	Norway
Brazil	India	Portugal
Canada	Indonesia	Singapore
Cuba	Kenya	Sweden
Denmark	Nepal	USA
Finland	Netherlands	
Germany	New Zealand	



2.2 The Fellowship research in context

The Fellows' research is set within the context of some of the major challenges that have been facing communities in the UK over the last five years. These include:

- cuts to third sector funding
- local authority budget cuts
- restructuring of public services
- rolling back of welfare and state provision.

Alongside these immediate challenges have been longstanding, complex social issues such as inequality, intergenerational poverty and homelessness, all of which have proved stubbornly immovable despite the efforts of successive governments to resolve them.

The voluntary sector and, more widely, communities as a whole have increasingly been looked on to play an active role in co-designing and co-producing solutions to local problems, taking more ownership, responsibility and agency, while relying less on state intervention. This has been reflected in the government's localism policies, which devolve more power and freedoms to local communities, and its Big Society agenda. The latter places an emphasis on the value of social capital generated through greater engagement between citizens and a spirit of volunteerism to develop a culture of community participation leading to greater community self- and inter-reliance.

This agenda for greater community independence, resourcefulness and resilience has not been supported by a clear strategy – rather, the expectation has been that it would arise automatically through necessity. However, time, investment and tools are required to develop community capacity and unlock a community's assets to enable it to take on greater responsibility. Without this, the challenging financial climate threatens to destabilise already weakened communities, further compounding and entrenching complex social issues and requiring greater state intervention down the line.

The Communities that Work programme explored how international practice might provide solutions to some of these problems by offering innovative approaches and ideas that can help to transform this time of challenge into a time of opportunity for building better, stronger communities.

2.3 About this report

Context and aims

This report is situated within the broader context of UK policy and practice, as described above, to highlight the transferability and applicability of international practice.

It is intended for community groups, third sector and public sector organisations and policy makers as a compendium of ideas to be used to catalyse new ways of working and new practices to strengthen communities in the UK.

The report draws together the findings and learnings from the Fellows' research, which explored a broad range of community development areas, in order to synthesise the key messages and answer the question, 'How do we build better communities?'

In particular the report aims to:

- highlight the key overarching themes across the Fellowship research about what contributes to building strong communities
- identify key learning based on international good practice on 'what works' in specific aspects of community development and what might be transferable to UK practice
- explore where these findings have been translated into practice to inspire other community groups, policy makers, local government bodies and third sector organisations to think about new and innovative ways of working.

More detailed individual Fellowship research recommendations can be found within Fellows' original reports, links to which are provided in Appendix A.

Defining communities

Throughout this research, Fellows alluded to the difficulty of defining the term 'community', as well as the changing and fluid nature of today's communities, which are no longer simply set by geographic boundaries but are also defined by:

- **Interest.** Communities of people who share the same interest or passion.
- **Action.** Communities of people trying to bring about change.
- **Practice.** Communities of people in the same profession or who undertake the same activities.
- **Circumstance.** Communities of people brought together by external events/situations.

People belong to a variety of different communities and Fellows defined the communities in which they were working in different ways, meaning that there is no one single definition applied in this report.

Methods

Data for this report was collected from 47 of the 58 Fellows who were originally funded over the three-year partnership. This included analysing:

- the findings and learnings from Fellows' original reports
- online surveys completed by 45 Fellows
- in-depth, semi-structured interviews with 46 Fellows.

The interviews were structured around five main questions:

- What was the issue you were looking to address?
- How did you think international practice might help you solve some of these issues?
- How could these practices be adapted to communities in the UK?
- What are the major challenges you face in implementing your findings in the UK?
- What are the qualities/building blocks of a strong community?

This data was analysed for themes and contributed to the development of a multidimensional framework for building stronger communities.

3 Engaged and cohesive communities

Introduction

Fellowship research has highlighted that community engagement and cohesion are the foundations of a strong community.

The relationships between people in the community, and their connections with the space in which they live, form the cornerstone of community life. It is the strength of these relationships, the vibrancy of the networks and the willingness to participate that underlie a community's capacity for resilience and empowerment, and contribute to better health and safer spaces.

Cohesion relies on communities finding commonality among diversity, where people are viewed as assets, individual needs are understood and difference is celebrated.

Community spaces should be places of physical and social inclusion where individuals are encouraged to engage and given the opportunity to participate.

Building engagement is, however, a process of long-term cultural change, and should not be expected to arise automatically. Building cohesive communities takes time and investment, but is returned in the community's capacity to become the agents and leaders of change.

The state can act as a facilitator for such change, ensuring that communities have the resources available to support active engagement. By working in partnership with the community, local government and third sector organisations can also help to shape services and spaces to reflect the needs and wishes of those who use and live within them.

This chapter explores some of the ways in which communities can be brought together to lay the foundations for a 'better community'.



Building better communities
through global learning

3 Engaged and cohesive communities

3.1

From exclusion to inclusion – building strong and cohesive communities

- 3.1.1 Creating spaces and places for interaction between disabled and non-disabled communities
- 3.1.2 Relationship building between migrant and non-migrant communities

3.2

Civic engagement and participation

- 3.2.1 Community collaboration and participation in urban planning and design
- 3.2.2 Arts and community participation
- 3.2.3 Active citizenship – volunteering

3.3

Parental and family engagement

- 3.3.1 Children's centres, parental engagement and better outcomes for children



1

2

3

4

5

6

7

A

B

Building better communities
through global learning

3.1 From exclusion to inclusion – building strong and cohesive communities

WHAT ARE THE ISSUES?

The cost of exclusion and isolation

Communities that are rich in 'social capital',* with strong and active networks, are happier, healthier and more resilient.¹ Poor community cohesion and isolation not only compromise the overall strength and safety of a community but can contribute to a range of individual negative health, social and economic outcomes. People who experience exclusion are thought to have worse economic prospects, with isolation impacting on their employment opportunities and career progression, and are more likely to suffer poor health – all of which costs the UK £6bn a year.²

An increasingly diverse population

The UK population is becoming increasingly diverse in age, ethnicity and socioeconomic status. In 2012, people from ethnic minority groups accounted for 16% of the population; this is projected to rise to 38% by 2050.³ With this increasing diversity, as well as fluidity of movement between communities, we must ensure that communities can adapt and engage with their changing membership.

Physical and social barriers to inclusion

Community cohesion is defined in terms of a 'shared vision' as well as a 'sense of belonging'.⁴ Breaking down the physical and social barriers that separate community groups is vital in bringing communities together to find this commonality and sense of inclusion. A lack of space and opportunity for meaningful interaction can lead to distrust and reinforce perceptions of difference.

This research highlights the importance of the creation of physically and socially inclusive spaces to help challenge these perceptions around difference. New modes of dialogue and new spaces for interaction can help to build shared experience and shared goals, and can reposition people in terms of their assets, encouraging the appreciation of difference. It can help communities to develop new norms and codes of being, ultimately enriching the lives of both the excluded and the wider community.

* Defined by the Organisation for Economic Co-operation and Development as 'networks together with shared norms, values and understandings that facilitate co-operation within or among groups'.

3.1 3.2 3.3 Engaged and cohesive communities

RESEARCH OVERVIEW

This research brings together findings that relate specifically to disability inclusion and to inclusion and cohesion between migrant and non-migrant groups.

- It shows how the physical barriers to community spaces that disabled people face can create attitudinal barriers (based on lack of understanding), which further divide and isolate. This lack of integration is problematic from both a social and economic point of view, and, crucially, compromises the health and safety of 'already marginalised lives'.⁵
- It emphasises that more needs to be done to widen access to all spheres of society (public, private and social) and to increase the visibility of the disabled community, facilitating more interaction between disabled and non-disabled communities and helping to create a more 'coherent grammar around disability'.⁶
- It explores the power of the arts to create new modes of expression and to build new types of interaction between disabled and non-disabled communities, based on mutual respect and mutual engagement.
- It looks at the role of storytelling and skillsharing in building 'bridging social capital'* between migrant and non-migrant groups of women, helping them to share common experiences and celebrate difference.

The research offers some ideas for building connections between these specific community groups but acknowledges that there are numerous other groups that are excluded from full access to community life (including older people, young people etc). The examples given are proactive approaches to developing inclusion but there are also many varied and structural factors that cause communities to lack cohesion, such as economic inequality, poverty and language barriers, that are not addressed here.

Fellowships cited in this section

Matt Edmonds, 2012

Integrating people with disabilities into communities via cultural interactions
(USA)

Barbara Glasson, 2012

Weaving Bradford differently: Discovering economic regeneration through
local enterprise
(Indonesia, India, Nepal)

* Bridging social capital refers to the building of connections between heterogeneous groups; these are likely to be more fragile, but more likely also to foster social inclusion. (See Schuller, T, Baron, S and Field, J (2000). Social capital: A review and critique, in Baron, S, Field, J and Schuller, T (eds). Social capital: Critical perspectives. Oxford: Oxford University Press.)

3.1 3.2 3.3 Engaged and cohesive communities

3.1.1 Creating spaces and places for interaction between disabled and non-disabled communities

‘Breaking down social hierarchies, addressing prejudices and configuring diverse identities doesn’t come through reading books. It happens through meeting diverse people, spending time in their company and learning about who they are.’

Matt Edmonds, 2013 Fellow

In the UK there are around 11 million people living with a limiting long-term illness, impairment or disability.⁷ Despite this significant number, disabled people still face discrimination⁸ as well as social and physical exclusion.

The design and structure of public spaces plays a large role in this exclusion. The social model of disability sees disability not in terms of personal impairment but as a result of the way in which society is configured, with physical and social barriers that prevent disabled people from participating fully in society.⁹

These societal barriers mean that disabled people are not always visible in society. Without this presence and daily interaction with the non-disabled community, there is a lack of a ‘grammar’ around disability, leaving people unsure about how to interact. Indeed, a recent survey by Scope, one of the largest disability charities in the UK, showed that two thirds (67%) of the British public feel uncomfortable talking to disabled people.¹⁰ This ‘awkwardness’ can have serious implications; research conducted by the Gateway Project (an initiative of the Centre of Independent Living in Toronto) found that medical professionals’ embarrassment about talking about disability has led to errors in medical screenings for cancer.¹¹

Although since the 1980s there has been more collective action in the disability community helping to advocate for social change and rights, this has not necessarily translated into greater integration into the wider community.

‘What there hasn’t been is the realisation that a lot of the difficulties that they (the disability community) face is the sense of ghettoisation and their increasing understanding and awareness of how they’ve been treated as a minority hasn’t led to an integration back into the community, it’s led to a really strong burgeoning minority community.’

Matt Edmonds, 2013 Fellow

This lack of integration is summed up by a statistic produced by another Scope survey, which revealed that nine out of 10 British people have never had a disabled person in their home.¹²

It is crucial that the physical set-up of society is inclusive to people with disabilities to ensure their visibility and full participation in society. Spaces can also be created in which disabled and non-disabled communities come together on mutual terms, with mutual benefit. Greater interaction between groups will challenge misconceptions and negative perceptions around disability and build stronger, safer, more inclusive communities.

3.1 3.2 3.3 Engaged and cohesive communities

Key learning:

Greater access and continuity of access within all spheres of society is essential if the barriers that prevent disabled people from participating in society are to be removed

Widening access to all spheres of society (public, private and cultural) helps to increase the visibility of disabled people and also offers opportunities for greater interaction between disabled and non-disabled people, helping to challenge negative perceptions of disability.

Fellowship research highlighted that improving access for disabled people has to happen within every sphere of life, and that considerations for disabled people should be part of the fabric of everyday society, not an added, tokenistic gesture of inclusion.

- **Public sphere:** Improving access to all public community spaces is fundamental to participation in community life. Principles of 'universal design'* should be applied when creating new spaces.
- **Private sphere:** Universal design concepts need to extend beyond public spaces. They also need to reach those who are designing and planning private spaces so that social relationships are not constrained by access.
- **Cultural sphere:** The 2012 London Paralympics, which showcased the talents and abilities of disabled people, had a significant impact on perceptions of disability. A survey conducted by Channel 4, which broadcasted the Paralympics, found that two thirds of viewers reported a change in their perception of disability after watching the events.¹³ Raising the profile of people with disabilities in the cultural sphere not only highlights their achievements but also increases visibility of disability.
- **Continuity of access:** Access must be considered holistically and thought of as a 'chain of access'. It is not only the specific spaces that should be accessible but also the means by which they are accessed.

* Universal design is the concept of designing all products and the built environment to be aesthetic and usable to the greatest extent possible by everyone, regardless of their age, ability, or status in life. For more information visit the North Carolina State University Center for Universal Design website, https://www.ncsu.edu/ncsu/design/cud/about_ud/about_ud.htm

PUTTING THIS INTO PRACTICE IN THE UK: UK-wide

Helping to improve access to cultural spaces and raising the profile of people with disabilities on television

Matt Edmonds, 2013 Fellow

Matt's Fellowship report has been used by Lemmos and Crane (a philanthropic lobbying organisation) in its work on museums and museum accessibility.

Matt, through his role in television development, has used the knowledge and expertise gained through his Fellowship research in the area of disability to pitch ideas in a more informed way, which in turn has helped to increase the visibility of disability on TV.

Key learning:

The arts can be a powerful means of enabling meaningful interaction between disabled and non-disabled people, encouraging connection and challenging negative perceptions

While there are community-based engagement activities designed specifically for people with intellectual and developmental difficulties, few of these have integration with non-disabled communities as their focus.

To ensure meaningful interaction, the opportunities and activities that are offered should be mutually beneficial for both disabled and non-disabled people. They should be non-patronising and encourage new connections, where people are not defined in terms of their disability.

The following examples illustrate how the arts can be used to create this kind of engagement. Using a value system based on creativity and self-expression, the arts can help to challenge perceptions of disability, enable mutual learning and sharing and involve disabled people as activity leaders and co-producers.

3.1 3.2 3.3 Engaged and cohesive communities

INTERNATIONAL GOOD PRACTICE: Toronto, Canada

Keys To The Studio

Keys To The Studio was designed to encourage people with developmental and intellectual difficulties to produce original music and to collaborate with full-time musicians.

It is an innovative and progressive model that uses music to connect diverse people and allows people with disabilities to become leaders of their own artistic practice. It centres on the core principles of:

- respect
- opportunity
- collaboration
- free music making.

How it works

Keys To The Studio is aimed specifically at people aged 18 and over, as artistic opportunities tend to be scarce once people leave education.

All participants get an hour of one-to-one music making with a professional musician each week. The participants are given the freedom to take the sessions in whatever direction they want and have access to a range of instruments.

There is an open-door policy, with other community members able and encouraged to drop in and join in. This means that security guards, police officers, market workers or any member of the local community can come and play alongside the participants and professional musicians.

John Salina, the programme's co-director, says, *'All of a sudden people are playing with people with intellectual difficulties. There's a sudden shift in their perception, most of them have never met a person with disabilities before. It's a real leveller.'*

There are also opportunities for the wider public to hear the music that is being produced. Every 12 weeks a concert is held at which the participants can perform their own music. Increasingly, the musicians have also been playing around the town, at parties for people with disabilities or in bars they have links with.

Outcomes

Keys To The Studio gives marginalised people access to opportunities they might not otherwise have had and allows them to take a lead in the creative strategy rather than having to follow a pre-designed programme format.

The directors remark that it is this aspect in particular that brings the professional musicians back. Different perspectives and music styles led by the participants hone the professionals' improvisation skills and widen their perspectives to encompass new and radical techniques.

The public performance generates a sense of pride and achievement, as well as allowing the audience to become part of the experience.

Fellow Matt Edmonds says, *'Through music, Keys To The Studio creates a non-patronising entry point to friendships that otherwise wouldn't exist, along with a number of brilliant tunes. It is quite remarkable.'*

3.1 3.2 3.3 Engaged and cohesive communities

3.1.2 Relationship building between migrant and non-migrant communities

‘Reframing disparate and dysfunctional as an interface of difference.’

Barbara Glasson, 2012 Fellow

Stability within communities is linked to community identity.¹⁴ Negative discourse around immigration is often associated with how new groups living within communities have the potential to disrupt and unsettle an established way of life.

When a community’s identity is threatened, it may attempt to assert its identity over that of another group, or a group may become increasingly detached from the wider community; both scenarios can lead to alienation and separation.

The traditional view of community as a linking of place, shared experience and shared values is complicated by the growing fluidity of people between communities, and by people’s membership of different kinds of community, such as those based on a shared interest, ethnicity, political view or workplace.

Communities are strong when they can accommodate many different groups and individuals with a variety of community associations. Where commonality can be found, difference can be celebrated or tolerated.

Key learning:

Storytelling and skillsharing can enable different communities to connect, find common ground and celebrate difference

Storytelling and skillsharing have both been offered as tools for bringing disparate communities together. Storytelling is a ‘medium of connectivity and of community’¹⁵ that allows people to communicate personal experience, history and identity. This personal expression of identity is a means by which people can strengthen their own sense of self while connecting with others and their experiences.

Skillsharing is another means for groups to connect. Based on mutuality, skillsharing activities put the focus on what people can contribute, rather than the threat they might pose. Specific skills are often associated with culture and tradition; communicating these can help to reinforce a sense of self and encourage sharing and engagement with others.

These are just two ways in which communities might be brought together to discover shared interests, common experiences and compatible values. Such activities can enable multiple community identities to be accommodated and help communities to find ways of celebrating difference rather than being threatened by it.

Fellowship research across Indonesia, Nepal and North India found examples of groups brought together through sharing and preserving different textiles skills, offering the space for connection and engagement. These findings have helped to influence Fellow Barbara Glasson’s work in the UK.

3.1 3.2 3.3 Engaged and cohesive communities

PUTTING THIS INTO PRACTICE IN THE UK: Bradford

Touchstone, Weaving Women's Wisdom project

Barbara Glasson, 2012 Fellow

Inspired by the enterprising, co-operative and creative work that she witnessed among groups of women from North India, Indonesia and Nepal, Barbara has developed a project involving a range of women's community and faith groups in Bradford and Pakistan.

Barbara says, *'I was thinking about ways in which shared story, shared creative enterprise reflected how communities worked and what we could do in terms of understanding that to enable our community to hold together differently.'*

Barbara, who is Team Leader at Touchstone, an interfaith 'listening community' group, looked at bringing these groups together to share common ground and celebrate their differences, with a focus on the common heritage of textiles in Bradford and Pakistani communities.

In 2014, Touchstone launched 'Weaving Women's Wisdom', a project designed to create a new and safe space for interfaith/inter-community dialogue around issues of faith and life. It welcomed 20 diverse groups in Bradford and Pakistan to share stories and skills. The groups were invited to make a rug and to consider the following four questions as a starting point:

- Who are the wise women that have influenced my life?
- What is the difference between wisdom and knowledge?
- Who are the holy women in my holy text and faith tradition?
- What is the wisest piece of advice I have been given or read from one of the wise women we have discussed?

The result was an exhibition of rugs, called 'The Carpet of Wisdom', that showcased communities' traditional skills and techniques as well as some new and innovative designs. The process enabled women to come together in open discussion, allowing them to find their own and a shared voice.

Stephen Williams MP, Minister for Communities, said of the project, *'It was fascinating to hear about how the project has developed into something much more than just inspiring interfaith friendships; how it had developed into forums where women could find a safe space to speak about issues which were of concern to them.'*

The Carpet of Wisdom' toured the UK during 2015 and was exhibited in mosques, churches, cathedrals and schools.

Barbara says, *'I think I learnt that in Bradford, there isn't Pakistani and English culture and trying to make the two mix, but actually there's Bradford culture which is in that melting pot and we've got something distinctive.'*

3.2 Civic engagement and participation

WHAT ARE THE ISSUES?

Making the 'Big Society' work

The coalition government's vision of a Big Society, in which 'families, individuals, charities and communities come together to solve problems',¹⁶ was built on the assumption that the spaces left by a shrinking state would be filled by higher levels of civic action and participation. Crucially, however, this Big Society agenda lacked a clear strategy for how this 'community spirit' would emerge.

For people to take a more active role in their communities they must have the capacity, opportunity and motivation to do so. Building a community's capacity to actively participate involves strengthening the relationships between members of the community, generating a willingness to work collectively and an understanding of the diversity of their needs and resources. It also involves deepening the connection that people have with the spaces in which they live, encouraging greater investment of time into shaping them.

Community spaces as a focus for engagement

Opportunities for participation, with planners and developers actively consulting and involving the community in shaping their community spaces, offer a platform for bringing people together and an opportunity to build the places that they want to live in.

Communities are motivated to participate if they are able to see the change they are making.¹⁷ When participation is rewarded with tangible results, with new community spaces truly reflecting the identity and vision of the community and helping to address local needs, this can drive an ongoing commitment to engagement and participation.

Encouraging engagement in volunteering

The annual output figure for all formal and informal volunteers is £45.1bn.¹⁸ As well as playing a vital part in the sustainability of the third sector, volunteering is a powerful expression of commitment and investment into community life. However, more can be done to embed volunteering into community life. Rethinking volunteering as a system of reciprocity and mutual exchange, such as that offered by 'timebanking', can help to reward volunteers for the invaluable role they play, encourage ongoing exchanges through the 'pay it forward' principle,* and help to reduce dependency through the co-creation of services.

* Pay it forward is an expression for describing the beneficiary of a good deed repaying it to others instead of to the original benefactor.

3.1 3.2 3.3 Engaged and cohesive communities

RESEARCH OVERVIEW

This research looks at how individuals can be encouraged to engage and participate in community life. It positions engagement as the precondition for developing community empowerment and agency, a way in which communities can work in partnership with the state to have greater control over the way they live.

The research explores:

- the importance of community spaces in building connections within the community
- how opportunities for planning and shaping spaces help to build people's sense of attachment and engagement to the places in which they live, bringing people together in the process
- some of the specific engagement tools that community organisations can use to ensure that they are reaching the breadth of the community
- the role that timebanking could play in encouraging active citizenship by reframing voluntary work as a process of co-production and reciprocity that rewards and revalues all people as assets.

The research acknowledges that there are numerous structural factors that limit the capacity of an individual to participate in community life; however, these are not the focus of this section.

Fellowships cited in this section

Biljana Savic, 2014

Empowering communities through participatory design processes
(Australia, Cuba, New Zealand)

Maria Harrison, 2012

Arts as a catalyst for regeneration
(USA)

Anna Peters, 2013

Research specific timebanks with a view to replicate
(USA)

3.1 3.2 3.3 Engaged and cohesive communities

3.2.1 Community collaboration and participation in urban planning and design

'It is important to remember that community engagement may be about a specific issue to start with, but that it is ultimately about better places, more cohesive communities and happier people.'

Biljana Savic, 2014 Fellow

Engaging communities in the planning, design and shaping of their community spaces can strengthen and enrich community life in a variety of ways. The landscape and environment in which people live are inextricably connected to their sense of self and identity, and contribute to an overall sense of wellbeing, safety and happiness.¹⁹

Community involvement in urban design makes sense in practical terms, as communities are best placed to know how to shape the physical environment to fit their needs and wishes. But it is also a means of building stronger connections between people within the community, providing a platform for engagement that can go on beyond the length of the project.

Fellowship research highlighted this final point – the creation of connections between people in the community – as the most significant. The act of collaborative planning and design, while achieving its intended goal of improving community spaces, has the wider benefit of encouraging participation and creating new networks and bonds, forming the glue or 'social capital' that makes communities strong and cohesive.

The following findings offer some practical ways in which communities can be engaged to participate in the initial stages of local planning and design through idea gathering and collaborative modes of planning.

Key learning:

Idea-gathering tools can be used to engage people from different groups across the community in participation and collaboration

'Engagement of different groups contributes to a better understanding of all aspects of place, its history and identity and to the creation of distinctive, culturally relevant design.'

Biljana Savic, 2014 Fellow

Community participation can only be considered successful if it truly represents the diverse needs, opinions, cultures and identities of the whole community.²⁰ Community groups that already display high levels of trust, confidence and cohesion are easy to engage. Attention must be paid to attracting harder-to-reach groups, otherwise the act of design and planning, rather than being a tool for increasing inclusion and cohesion, can merely serve to replicate existing community imbalances and exclusions.

A number of simple yet effective tools can be employed to engage the breadth of the community at the initial, idea-gathering phase of the planning process.

3.1 3.2 3.3 Engaged and cohesive communities

INTERNATIONAL GOOD PRACTICE: Australia

The World Café – idea gathering

The World Café is a model of idea gathering that enables large groups to come together to discuss the issues that affect them and their community. It does this through a process of sequential discussion, refinement and crystallisation of key issues.

How it works

Sessions are set up in 'café' style, with informal seating at multiple small tables to encourage conversation. The inclusion of 'the world' in the model's name symbolises the way the format is scaled up to include large numbers of people at a time.

The process evolves through several rounds in which:

1. a conversation is started about a core question
2. people talk about the question for 20 minutes or half an hour
3. they then begin to rotate to new rounds, taking the critical ideas from the first round into the next.

Over several rounds of conversation core ideas are created, patterns are noticed and innovative possibilities become available. In this way people can discover not only how to create their best ideas together through this network of conversations, but how to build powerful relationships in order to turn those ideas into actions.

The model facilitates opinion gathering from a large number of people with a diversity of views. It is used in Australia by organisations such as newDemocracy Foundation – an independent, non-partisan research organisation that aims to identify improvements to the democratic process – to conduct large-scale conversations on 'issues that matter'.

INTERNATIONAL GOOD PRACTICE: Christchurch, New Zealand

Share an idea

'Share an idea' was an engagement campaign launched in Christchurch in the wake of the 2011 earthquake.

The quake caused devastation across the city, with 185 deaths and 80% damage to buildings in the city centre. The 'share an idea' campaign aimed to give citizens an opportunity to be a part of the rebuilding and regeneration of the city.

How it worked

The six-week campaign started with a two-day Expo that used a range of methods to encourage Christchurch citizens to discuss and share their ideas.

These included:

- talks/presentations by international and local speakers
- a virtual tour of the city centre
- computer terminals and video booths to encourage people to leave ideas on the Share an Idea website
- questionnaires
- children's activity sheets
- a Lego area where children were encouraged to 'rebuild' the city centre
- Facebook and Twitter pages
- post-it notes and writing directly on an enormous ideas wall.

Outcomes

Over 10,000 people attended the Expo and over the whole six-week campaign around 106,000 ideas were contributed, making it the largest community engagement project seen in New Zealand. All of the ideas were gathered, read, digitised and classified. Text searches, word trees or tag clouds were used to get an understanding of the key ideas, enabling the analysis of the results to be completed within two weeks.

Not only did the campaign give the community a voice and an opportunity to shape its city spaces, it also brought people together in the aftermath of a collective trauma, building connections and relationships and turning the focus to positive action. In this way the process was as valuable as the product.

3.1 3.2 3.3 Engaged and cohesive communities

Key learning:

Digital tools can be used for idea gathering and engaging harder-to-reach communities

Digital engagement tools can be effective in mobilising participation in communities that might not respond to face-to-face approaches. The speed and the immersive, engaging quality of digital tools might resonate with younger participants or fatigued and disengaged communities.

While face-to-face engagement facilitates relationship and network building, it is important that there is a range of engagement tools that have the ability to reach the breadth of the community.

INTERNATIONAL GOOD PRACTICE: Australia and New Zealand

Digital tools for community engagement and planning

A number of digital agencies in Australia and New Zealand have developed a range of online engagement tools, such as surveys, discussion forums, quick polls, guest books, mappers, Q&A and brainstorming tools. They are combined with reporting systems to allow efficient analysis of responses and integration of consultation results into project planning and review.

Examples of such online engagement products include:

- EngagementHQ, a platform for online citizen engagement
- Budget Simulator, Citizen Space and Dialogue online tools by Delib
- Basic, Easy Project and Premium digital tools packages by The Hive, for the creation of project promotion and public participation websites.

Key learning:

It is important for organisations to maintain engagement when involving communities in participative projects

Where planners and organisers have found successful ways of engaging the community to participate, it is crucial that there is commitment from planners to maintain this engagement.

If people are inspired to engage only to find that community inclusion is either temporary or tokenistic, this can result in a backlash and may impede future engagement activities.

Fellowship research identified key ways to maintain engagement.

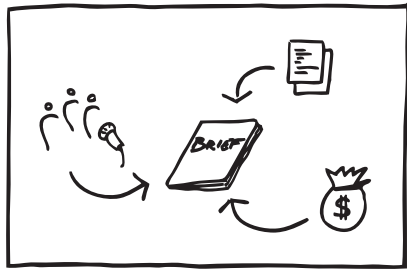
- Avoiding tokenism by ensuring consistency and transparency of engagement throughout the planning, design and building stages, feeding back to the community at every stage.
- Conducting engagement activities at or close to the development site to help maintain interest in the project, enabling people to relate to the proposals more directly and instantly.
- Working with communities in a realistic way, addressing limitations (budget, area) and establishing priorities to come up with a development that is both feasible and recognisable to the community

The diagram overleaf illustrates a process of interactive community engagement using 'scenario games' which incorporate the elements described above. Scenario games enable communities to work with planners with a number of different potential ideas that also hold the potential dilemmas (budget etc) in sight, enabling them to prioritise their ideas and helping 'the players' to make realistic choices.

3.1 3.2 3.3 Engaged and cohesive communities

Successful interactive community engagement and participation in planning using 'Scenario Games' – a model developed by Hans Oerlemans

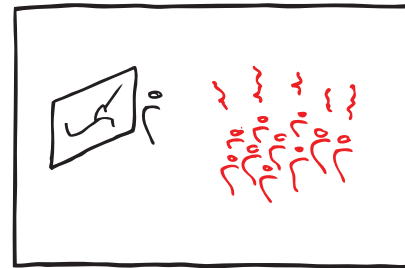
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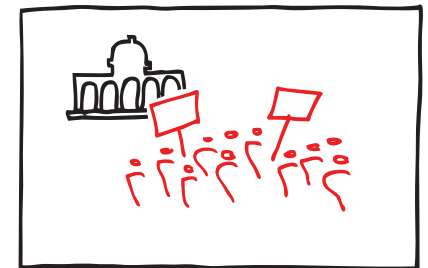
The brief



Ivory tower design team

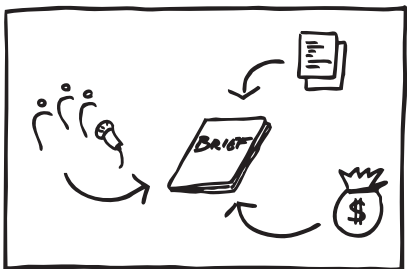


No recognition of the design decisions

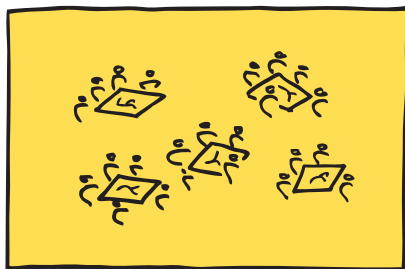


Angry people and possible law suits

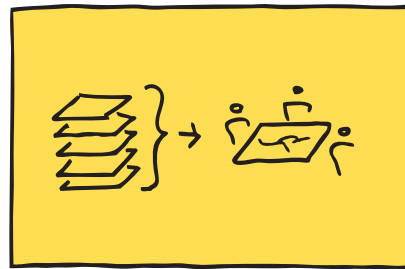
OUR WAY: INTERACTIVE PLANNING & DESIGN



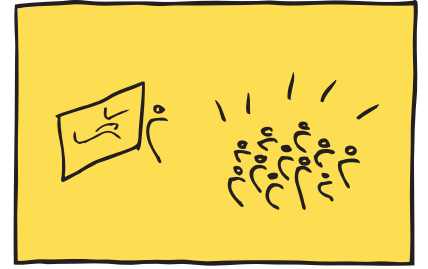
The brief



Scenario game



Results are base for design



Recognition, it's their plan

Source: Hans Oerlemans/wOnder city+landscape

3.1 3.2 3.3 Engaged and cohesive communities

Key learning:

Involvement in temporary planning and design initiatives, or 'tactical urbanism', can help sustain community engagement

The phrase 'tactical urbanism' describes 'the collection of low-cost, temporary changes to the built environment, usually in cities, intended to improve local neighbourhoods and city gathering places.'²¹ These are often community-led initiatives that serve to keep the vibrancy of a space alive through the shared vision, participation and engagement of the community.

Tactical urbanism can play a role in motivating and sustaining community engagement by:

- keeping places active while more permanent solutions are sought
- being quick to implement in distress situations
- overcoming a community's aversion to change and making it easier to visualise what change might look like by 'trying it out'
- enabling communities to take a more active role in shaping their neighbourhoods by involving them in temporary experiments to engage communities and reinvigorate places, often while main projects are in development or funding is awaited
- being a means of addressing local community needs.

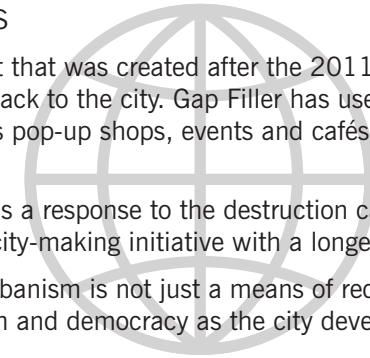
The strength and popularity of a project can lead it to becoming a permanent part of the community.

INTERNATIONAL GOOD PRACTICE: Christchurch, New Zealand Gap Filler pop-ups

Gap Filler is a movement that was created after the 2011 Christchurch earthquake to bring positivity and life back to the city. Gap Filler has used tactical urbanism in the form of pop-ups (such as pop-up shops, events and cafés) across areas damaged by the earthquake.

This developed initially as a response to the destruction caused by the earthquakes, but has since 'grown into a city-making initiative with a longer-term vision'.²²

For Gap Filler, tactical urbanism is not just a means of recovery but a model of participatory organisation and democracy as the city develops.



3.1 3.2 3.3 Engaged and cohesive communities

3.2.2 Arts and community participation

Community-led projects boost people's pride in their place. This sense of pride can lead to higher levels of engagement, as people have a greater sense of attachment to their community spaces.

Like community planning activities, the arts can play a vital role in invigorating community spaces and offering opportunities for self and community expression reflecting the experiences, lives and views of the community. The contribution of artists to the enrichment of community spaces, and their role as 'active citizens' should be celebrated and rewarded.

Key learning:

Community-led art projects can drive urban regeneration and strengthen communities' sense of identity

Community spaces that are shaped and created by the communities that live in them help to reinforce a sense of identity and can help to drive urban development and regeneration.

INTERNATIONAL GOOD PRACTICE: Detroit, USA

The Heidelberg Project

The Heidelberg Project is an outdoor art environment on Heidelberg Street in the McDougall-Hunt neighbourhood of Detroit. It is a community organisation designed to improve lives and neighbourhoods through art.

Tyree Guyton, founder and artist, first began creating art on the houses of Heidelberg Street 25 years ago to draw attention to the forgotten neighbourhoods of Detroit and other social issues. The 'Polka Dot House', covered in large, brightly coloured polka dots, has become an iconic symbol of The Heidelberg Project.

The project, and its provocative use of community space, has attracted visitors from around the world. Currently, The Heidelberg Project is partnering with local businesses, residents, community non-profits, foundations and the City of Detroit to expand the arts installation aspect of the project into a networked system of living artwork and locally based economic development.

The Heidelberg Project envisions neighbourhood residents using art to come together to rebuild the structure and fabric of under-resourced communities and to create a way of living that is economically viable, enriches lives and welcomes all people.

Key learning:

Celebrate artists as 'active citizens' and support them to remain in their communities

Many of the city spaces in the UK that were once home to vibrant artists' communities are becoming increasingly unaffordable, driving out the very people who made the areas desirable.

In Boston, USA, artists are increasingly being recognised and rewarded for their positive role in contributing to the vibrancy of the community. They are celebrated as 'active citizens' who make a proactive effort to involve themselves in their community and work in it to create positive change.

The city is supporting quality arts in the neighbourhood, helping artists to live in the area with subsidised accommodation and studios, and to produce art that is relevant to the community.

3.1 3.2 3.3 Engaged and cohesive communities

'Celebrating artists for the contributions that they make and the potential they have for involvement in urban renewal could help to counteract the apathy that local authorities are often faced with when trying to deliver regeneration proposals.'

Maria Harrison, 2013 Fellow

INTERNATIONAL GOOD PRACTICE: Boston, USA

The Western Ave Studios

The Western Ave Studios in Boston comprise 50 units of studio and living space that have been specifically subsidised for local artists. The community includes a mix of ages and disciplines.

As well as providing living and working space for artists, the studios function as an active community where artists work together to maintain communal spaces.

3.1 3.2 3.3 Engaged and cohesive communities

3.2.3 Active citizenship – volunteering

Voluntary action within the community has huge practical, economic and symbolic value; this value was recognised by the coalition government, which aimed to develop volunteerism through its Big Society agenda. Well-trained and resourced volunteers provide invaluable support for the delivery of key services and are vital to the sustainability of the third sector, particularly in light of public spending and service cuts.

However, over-reliance on voluntary action carries risks if vital services and service providers are supplanted by under-resourced and possibly unskilled volunteers. This will only serve to further entrench existing problems and alienate and frustrate the volunteers who have freely given their time.

Fellowship research looked at ways of enriching voluntary actions by reframing them as acts of reciprocity through the use of timebanking. This is a system that offers the opportunity to unlock social and human capital that may be untapped, by valuing people as assets and rewarding them for the time they put into the community. Although volunteering is traditionally associated with acts of altruism, it is argued that reciprocity and mutual exchange are more valuable²³ as they strengthen social ties between individuals and encourage action and inter-reliance.

Key learning:

Timebanking helps to build a social economy and helps to recruit, retain and reward volunteers, enriching the voluntary sector as well as making it more sustainable

Timebanking systems help to remodel voluntary action into a reciprocal exchange. This exchange rewards the ‘do-er’ and empowers the receiver, not as a passive recipient but as an asset with resources to exchange.

By rewarding volunteers, timebanking helps to sustain engagement. Through reciprocal action a spirit of mutual exchange is fostered.

What is a timebank?

A timebank is a form of service exchange that uses units of time as currency. Members earn a credit for each hour given to the network and spend those credits accessing services from someone else.

Core values

Edgar S Cahn, the creator of timebanking, describes the five core values of timebanking as follows:

- **Assets:** We are all assets and every human has something to contribute.
- **Redefining work:** Some work is beyond price. Work has to be redefined to value whatever it takes to raise healthy children, build strong families, revitalise neighborhoods, make democracy work, advance social justice, and make the planet sustainable. That kind of work needs to be honoured, recorded and rewarded.
- **Reciprocity:** Helping works better if it is a two-way street. The question: ‘How can I help you?’ needs to change so we ask: ‘How can we help each other build the world we both will live in?’
- **Social network:** We need each other. Networks are stronger than individuals. People helping each other reweave communities of support, strength and trust. Community is built upon sinking roots, building trust, creating networks. Special relationships are built on commitment.
- **Respect:** Every human being matters. Respect underlies freedom of speech, freedom of religion, and everything we value. Respect supplies the heart and soul of democracy. When respect is denied to anyone, we all are injured. We must respect where people are in the moment, not where we hope they will be at some future point.²⁴

3.1 3.2 3.3 Engaged and cohesive communities

Making it work in practice

The following elements are important to the success of a timebank.

- **Orientations:** An orientation is an information meeting at which new members get an overview of how the timebank works, a demonstration of how to use the necessary software and a chance to meet other timebankers. It is a core feature of the success of timebanks as it introduces participants to the concept and helps them to start to think differently about how they value their time. It is important that members have an opportunity to ask questions about how they can earn and spend their time credits. It also gives co-ordinators the opportunity to explain clearly the restrictions and limitations that the timebank must operate within.
- **Software:** Software is key to any timebank, allowing members to record credits, advertise their offers and respond to requests.

How are they used?

Timebanks can be used in a variety of different ways (see 6.1) to build stronger relationships, co-produce solutions and promote social justice, helping to reduce costs to the public sector.

INTERNATIONAL GOOD PRACTICE: Madison, Wisconsin, USA

TimeBank Youth Courts

The TimeBank Youth Court was created in 2005 to help break the destructive cycle of arrest and detention that can limit young people's options as they approach adulthood, which in turn incurs financial costs for the state if individuals are not able to reach their full potential as earners and participants in society.

The Youth Court, which operates in all four Madison high schools, provides an alternative to the juvenile justice system. It enables young people to willingly take responsibility for their actions, make amends, and build healthy, productive relationships. This creates a safer, more caring community and reduces the costly immediate and long-term effects of involvement in the criminal justice system.

Involvement in the Youth Court has the proven potential to enhance the community climate and increase support for each young person and his or her family. In the Youth Court model, needs are nurtured by addressing strengths. The goal is to keep young people engaged in programmes of interest while building skills, work experience, and overall capacity.

3.3 Parental and family engagement

WHAT ARE THE ISSUES?

An increasing number of children are living in poverty

In the UK 3.7 million children – or three children in 10 – are currently living in poverty.²⁵ The number of children living in absolute poverty is expected to rise by one million by 2020.²⁶ Child poverty is linked to a range of negative health and social consequences, all with long-term social and financial costs.²⁷ Children are among those most affected by the policy measures put in place since the 2008 financial crisis, with significant cuts made to early years provision and an overall fall in family income.²⁸

Scarce resources mean fewer universal services for families

The government's new 'Life Chances' agenda, aimed at improving outcomes for children, has highlighted the family as the focus for intervention and has proposed a number of funds aimed at improving parenting and strengthening the family unit.*

This increased focus on the value of the family, which is described as a 'welfare, education and counselling system all wrapped up into one',²⁹ is set against the widespread closure and cuts to universal childcare centres that have been providing families with vital care and support since they were established in 1999.

With fewer resources, children's centres have shifted their focus from offering universal services to providing more targeted crisis intervention to the most 'at risk' families. While targeting and supporting families most in need is a vital function of children's centres, removing their universal function has a number of negative implications. These include stigmatising already hard-to-reach families, missing low-risk families that are in danger of becoming high-risk, and cutting core services that help to support the different needs of a wide range of families within the community.

* Including vouchers for parenting classes, tax breaks for married couples and investment into relationship support.

3.1 3.2 3.3 Engaged and cohesive communities

RESEARCH OVERVIEW

This research looks at:

- how children's centres can better meet the needs of children by engaging parents to become active participants in the running and delivery of services
- how improving engagement practices can help to prevent families from feeling stigmatised and encourage more active use of the services on offer.

This research takes family and parental engagement as its focus. However, it acknowledges that more multi-agency partnership working, building on local grassroots work and linking with health professionals and schools, would enrich children's centres, making them more sustainable, and helping to keep their universal function alongside key targeted services.

Fellowship cited in this section

Lucy Potter, 2013

Enabling parental involvement within urban communities
of social deprivation
(Brazil, USA)

3.1 3.2 3.3 Engaged and cohesive communities

3.3.1 Children's centres, parental engagement and better outcomes for children

'I believe if we have the parents' trust they will be more open to support. They would feel less singled out and there would be a more genuine exchange. They would be more likely to identify their own needs and work towards their own goals more naturally. This would help us recognise the needs of the family and the community, better informing policy from a grassroots level, rather than from the top down.'

Lucy Potter, 2013 Fellow

The Sure Start children's centre initiative, launched by the Labour government in 1998, was designed to 'give children the best possible start in life'. These area-based support centres are designed to help parents in the community, providing a central hub for childcare, early education, health and family support.

Severe funding cuts, which have seen hundreds of centres close in the last five years, have resulted in a shift from an offer of universal, preventative services to a focus on targeted crisis interventions for 'high-risk' families.³⁰

While this change of emphasis is understandable in the light of dwindling resources, the process of targeting intervention can leave families feeling stigmatised and singled out, risking alienation and reducing the likelihood of them accessing services. It also removes vital support from low-risk families who might become high-risk through lack of support.

A robust and holistic service, with a range of support for children and their families, open to all, with a focus on early intervention and prevention, would help to reduce the costs of the long-term consequences of poverty.³¹

Building stronger partnerships with parents will help to encourage engagement, develop sustainable practices and ensure that the families who use these services are empowered and can support their children to mitigate some of the impacts of poverty.

Key learning:

A focus on engagement activities and an inclusive environment can encourage parents to make full use of the range of resources on offer, without stigmatisation

Fellowship research looking at the difference between Sure Start services in the UK and the older, more established Head Start programme in the USA, highlighted the inclusive and inviting environment of centres as a key factor in engaging with families. Head Start centres were seen as vibrant 'community hubs' where families were encouraged to take an active role in shaping and delivering services.

Engagement activities that focus on the social as well as the practical function of the centres helped to connect members of the community to the services and build connections between families in the area.

Important factors in building effective partnerships with families include strong communication and a clear service structure from the outset.

Key engagement activities

- **Registration:** In the UK, families 'sign up' for services whereas the Head Start registration process involves signing an agreement that emphasises commitment and mutual participation. Families are given a clear indication of the services on offer as well as the expectation placed on them for involvement. The membership form also has a checklist of general needs that can be used to track and measure the service, evaluating the outcomes and impact it has had on the family.

3.1 3.2 3.3 Engaged and cohesive communities

- **Food:** Offering a welcoming meal as part of the registration process (as happens in Head Start centres) can incentivise families to make an initial engagement, creating an inviting environment and giving parents something to bond around, 'breaking the ice of awkward first meetings'.³²
- **Monthly socialisations:** Parents are encouraged to take part in monthly socialisations where they can discuss their parenting and learning with other parents, focusing on the development of their children and building relationships and networks within the centres.

INTERNATIONAL GOOD PRACTICE: New York, USA

Episcopal Head Start centre – engaging new families and offering holistic support

The Episcopal Head Start centre emphasises that being a Head Start parent is about being part of the centre and helping to run the activities. Parents don't just drop their children off at the centre but instead are more involved in different programmes of provision.

How it works

The centre offers holistic resources and support to help build life skills and empowerment through support and guidance on issues such as health, immigration status, housing, etc. This support is embedded in the programme.

As part of the initial engagement activities, the centre offers a hot meal at the point of registration. Fellow Lucy Potter says, *'This is definitely a motivational factor. I know as a parent myself, if someone was offering me and my children a free hot meal I would be more inclined to turn up. I then experience a wonderful exchange of sharing between strangers. We are instantly unified by food. It's a universal language. This is a great start to introducing the services to the families. It has taken the edge off the awkwardness of meeting new people.'*

When parents are invited to register they are talked through the programme's 'handbook'. This is an agreement that they are asked to sign – a binding contract that says the families will actively engage in the service.

The process of starting at the centre is more collective than the equivalent process in the UK. In the UK there is one sheet for families to sign and it is done individually between the health visitor and outreach worker, either in their own home or at the centre. At Episcopal Head Start it is a more formal (but friendly) process, designed to help families to understand the programme and what they are agreeing to.

Key learning:

Engaging parents to take on volunteering and leadership roles empowers them to shape services and become 'centre advocates'

Parental volunteering has the potential to empower families, giving them the opportunity to shape how services are delivered and play an active role in service delivery. Engaging with families and making them a more active and visible part of the service can help to encourage other families to join.

In the USA, Head Start places a strong emphasis on the role of parents in the service: *'parents, staff and community representatives have an important role in helping make Head Start a success.'*³³

Fellowship research stressed that engaging as a volunteer must be meaningful, and that parents should actively want to do it. When parents do engage in volunteering roles, this helps to encourage other parents to do the same. In this way, the centres become more like a partnership with families rather than just a service for them to access.

Volunteer opportunities could be extended to the creation of community representatives to feed back to the local authorities. Parents can become an effective channel of communication to voice the needs of families and the service, representing what is happening on the ground.

4 Healthy and safe communities

Introduction

This research emphasises the fundamental role that health and safety has to play in building strong and resilient communities. Poor health and a lack of safety can act as a barrier to full participation in community life. If individuals are not supported to participate and thrive within their community, the capacity of the whole community as a collective, empowered, agent of change is weakened.

The health of a community is derived from the health and wellbeing of the individuals who live within it. Likewise, it is the strong networks and healthy relationships within a community that help to sustain individual good health and ensure safe community spaces.

Health and safety are explored here holistically, taking a 'whole person' approach to wellbeing. Poor health and a

lack of safety are caused by, and impact on, many areas of people's lives. This should be reflected by a closer integration between the different services (health, housing, social, criminal justice etc) that work to support people's wellbeing. This joined-up approach will help to deliver longer-term, preventative solutions that tackle not only the symptoms, but the causes of poor health.

Partnership working between services, and between services and the community, can help to maintain healthier, safer communities. This in turn contributes to community resilience and empowerment.



Building better communities
through global learning

4 Healthy and safe communities

4.1

Housing, homelessness and complex needs

- 4.1.1 Housing solutions for complex needs and chronic homelessness
- 4.1.2 Housing and health care: building partnerships
- 4.1.3 Solutions to housing supply

4.2

Safeguarding looked after and vulnerable children in the community

- 4.2.1 Better outcomes for looked after children
- 4.2.2 Intervention and prevention in child abuse and neglect

4.3

Preventing gender-based violence and promoting healthy relationships

- 4.3.1 Healthy relationships education and prevention of gender-based violence
- 4.3.2 Preventing female genital mutilation
- 4.3.3 Improving the responses to sexual violence and sexual health services
- 4.3.4 Partnership approaches to sexual violence services: multi-disciplinary centres

4.4

Improving mental health

- 4.4.1 Mental health support in rural communities
- 4.4.2 Suicide postvention as prevention
- 4.4.3 Tackling stigma



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4

5

6

7

A

B

Building better communities
through global learning

4.1 Housing, homelessness and complex needs

WHAT ARE THE ISSUES?

Adequate housing means more than just a roof over one's head; it provides people with a sense of security and forms the foundation for a healthy and safe life. Lack of appropriate housing can have a severe impact on an individual's quality of life or place in the community, compromising not only personal safety, but also mental wellbeing, healthy relationships, access to work, and good health.³⁴

Growing homelessness in the UK

Homelessness is a growing problem in the UK and its causes and effects are complex. Government statistics have shown a 55% rise in rough sleeping from 2010 to 2014, and a 26% increase in households applying for homelessness assistance.³⁵ Looking for new ways to tackle homelessness and improve the quality of available housing is important from both a social justice and an economic point of view; homelessness is estimated to cost the NHS £64m a year in addition to the numerous, and hard to quantify, additional costs to the welfare and criminal justice systems.³⁶

RESEARCH OVERVIEW

Fellows travelled to find examples of international practice relating to the development of long-term solutions to homelessness, with a particular focus on individuals with complex needs such as addiction, mental health issues and criminal justice involvement.

The Fellows' research highlights:

- how models such as Housing First have helped to reduce homelessness, particularly among hard-to-reach groups
- the value of making accommodation as homely as possible to help the transition from homelessness
- how partnerships between health and housing organisations could offer a more holistic service for vulnerable tenants
- the economic and social effects of stimulating the growth of the social and affordable housing sector
- how partnerships between community organisations and the private sector can enhance homelessness services.

The backdrop of this rising trend in homelessness is a lack of social and affordable housing. Improving housing and support services may help to resolve some of the effects of homelessness, but these improvements must be made alongside an acknowledgement of, and tackling of, the structural causes of homelessness, such as welfare cuts, lack of employment and a shortage of affordable housing.

Homelessness is a challenging and enduring issue and this research seeks to offer some insights into how these challenges are being met internationally; however it cannot and does not seek to provide solutions for issues in every area of housing.

Fellowships cited in this section

Ian Irvine, 2013

Developing further practices to reduce or prevent homelessness
(Canada, USA)

Graham Russell, 2012

Community solutions for providing homes and supporting people
(Australia)

Sandra Moore, 2012

Housing First: Rapid housing initiatives
(USA)

4.1 4.2 4.3 4.4 Healthy and safe communities

4.1.1 Housing solutions for complex needs and chronic homelessness

People who have experienced chronic homelessness often have multiple and complex needs. This variety and complexity means it is unlikely that there will be a 'one size fits all' solution to tackling and preventing chronic homelessness.

Individuals with multiple needs are often failed by traditional services which, often working in silo, fail to address the multiplicity of needs that keep people in a state of homelessness. Therefore, solutions that seek to tackle homelessness in the long term must involve the co-ordination of services to ensure that the immediate conditions of homelessness (lack of housing, acute health issues) are tackled alongside the health, social and economic issues that underlie, contribute to and prolong homelessness. While specific approaches might vary, it is this move towards a holistic, co-ordinated and integrated approach that was a key and recurring finding across the Fellowship research.

This section explores some of the international approaches, including Housing First and housing-led approaches with co-ordinated housing and health services, that might inspire new practice in the UK to help tackle an issue that has been an ongoing challenge for successive governments.

Key learning:

The Housing First model has been successful in reducing homelessness, particularly among 'hard-to-reach' groups

The Housing First model was primarily developed to target individuals with a variety of complex needs (such as mental health issues and drug addiction) who had experienced chronic and entrenched homelessness. This group of homeless people, while small, places a high burden on public services,³⁷ and the complexity of their needs means they are often disengaged from traditional services.

The key philosophy behind the Housing First approach is that access to unconditional, secure and permanent housing provides a foundation upon which individuals can address their other, complex needs. This approach departs from the traditional conditionality of the 'continuum of care' model, which requires clients to be 'housing ready' and offers permanent housing as a 'reward' for desistance and recovery.

The Housing First approach makes no such requirements for desistance and understands 'recovery' as a process. The focus is on harm reduction rather than a singular focus is on recovery. An ethos of consumer choice and empowerment is promoted, where individuals are encouraged (but not obliged) to receive additional support, and are helped to maintain independent living.

The model has been shown to be successful in removing the most pernicious elements of homelessness: lack of shelter and the associated health implications. This reduces the burden on public services (such as health, criminal justice and social care) and improves people's overall sense of wellbeing and inclusion.

Housing First has undeniably achieved success in both the USA and in the UK in reducing homelessness, with consistently impressive rates of retention among individuals labelled 'hard to reach'. However, it does present some well-documented limitations. Critics have cautioned policy makers against seeing this approach as the 'panacea' to all homelessness and have argued that it is an approach that tackles the symptoms but not the causes of homelessness.³⁸

While retention rates have uniformly remained high, overall levels of desistance are more variable and less impressive. It has been shown that clients often continue to experience a range of health, social and economic problems that they had while homeless, all of which can pose a threat to their housing stability.

INTERNATIONAL GOOD PRACTICE: New York, USA

Pathways to Housing, Housing First model

The Pathways to Housing model, which pioneered the Housing First approach, has achieved great success in the USA in ending chronic homelessness. Since it began in the USA, housing retention rates have remained at 85 to 90%, even among individuals who have not succeeded in other programmes. Not only is Housing First effective at keeping people housed and working towards recovery, it has also proven to be incredibly cost-effective. Providing homes and support services to the chronically homeless costs less than the expensive use of emergency rooms, shelters, prisons, and psychiatric hospitals.³⁹ The approach has been replicated in Europe and widely across the USA.

About the programme

Pathways to Housing was developed to tackle chronic homelessness specifically among individuals experiencing mental health and addiction disorders and is based on the belief that housing is a human right.

It is characterised by the following core principles:

- **rapid access to permanent housing** – with no requirement for housing readiness; housing providing the platform for recovery
- **community integration and inclusion** – through accommodation in scattered-site housing
- **optional access to 24/7 support** – by a multi-disciplinary Assertive Community Team with full- or part-time staff including team leader/assistant team leader, psychiatrist/psychologist, practice nurse/general practitioner, service co-ordinator/support worker, outreach nurse and peer support worker
- **consumer choice** – promoted through the separation of housing and support services and respect for service user choice in levels of engagement, location of housing and times of support
- **harm reduction approach** – with realistic recovery goals set and an awareness that recovery might not be a linear process, with the anticipation of setbacks and need for adjustment of support
- **monitoring and evaluation using Fidelity Scales** – the Fidelity Scale provides a monitoring model that enables staff to ensure that both the processes and the individual client's recovery are progressing. The individual is central to identifying the stages and steps in their recovery.⁴⁰

PUTTING THIS INTO PRACTICE IN THE UK: Glasgow

Turning Point Scotland – implementing Housing First

Ian Irvine, 2013 Fellow

Inspired by the success of the Housing First approach at Pathways to Housing, Turning Point Scotland implemented Housing First in 2009. As well as being the first Housing First project developed in the UK, it was one of the first programmes internationally to explicitly target homeless people involved in active drug use.

The initial three-year pilot ran from October 2010 until September 2013, providing housing and support to 22 people who had experienced chronic homelessness and drug addiction.

Outcomes

The pilot was evaluated in 2013 by Heriot-Watt University and deemed a 'success'. The key outcome was in the retention of 20 of the 22 original client base, who are described as 'serial disengagers.'⁴¹

Having developed Glasgow's Housing First pilot as a model of best practice in the UK, in 2015 Turning Point Scotland was awarded a five-year Big Lottery Fund grant to extend the service into Renfrewshire and East Dunbartonshire, with a focus on individuals who are experiencing mental health issues or are involved in drug misuse.

The Fellowship research highlighted in particular the important role that peer workers can play in supporting clients to engage with services and helping to guide realistic and focused recovery plans.

Programme philosophy

Housing First Glasgow:

- treats individuals with respect, privacy and dignity
- enables individuals to become active and valued members of their local community
- supports people to develop towards their full potential
- supports people on their recovery journeys
- promotes the realisation of individual dreams and aspirations.⁴²

Key learning:

Helping people to make their house a home can help the transition from homelessness to permanent accommodation

A major finding from research into both Housing First and housing-led* approaches was that providing vulnerable clients with a 'house' does not necessarily make it a 'home'.

The transition from homelessness to independent living in permanent accommodation can be an unsettling and difficult one, particularly for people who have experienced chronic and entrenched homelessness.⁴³ To avoid property abandonment and a return to homelessness, care should be taken to make the transition as seamless and reassuring as possible by ensuring that the new environment is homely and welcoming.

The recent evaluation of Turning Point Glasgow's three-year Housing First pilot noted the importance of the specific home arrangement. It recommended that 'strategies for expediting the acquisition of furniture and furnishings should be prioritised given the role that "making a house a home" appears to play in mitigating dips in mood'.⁴⁴

INTERNATIONAL GOOD PRACTICE: Calgary, Canada

The Alex partnering with local retailers – funding home furnishings and a first food shop

Many Housing First initiatives in the USA and Canada work in conjunction with non-governmental organisations or retailers to ensure that homes will be fully furnished and equipped for new tenants. This helps to assist vulnerable clients through what can be a difficult transition to independent living.

By working with local retailers, purchasing furniture wholesale and receiving donations, the Pathways to Housing Housing First initiative run by The Alex in Calgary:

- provides individuals with a 'first food' purchase fund of C\$200 (£100)
- offers furniture at a discounted price and gives individuals a C\$700 (£350) furniture fund so that they can start to make their house 'feel like a home'.

This helps people to settle into their new house and gives them a sense of home and ownership, rather than just leaving them to tackle another set of new challenges.

* Housing-led approaches are similar to Housing First approaches; they emphasise the importance of secure housing in the recovery process but they do not offer unconditional permanent housing and there is a greater requirement for individuals to take up the wrap-around support services offered.

4.1.2 Housing and healthcare: building partnerships

Good housing and good health have an interdependent and circular relationship. Inadequate housing can lead to ill health, costing the NHS an estimated £1.4bn a year.⁴⁵ Poor physical and/or mental health can make independent living difficult to maintain, which can lead to a further decline in health. To ensure that strategies to end homelessness are long term and sustainable, a central role must be given to improving health; likewise, UK strategies for improving health must take housing as a fundamental part of the approach.

Since the implementation of the Care Act 2012, there has been a greater movement towards the ‘integration of health and social care for a more holistic, efficient and patient-centred service’.⁴⁶ The role that housing plays in people’s overall health, while increasingly being recognised,⁴⁷ has been an overlooked and underexplored facet of the developing health and wellbeing agenda.⁴⁸

New social housing was developed across Australia from 2009 as part of a national strategy both to stimulate the economy and to tackle chronic homelessness. The approach embedded closer working between housing and health services at the point of construction and demonstrated the importance of strong links between housing and health services. These models can offer inspiration for doing things differently in the UK.

Key learning:

By working more closely with health services, and through their strong links to the community, housing associations can offer a more holistic service of care to vulnerable tenants, ensuring that both housing and health needs are met

Housing associations provide homes for around five million tenants in England.⁴⁹ Given their unique knowledge and understanding of their clients and the numbers of vulnerable tenants they house, they could take on a more central role in co-ordinating health and housing services to ensure people’s long-term housing and health needs are met and to prevent homelessness.

Fellowship research emphasised the value of mapping local resource, building on existing services and strengthening local partnerships to work collaboratively to tackle the multiple causes and effects of homelessness. A more holistic service of care can be delivered by pooling resources and joining up working practices, bringing longer-term benefits. This would improve current silo practices which can fail to address the multiplicity of individuals’ needs, causing them to ‘fall through the gaps’.

Properly co-ordinated services would reduce the economic burden that homelessness places on health services as well as temporary housing shelters, which are costly and inefficient.⁵⁰

International examples demonstrate different ways of integrating services. It can be done through:

- partnership and co-ordinated work between local and existing services, with greater information sharing
- delivering things differently and use of shared language
- system change and collaborative programme design.

The international example overleaf demonstrates close working between the housing and health sectors and the UK-based practice it has helped to inspire.

INTERNATIONAL GOOD PRACTICE: Perth, Australia

St Bartholomew's – integrating homelessness and health services

St Bartholomew's House, Bentley Health Services and Ministry of Housing and Works held discussions to consider providing emergency and short-term accommodation to people with psychiatric disabilities in the East Metropolitan Health Region.

The aim of the service was to:

- prevent people being kept in hospital due to not having accommodation on discharge
- prevent unnecessary admissions to hospital in the event of a person having a social or non-medical crisis.

On being discharged from hospital a person can stay at the unit for up to eight weeks. This gives people time to organise more suitable and permanent accommodation. It also enables the person to stay in touch with their case manager, something that can otherwise prove problematic on discharge from hospital.

PUTTING THIS INTO PRACTICE IN THE UK: Bristol

Elim Housing – Time to Heal hospital discharge project

Graham Russell, 2012 Fellow

Inspired by good practice he witnessed in Australia, Graham has been driving forward the link between social housing and health at Elim Housing the Bristol-based housing association of which he is chair. Funded by Gloucestershire Clinical Commissioning Group, the Time to Heal project helps to reduce hospital readmissions, lengths of stay and A&E attendance through the delivery of timely housing and support planning for anyone who is identified as being homeless or at risk of homelessness during their time in hospital.

The project has consistently achieved excellent results, greatly benefiting clients and creating savings for the NHS by helping to improve the efficiency of the hospital discharge process. On average, the Time to Heal project reduces the average length of a homeless or vulnerable person's length of stay by one night. Based on an estimated cost of £264 a night, this amounts to an initial saving of £17,952 between April and September 2015, along with the associated reduction in test and drug costs and new readmissions, estimated to cost £400 per person per night.

Elim Housing has been asked about providing a similar service in other areas of the county, and hopes that the Time to Heal model can soon be replicated in other hospitals and extended to support GP health provision.⁵¹

4.1.3 Solutions to housing supply

The causes of homelessness are complex and can involve the interplay between various personal factors, such as family breakdown, poor health, mental health or addiction, and structural factors, such as lack of employment, low wages, or lack of housing supply.⁵² Tackling the structural as well as the personal factors is essential in order to develop a comprehensive, long-term approach to homelessness.

Fellowship research demonstrates that stimulating the growth of the social and affordable housing sector would not only help to reduce homelessness but would also contribute to boosting the overall economy. It would also provide an opportunity to transform the way in which services are delivered and run.

Key learning:

Stimulating the growth of the social and affordable housing sector can reduce homelessness, boost the economy and encourage service innovation

The Australian government responded to the global financial crisis of 2009 with a series of housing reforms aimed at boosting the economy. It announced the Nation Building – Economic Stimulus Plan and allocated \$5.238bn over three and half years (2008-2012) for the construction of new housing. The Social Housing Initiative (SHI) was a key component of this. Investment in this initiative aimed to:

- increase the supply of social housing, via the construction of new social housing and the repair and maintenance of existing dwellings
- provide increased opportunities for people who are homeless or at risk of homelessness to gain secure long-term accommodation
- stimulate the building and construction industry.⁵³

Economic impacts of the SHI

The review of the SHI found that it had a positive impact on the economy, as shown in the table below.⁵⁴

Economic measure	Review finding
Additional construction activity	Approximately \$1.5bn per annum on average over the life of the SHI
Multiplier through the economy	For every \$1 spent an additional \$0.30 in turnover was generated in the economy
Value added (additional value in terms of wages and profit in industry)	\$730m on average for the construction industry over the life of the SHI
Average annual value added (GDP)	\$1.1bn on average over the life of the SHI – approximately 0.1% of Australian GDP increase over the life of the SHI

Impact on the UK economy of stimulating housing developments

Research has shown that increasing the supply of new homes can produce major economic benefits.

- Every £1 spent on construction generates an additional £2.09 of economic output; this is higher than the return to most other sectors, including advanced manufacturing and banking and finance.
- For every £1 spent in building, 92p stays in the UK.
- For every £1 spent by the public sector, 56p returns to the Exchequer, of which 36p is direct savings in tax and benefits.⁵⁵

4.1 4.2 4.3 4.4 Healthy and safe communities

From an economic standpoint alone, investment in new social and affordable housing would generate a boost to the economy. New housing also offers an opportunity to deliver things differently for better outcomes, for example through more closely integrated housing, social and health services.

Key learning:

Partnering with the private sector can help to address the shortage of available housing for vulnerable tenants

In the absence of public investment into building new housing in the UK, and with a limited and dwindling stock of social housing, new ways of working must be found to supply sufficient housing to support the needs of vulnerable tenants.

In the USA, where social housing is in very limited supply, Housing First programmes have found it necessary to work in conjunction with the private housing sector, and have had success in doing so. Under these programmes, clients rent from private landlords, an approach that is being explored, and should be explored further, here in the UK.

While there is a real need in the UK for homelessness organisations and housing associations to develop arrangements with the private rented sector, this does pose some potential challenges. In particular, using private housing for a Housing First initiative might compromise the main operational tenet of the approach – permanent housing – with private landlords who are not obliged to guarantee long-term tenancy and can withdraw housing. Another difficulty is the higher level of rent and the need to work with the sector to negotiate an affordable and sustainable arrangement.

INTERNATIONAL GOOD PRACTICE: Australia

Housing reforms, social and private housing partnerships

Some community housing organisations, such as Foundation Housing in Perth, are now exploring stronger links with private developers. Whereas in England the provision of affordable housing is reducing in order to improve the profitability of private sector housing schemes, Australia has been implementing models whereby 15% of housing units within private housing developments would be for social and affordable housing.

Indeed, in a number of states, including Western Australia and Queensland, state housing departments are working increasingly with private sector developers in order to deliver social and affordable housing. They are using support measures such as providing public sector-owned land at a discount and offering development guarantees which help to limit the risks of investing in construction.

PUTTING THIS INTO PRACTICE IN THE UK: Northern Ireland

Welcome Organisation and Smartmove Housing

Sandra Moore, 2012 Fellow

Sandra, who is Director of Northern Ireland homelessness charity the Welcome Organisation, has been working with Smartmove Housing to develop accommodation access pathways for Welcome Organisation clients who are experiencing homelessness. Smartmove provides a 'rent guarantee' and the Welcome Organisation provides the wrap-around support services that help with additional needs to ensure that the tenancy can be maintained.

4.2 Safeguarding looked after and vulnerable children in the community

WHAT ARE THE ISSUES?

Ensuring that young people are kept healthy and safe, with the opportunity to develop and thrive, is a fundamental principle of building strong and vital communities. Looked after children (those in local authority care) are some of the most vulnerable young people in society, often with a range of different and complex needs. These young people need a range of high-quality care options to help them make a smooth transition into adulthood and flourish in later life.

Poorer outcomes for looked after children

The outcomes for young people who have been through the care system are generally worse than those of their peers. For example, they are over-represented in the youth justice and later in the adult justice system, and are more likely to experience homelessness and unresolved mental health problems.⁵⁶ The costs of residential care are higher than fostering and fostering is the preferred choice for local authorities, but for some young people this is just not an option. Therefore, investing in the best possible residential care is essential, not only to ensure the wellbeing of these young people, many of whom have a history of abuse and neglect, but because 'getting it wrong' early on will have a lasting impact on other public and welfare services.

A need to do things differently

The vulnerability of these looked after young people means that care practices have been dominated by a culture of compliance and risk avoidance over a drive for innovation.⁵⁷ However, the need to do things differently has been recognised by the government, which set up the Innovation Fund in 2011 to 'innovate and re-design service delivery to achieve higher quality, improve outcomes [for young people in care] and better value for money'. The fund sought learning from best practice in the UK and internationally to stimulate improved practices in residential care, which it described as an 'important part of a range of provision for looked after children'.⁵⁸

RESEARCH OVERVIEW

The research in this section explores:

- how different configurations of residential care can offer different types of support to meet the varying needs of children and young people, providing a stable environment in which resilience, strong relationships and self-belief can be developed
- how various models of care can improve the wellbeing of children and young people as well as empowering care staff
- the importance of the development of strong research platforms to support evidence-based best practice and provide a greater understanding of the causes of abuse and neglect
- the need for clearer pathways between research, development, policy and practice to drive innovation and inform national policy.

The best way to care for vulnerable young people is a complex issue. While this research does not claim to have all the answers, it is hoped that the international practices described here might catalyse innovative thinking and new approaches to practice in the UK.

Fellowships cited in this section

Michelle Cunningham, 2014

A study of behaviour management to support looked after children (USA)

Geneva Ellis, 2012

International children's homes models: What is transferable to the UK? (Germany, Norway, Sweden)

Matt Forde, 2014

Communities that raise children well: The elements of success (Denmark, Finland, Netherlands, Norway, Sweden, USA)

4.2.1 Better outcomes for looked after children

This research examines how residential homes could be used in a more effective way to support better outcomes for young people.

Learning from international examples might help us to:

- improve existing homes and address areas that have come under criticism, such as providing a sense of stability and homeliness, running costs, staff confidence and professionalism
- develop flexible models of home and practice to offer a wider variety of care, to ensure that the differing needs of young people are addressed, breaking down ‘the binary “in” versus “out” of care’.⁵⁹

The following section looks at how:

- differences in care home environments can shape the experience of care
- models of therapeutic care and behaviour support can help young people to not only stay safe but to flourish.

i) The care home environment

The UK has moved away from larger children’s residential care settings, regarding them as inherently institutional.⁶⁰ Fostering, with its offer of a more ‘normal’ family environment, is almost always preferred over residential care. However, across Europe residential homes are more widely used and are not invested with the same preconceptions. This research looks at the differences in environment and how these can shape the experience of care.

Fellowship research explored whether having a greater variety of care environments can result in greater variety in the use of homes to provide different kinds of care for young people and address different needs. It found that residential homes should not just be a last resort or second-best choice, but provide options of shorter- or longer-term care, with specialist support services and a set-up that suits certain children, their needs and their preferences.

Key learning:

Larger residential homes can enable siblings to be housed together

Where residential homes are used in the UK, they tend to house a small number of children (on average six per home) of a similar age range, with an average of two staff members per child. The advantage of this kind of arrangement is that it enables a higher level of care and more closely resembles a family environment.

However, Fellowship research highlights that this preference for smaller care homes is not shared internationally, and that having fewer staff and a greater number and age range of children does not necessarily make for a less homely environment. One of the key weaknesses of the UK care system is that siblings are often not housed together, particularly larger sibling groups. The use of larger residential homes could address this issue. While housing a large number of young people together might seem like a less conventional family arrangement, allowing siblings to grow up together is by definition a family arrangement.

Key learning:

A connection with the local community benefits young people and staff

Ensuring that homes are embedded in the community benefits both young people and staff. Enabling young people to retain positive peer groups and greater interaction with the community can help address negative preconceptions of care homes, which have historically been seen as unpopular.⁶¹ For staff, greater connection to and integration within the community can enable them to access support for the practical and emotional difficulties they might encounter.

Key learning:**Larger homes can have a 'homely' feel**

Although many homes in Germany, Sweden and Norway are larger than those in the UK, Fellowship research demonstrated that this did not necessarily make them feel institutional. Indeed, there were many examples where greater attention was paid to ensuring that these environments felt homely than is usual in the UK, with young people having more choice about design and décor. The larger capacity means that homes can be configured in a way that is conducive to more variety and personalisation, as seen in the 'core and cluster' arrangement described in the case study below.

Key learning:**Having fewer staff with higher levels of professionalism, doesn't mean compromising on care quality**

UK residential homes tend to have a higher staff to young person ratio, with an average of 12 staff to six young people. There is greater variation in staffing levels across Europe, with examples of smaller but more qualified staff teams caring for a larger number of young people.

Although having fewer staff might concern UK regulators and practitioners, evidence demonstrates that reducing staff numbers while increasing professionalism does not mean compromising on care standards, as greater levels of professionalism contribute to increased staff confidence. Having fewer staff offers a number of benefits; as well as reducing running costs it helps to build stronger attachments between young people and staff, adding to young people's emotional stability.

The case studies below describe two different styles of care that offer different resources and environments for different needs. The third case study provides an example of innovative UK practice inspired by the differences in international practice.

INTERNATIONAL GOOD PRACTICE: Berlin, Germany**Haus Conradshöhe – a larger home**

The Haus Conradshöhe in Berlin houses 100 children in a 'core and cluster' formation on one site – an arrangement not uncommon in Germany. Within this 'community' of children's homes, there are smaller houses of different sizes, enabling a variety in provision for different needs. Each individual home has its own staff team. The differences in size, age range, and community situation help to challenge preconceptions about residential home environments and support better outcomes for young people.

Number and age range of children

The individual children's homes house between six and 10 children. Most accommodate mixed gender and age groups, but there is also provision for housing children of the same age and gender together. The broader age range and larger number of young people allows for sibling groups to be accommodated together. Arguably, despite the larger number of children, the wider age range might replicate a family environment more closely than is the case in UK homes, which tend to house smaller groups of older children and teenagers.

Homely environment

Despite its larger site and greater number of residents, the Haus Conradshöhe did not feel inherently institutional. The research noted that staff tended to have greater freedom in the décor of the homes as well as their general day-to-day running. The homes were decorated in a way that more closely resembled a 'normal' family set-up, with ornaments, wine glasses etc, whereas in the UK things like exit signs and health and safety posters can contribute to an institutional feel in care homes.

Part of the community

Both the young people and the frontline staff feel the benefits of this community-embeddedness. For young people, feeling part of the community ensures positive self-identity, reduces feeling of difference and enables development through engagement and recreation. Staff benefit from the practical and emotional support of members of the community, through the home's higher level of engagement with the community.

INTERNATIONAL GOOD PRACTICE: Ven, Sweden

Länsmansgårdens children's home and school – a smaller home for young people with therapeutic needs

Länsmansgårdens is an example of a residential home used in a specific, time-limited way to help young people re-enter mainstream education. The young people housed there have ADHD, Asperger syndrome or behavioural issues and staff use social pedagogy (explained in more detail on page 61) to provide young people with the independence and resilience needed to go back into education.

Size and configuration

The home offers space for up to nine teenagers. The accommodation is split between a main house that accommodates most of the children and a separate annex where two children who have demonstrated greater independence skills can be housed.

Length of stay

The typical length of stay for teenagers at Länsmansgårdens ranges from a couple of terms to two years, after which they are reintegrated into mainstream schooling. Accommodation and schooling is provided Monday to Friday and the teenagers return to their family homes for weekends and holidays.

Therapeutic approach

The young people have a variety of needs so each one is offered an individualised learning package. The home uses social pedagogy, solution-focused approaches, token economy and a strong emphasis on structure and routine. The ethos of structure is coupled with the importance of demonstrating love for the children. Compared with staff in the UK care system, the staff were significantly more comfortable demonstrating physical affection for the children.

PUTTING THIS INTO PRACTICE IN THE UK: London

St Christopher's Fellowship – Safe Steps

Geneva Ellis, 2012 Fellow

St Christopher's Fellowship received £1.19m from the government's Innovation Fund in March 2015 to develop two children's homes in London. The homes are for young women aged 12 to 17 who are at risk of sexual exploitation, gang behaviour or substance misuse. They offer short-term care for young women in or on the edge of care, and have incorporated many of the care principles that Geneva witnessed on her Fellowship in Germany, Norway and Sweden.

While the homes are designed to keep young women safe in the short term, they are also designed to have a long-term protection and development element. By employing skilled professionals, trained in social pedagogy, they help to build up the young women's skills in maintaining their own safety, increasing their confidence and resilience, and ultimately empowering them to make their own choices.

The homes, in north and west London, are embedded within the community and house young women who grew up in those areas. Keeping the young women within their community ensures that they can maintain their positive networks and promotes the development of long-term strategies to staying safe, rather than the quick-fix solution of sending them out of harm's way.

The homes have been designed to be warm and homely environments that give young people choices about décor, furniture and rules, giving them a greater sense of autonomy and ownership than is typically found in care homes.

The staff work collaboratively with local authorities, police and schools to ensure that the young women are kept safe and to help keep the local area safe for other young people.

ii) Behaviour support programmes, therapeutic and principle-based approaches

It is critical that young people in care receive support, not only to keep them safe in the absence of parental care, but to nurture them and help them to flourish.⁶² Residential care has been criticised for merely ‘holding’ young people rather than contributing to their development and supporting them to make a fluid transition to the next phase of their lives.⁶³

Fellows looked at how therapeutic and principle-based models of care might help to improve the residential environment, making it a place of stability and space for emotional and social development. They also looked at how these models might empower staff by strengthening their practice.

Staff and young people face a number of challenges in residential care to which therapeutic and value-based models might offer a solution. For staff, it can be difficult to draw a clear distinction between their own parenting strategies and the professional/organisational strategies they need to follow when caring for young people, some of whom have very challenging and specific needs. A therapeutic model that introduces overarching principles to practice, can help clarify this distinction as well as providing a consistency of care that young people can understand and engage with.

The therapeutic models explored here have a number of overlapping principles and values, such as ensuring practice is trauma-informed (grounded in an understanding and recognition of the effects of trauma), an awareness of attachment and child development theories, an understanding of neurobiology, and techniques to respond to challenging behaviour and violent incidents.

Care for looked after children has been criticised for being too ‘reactive’.⁶⁴ Therapeutic models are designed to create a nurturing environment for continuous learning, development and encouragement to help with positive relationship and confidence building. They also seek to empower young people to take responsibility for their own actions and to regulate their own behaviour, to support them to make positive choices and build resilience. In this way they proactively cultivate positive attitudes and behaviour.

Key learning:

Therapeutic and principle-based models of care can improve young people’s wellbeing and empower staff

Therapeutic Crisis Intervention (TCI) and Children And Residential Experiences (CARE) principle model

These models were developed by Cornell University in 1995 (TCI) and 2005 (CARE). TCI is a de-escalation model developed to reduce the number of restraints following incidents of aggression. CARE was developed to address the underlying behaviour that leads to violent incidents.

The CARE model aims to develop a competency-based curriculum to help residential care staff set up consistent practices to improve outcomes for children.

CARE uses a set of six principles to ensure a holistic approach to working with young people. The approach is:

- developmentally focused
- family-involved
- relationship-based
- competence-centred
- trauma-informed
- ecologically orientated.⁶⁵

The model’s underpinning theory is that incorporating these principles into care practice enables children to develop more positive perceptions of themselves, ultimately leading to improvements in their social and emotional wellbeing and in their behaviour.⁶⁶

A combination of organisation restructure, supervision, training and development, and the creation of routines and boundaries, designed within the CARE principle framework (all of which are based on research related to child development), creates the conditions for a service and environment that can improve children's wellbeing. It is a cohesive and joined-up approach to care, where staff, through their improved and understanding relationships with the children, can find more opportunities to help with their positive development throughout the day.

There are examples of TCI already being used successfully in the UK. However, applying the CARE framework to this behaviour management model would help to move towards further reducing aggressive outbursts before they happen. Working with young people in a way that helps them to regulate their own behaviour and become more responsive to and engaged with staff, can help address the underlying causes of aggression and anger.

Sanctuary principle-based model

The Sanctuary model is 'a whole system approach' model with a central focus on meeting the needs of traumatised children. The Sanctuary model highlights the effect of trauma on children. It highlights the role that staff can play in improving emotional and social development, with an awareness that without proper training the instinct of staff might be to act defensively.⁶⁷ The model incorporates a trauma-informed, shared language – SELF (Safety, Emotion management, Loss and Future). The language and philosophical foundations of the model are coupled with a set of practical tools for staff and children to use.

With this 'common language', staff and young people are better able to share an understanding of trauma and its effects, leading to better care responses. It also helps to ensure that young people are treated in a holistic and consistent way, with practitioners from different disciplines (frontline staff, psychologists, etc) working in a joined-up way.

Social pedagogy

Social pedagogy has a long history of practice in Europe. It is an approach to caring for children that combines education and care and emphasises the centrality of a young person to their own life, with the pedagogue working alongside them, not dictating to them.⁶⁸ It is a value-based practice and is dependent on the cultural, social and political contexts in which it is practised. For this reason it is difficult to give a uniform description of practice. However, some of the guiding principles of a social pedagogy approach are as follows.

- It involves the combination of education and care.
- The relationship between young person and pedagogue is important; it is non-hierarchical and involves communication and collaboration, bringing about a dynamic relationship.
- The child is positioned at the centre, in charge of their own life, with the pedagogue alongside helping and teaching them to empower themselves.
- It is a holistic process with social pedagogues creating opportunities for learning within everyday activities.
- Social pedagogues impart the importance of a 'balance between the head, heart and hands (cognitive knowledge, emotional wellbeing and practical and physical skills)'.
- There must be congruence between values and actions; social pedagogy is not just about what is done, but how things are done and with what rationale.
- There is an emphasis on teamwork and on valuing the contributions of other people: families, community and other professionals.
- The importance of relationships is highlighted and, along with this, the importance of listening and communicating.⁶⁹

Combining models of care

Many of the organisations visited as part of Fellowship research were incorporating a combination of approaches to promote the wellbeing and safety of their young people. The therapeutic approaches such as the CARE, Sanctuary and social pedagogy models, which have many principles in common, were used in conjunction with other behavioural support strategies such as TCI and restorative practices.

Behavioural models offer a strategy for intervention and therapeutic models provide a framework within which to understand behaviour and build consistency and strong positive relationships, helping to tackle behaviour before the point of crisis and intervention. Engaging in a model or practice that changes the culture and organisational practices of a home, coupled with behavioural support models that can be employed at a point of crisis, can both empower staff and provide a stable, safe and nurturing environment for young people.

INTERNATIONAL GOOD PRACTICE: New York, USA

Good Shepherd Services – use of Sanctuary principle-based and Therapeutic Crisis Intervention models

Good Shepherd Services adopted the principle-based Sanctuary model in 2012. As well as helping young people to manage their behaviour and improve their self-esteem and relationships, it has led to a marked reduction in the use of restraints.

Background

The model was implemented across the whole organisation in response to the closure of residential facilities run by the city in 2008, as staff felt unprepared to meet the changing needs of young people in the city. There was also an increase in the number of young people with multiple and highly complex traumatic symptoms and experiences, as well as an increase in incidents including fights, assaults and hospitalisations.

Getting buy-in from young people

One of the challenges of the Sanctuary model is that it requires buy-in from young people as well as staff. Since young people are often placed into care in difficult situations, not necessarily with their agreement, expecting their full engagement and participation presents one of the major obstacles for successful implementation.

Fellow Michelle Cunningham visited the service, initially unsure about how the organisation would meet the challenge of getting young people to buy in to the programme. Having spoken to three young girls, she comments, *‘They informed me that the initial engagement was to ensure that they gained privileges. As time moved on, they soon discovered that they felt better about themselves, building positive relationships and a sense of achievement. After three months the girls wanted to progress, exploring personal issues building self-esteem and self-worth.’*

Key learning points from the implementation process

- Becoming an organisation that is trauma-informed is hard work and doesn’t happen overnight.
- Agency-wide commitment from the highest levels is essential to the success of implementation.
- Being trauma-informed is as important for staff as it is for participants.
- Investment in additional resources is needed to get it right.⁷⁰

PUTTING THIS INTO PRACTICE IN THE UK: Leeds

Leeds City Council Children’s Services Workforce Development Team

Michelle Cunningham, 2014 Fellow

As Workforce Development Manager for Leeds City Council Children’s Services, Michelle had already seen a reduction in the number of restraints used on young people following the service’s adoption of TCI in 2006.

Her Fellowship research demonstrated that therapeutic and principle-based models could strengthen staff practice, enabling better relationships between staff and young people through a greater understanding of trauma and attachment disorders. These models can help to tackle the underlying issues that cause violent incidents, further reducing the need for restraints. In addition they can help staff to distinguish between their parental instincts and organisational practices and ensure that young people are supported to develop and grow within a stable and nurturing environment.

Michelle has since developed training courses for residential staff and foster carers incorporating some key principles taken from both the CARE and Sanctuary models such as neurobiology, attachment and trauma research. She also helped to design the Leeds Workforce Development Service Behaviour Support Programme’s five-year strategic plan, which includes working with a principle-based model.

In November 2016 there will be a Residential Service Conference looking at elements of the principle-based models Michelle witnessed on her Fellowship such as developing SELF care and exploring ways to build on staff resilience.

4.2.2 Intervention and prevention in child abuse and neglect

The early care that children receive is vital for their long-term physical, social and emotional development. Interventions designed to work with children who have suffered abuse or neglect should be matched with research into the causes and prevalence of maltreatment. This will help to deepen the understanding of the multiple and complex factors that lead to abuse, aiding the earliest possible interventions and developing long-term preventative strategies.

Fellowship research highlighted a number of key areas where better understanding is needed:

- the prevalence of child maltreatment
- the pathways from childhood adversity to poor mental and physical health in childhood as well as in adult life
- the mechanisms that underlie intergenerational transmission of adversity and trauma
- dealing effectively with neglect
- understanding the complex dynamics of family violence
- improving parenting capacity among the most vulnerable.

Improving the platforms for research and development and linking these to policy-making cycles will help to ensure that innovative, evidence-based research is put into practice.

Key learning:

Strong research and development platforms, with more rapid innovation and development cycles that are linked to policy cycles, will help to ensure that evidence-based research is embedded into practice

The Harvard Center on the Developing Child believes that knowledge should be constantly challenged and that even the strongest evidence-based programmes are limited in their impact when brought to scale. Scientific research can help to unravel the complex interplay between genetics and the environment, the underlying explanations for resilience and the precise mechanisms of intergenerational patterns of trauma – all of which will contribute to a greater understanding the causes of abuse.

It is important to ensure that research is an ongoing path of learning and improvement, continually using feedback from practice to inform new solutions to, and understand the causes of, child maltreatment. The more rapid and agile these methods are for evidence and innovation, the more likely they are to influence evidence-based policy making if innovation cycles are in tune with decision-making cycles.

Cross-disciplinary research involving social research, different branches of medicine and health, education, law and economics, offers a much richer understanding of the complex phenomena that are factors in child abuse, such as family vulnerabilities, family violence, mental health problems, substance misuse, and intergenerational patterns of social exclusion, trauma and misery.

Key learning:

A supportive national policy framework is needed to maximise the impact of evidence-based best practice

Having a strong and supportive national policy framework, that promotes the rights of children and advocates child-centred practices, will increase the likelihood of evidence-based best practice approaches being implemented at 'population level', rather than keeping these innovations as pockets of good practice.

Fellowship research comparing the USA and European context highlighted that while the USA leads in many areas of research and practice development, their lack of a comprehensive welfare and policy structure constrains the ability of these pockets of good practice to develop, limiting the scope of their impact. There needs to be direction from the top to drive change and ensure that improvements to practice are in operation nationally.

'If underlying attitudes and beliefs in our society about children are not right, then aspirations to change systems are not likely to be sustainable. Policy makers must face up to their responsibility to ensure children's rights are respected.'

Matt Forde, 2014 Fellow

4.3 Preventing gender-based violence and promoting healthy relationships

WHAT ARE THE ISSUES?

Gender-based violence is a widespread problem

For communities to thrive, men and women must be ensured equal rights to a healthy and safe life. The persistence of gender-based and sexual violence severely limits women's capacity to enjoy these rights. In the UK, one in five women experience some form of sexual violence between the ages of 16 and 59⁷¹ and two women are killed each week by their partner.

In 2010 the government adopted the Violence Against Women and Girls agenda⁷² to work towards improving the support and services offered to victims of gender-based violence, strengthening criminal justice responses to violence, and developing preventative strategies to tackle the behaviours and beliefs that lead to gender-based violence.

Survivors have a right to justice but also need support to rebuild their lives

Reporting and conviction rates of sexual violence are some of the lowest in the criminal justice system.⁷³ A criticism levelled at the criminal justice system is its overriding focus on the offender rather than the victim. And while there is clearly an imperative to improve criminal justice responses to gender-based violence, this must be done while ensuring that survivors are simultaneously able to rebuild their lives.

UK services are facing cuts and closures

In the UK many of the current services that provide key advocacy and support for victims face an uncertain future due to funding cuts,⁷⁴ which have already seen the closure of a number of core services.⁷⁵

RESEARCH OVERVIEW

Research by Fellows in this area reflects the importance of prevention as a strategy in tackling gender-based violence. It highlights:

- examples of education and engagement models that promote healthy relationships and gender equality, including preventative approaches that aim to change the cultural attitudes that lead to gender-based violence and bring about a long-term reduction in violence
- effective, community-focused strategies for reducing the prevalence of female genital mutilation
- international examples of holistic services for survivors of sexual violence that are tailored around the needs of the user, embedded within the community, and use a collaborative, multiagency approach to ensure the best possible support on the journey from reporting to recovery.

The research focuses on sexual violence experienced by women, acknowledging that men are also victims of gender-based and sexual violence.

Fellowships cited in this section

Dilys Davy, 2014

Partnership responses to sexual violence in Australia
(Australia)

Laura Butterworth, 2014

Supporting women and girls affected by sexual violence and exploitation
(USA)

Kai Wooder, 2012

Relationship and sex education matters
(USA)

Sarah Penny, 2013

Using African example to enable UK girls to refuse FGM
(Kenya)

4.1 4.2 4.3 4.4 Healthy and safe communities

4.3.1 Healthy relationships, education and prevention of gender-based violence

Prevention is recognised as the most strategic approach to reducing overall harm and promoting equality for long-term, systematic change.⁷⁶

In the USA, gender-based violence is tackled through a public health model that takes prevention as its central strategy. Preventative models are developed through a process of understanding the causes of violence and identifying the risk factors for, as well as the factors that can protect against, sexual violence. These inform the development of preventative education strategies that can be disseminated and implemented more widely. There is also an appreciation of the need for a systematic and co-ordinated approach to preventing violence. Research shows that stand-alone, one-off interventions are ineffective in promoting long-term change, which depends on a challenge to the culture and beliefs that lead to violence.⁷⁷

In the UK, education around gender-based violence is still conducted within a language of heteronormativity, where women are described as potential victims of violence and men as potential perpetrators. This approach has resulted in promoting safety for women through self-defence or minimising their own risk factors (eg alcohol consumption, clothing) and the warning to men of the criminal justice responses to perpetrators of violence. Neither of these approaches destabilises the underlying narratives or attitudes that lead to, or condone, gender-based violence.

Key learning:

The 'bystander approach', which challenges beliefs and behaviours that lead to violence, can be adapted for different settings, cultures and age groups

Education models that use an innovative strategy called the 'bystander approach' work by challenging the beliefs and behaviours that lead to violence. They reposition men and women as bystanders with the potential to intervene in an instance of violence,

rather than maintaining the position of victim/perpetrator. The example below highlights the importance of working with local role models to implement this approach, fostering leadership and facilitating discussion around the relationships between men and women.

INTERNATIONAL GOOD PRACTICE: USA

Mentors Preventing Violence – a bystander model approach

Laura Butterworth, 2014 Fellow

The Mentors Preventing Violence model seeks to empower men and women as agents for change who can bring an end to the cultural norms that permit and foster violence and ensure survivors have access to justice. The aim is to move away from the victim/perpetrator narrative that has dominated this kind of education.

Background

The model originated in the USA in 1993 with the creation of the Mentors in Violence Prevention (MVP) Program at Northeastern University's Centre for the Study of Sport in Society.

With initial funding from the US Department of Education, the MVP Program was designed to train male college and high-school student-athletes and other student leaders to use their status to speak out against rape, domestic violence, sexual harassment, homophobia and all other forms of gender-related abuse and violence. As the programme developed it began incorporating women into the training and the model now comprises mixed and single gender activities.

Bystander approach principles

The model is based on the assumption that many people want to be active bystanders in situations like these, but are socialised to believe that gender-based violence is a private

issue and it is not their place to get involved. Some people want to intervene but have not been given an opportunity to develop the skills to manage these situations appropriately or safely, so they remain silent when witnessing abuse.

The training aims to empower students to take an active role in deterring violence. It uses role-play as a starting point, encouraging students to discuss and practise possible responses to incidents of harassment, abuse, or violence before, during, or after the fact.

The model encourages discussions around scenarios and issues of gender-based violence, and crucially, about the broader context of gender-based violence, gender inequality, masculinity, culture, identity, power and control.

Using the core features of the MPV model, such as the use of role models, the promotion of leadership and agency and the function of discursive practices, it can be adapted for different settings, cultures and ages.

Laura says, 'I think that having not just one model, but lots of different models that work well with different cultural communities or different age groups and different areas is important – I think a prevention programme in London might look slightly different to one in Southampton or wherever. The great thing about the models I saw was that they don't all follow a standard model – it was about working out who are the role models in the community, that's always going to be different.'

Key learning:

Theory-based models can inform the design of effective sexual health programmes

The efficacy of sexual health programmes is enhanced by using a researched and evaluated theoretical framework for planning and delivery, such as the Information, Motivation, Behaviour (IMB) model.

Theoretical models enable programme planners to design the teaching methods that most effectively result in behaviours that will improve sexual health, as well as providing a method for delivery and evaluation. These models can be implemented in schools and traditional educational environments, and can also be adapted for use within organisations and communities.

The IMB model is widely used in the delivery of sexual health services and programmes across Canada. It is based on the idea that although information is key to changing attitudes, this alone is insufficient in producing long-term behaviour change and consideration should be paid to the motivation and behaviour of those receiving the information.

- **Information** – helps individuals to become better informed and to understand information that is relevant to their sexual health promotion needs and is easily translated into action.
- **Motivation** – motivates individuals to use their knowledge and understanding to avoid negative risk behaviours and maintain consistent, healthy practices and confidences.
- **Behavioural skills** – the model helps individuals to acquire the relevant behavioural skills that will contribute to the reduction of negative outcomes and, in turn, enhance sexual health.⁷⁸

PUTTING THIS INTO PRACTICE IN THE UK: Liverpool and UK-wide

Brook – embedding the IMB model

Kai Wooder, 2012 Fellow

Kai was inspired by the IMB theoretical framework that she observed in the planning, delivery and evaluation of sexual health services in Canada. On returning from her Fellowship, she promoted this approach within her organisation, Brook, a free and confidential sexual health service provider for young people.

The principle of the model is that for an education session to have an impact there must be a focus on each of these activities together: imparting the information, understanding the individual's motivation and their behaviour. A focus on these individually might work as standalone interventions, but will not necessarily lead to overall behaviour change.

Kai helped to embed the IMB delivery and evaluation tool in Brook's educational session planning templates, evaluation templates and feedback forms. All staff at Brook were trained in the approach. It now informs the planning, delivery and evaluation of their work and has impacted on all of the products, resources and templates for educational sessions.

Kai says, *'It was transformational in the way we plan, log and collect data and make sense of it and disseminate it ... it transformed the way we did things and it meant in the end that we could pull off larger and more consistent data for our funders and commissioners.'*

4.3.2 Preventing female genital mutilation

'It was really reassuring that it's not difficult to change perceptions around FGM, it's just about using the right techniques. And the right techniques are humanity and pure persuasion.'

Sarah Penny, 2013 Fellow

The practice of female genital mutilation (FGM) has been illegal in the UK since 1985. Despite there being no convictions to date, the issue has gained much more mainstream visibility through large-scale campaigning and media coverage and has increasingly become a priority of the UK government's Violence Against Women and Girls agenda. The move to strengthen safeguarding and criminal justice responses to FGM has been reflected in the updated Serious Crime Act 2015 which, from 31 October 2015, enforces the mandatory reporting of known cases of FGM by health and social care professionals and teachers in England and Wales.⁷⁹

While the imperative to end the practice of FGM has rightly been prioritised, there has been criticism of the dominance of a 'disapproval and punishment' approach. The requirement for mandatory reporting risks alienating and stigmatising already isolated communities.⁸⁰ Healthcare professionals who have built up trust and confidentiality with patients are now forced to disrupt their practice to comply with these rules, which do not apply to the rest of the British population.

Fellowship research has found that an approach that is based around engagement, and that facilitates discussion around what is mostly a hidden, secretive practice, has a greater chance of preventing FGM by changing the perceptions and choices of practising communities.⁸¹

Key learning:

Using communities' own language helps to communicate the message

Fellow Sarah Penny describes using the vernacular as the 'missing link' in FGM prevention work. Much of the campaigning, information and debate around FGM is conducted in English – however, practising communities are often non-English speaking. An approach that adopts the language of the community would help to communicate the key messages, such as the health and psychological implications of FGM, as well as to dispel the many myths that support its continued practice.

The choice for girls to have FGM is usually made by their mothers. Sarah discovered that a powerful approach that helps women to choose refusal for their daughters is to show testimonies of other women speaking the same the language who have made the transition to refusal.

Key learning:

Prevention work can benefit from targeting men as well as women

FGM is a practice done to and carried out by women, and as such women are often the targets of prevention work. Crucially however, FGM is closely linked to ideas of sexuality and marriageability⁸² that are supported and perpetuated by men. Involving men in the process of refusal and challenging their ideas about the benefits of FGM removes a key reason for mothers to choose FGM on behalf of their daughters.

Key learning:

Opening up dialogue and discussion among women can begin to break down the culture of secrecy surrounding FGM and could encourage a greater sense of choice

FGM is a hidden practice; it is carried out in secret, with 'cutters' often brought in and out of the community or girls being taken out of the country to have it done. The practice is also not discussed openly with girls before or after the procedure, reinforcing the culture of secrecy and silence.

Sarah Penny ran workshops in Kenya where she used a combination of drama therapy and creative writing to stimulate discussion about women's own experiences of FGM and their choices for their daughters. She discovered that many women harboured anger and loathing for the practice that they had not discussed. She observed a great sense of relief among the women in having this shared experience now openly up for discussion. Giving women the space and the opportunity to discuss their experiences in a non-judgemental environment might enable a greater openness and facilitate a greater sense of choice about the future of the practice.⁸³

Key learning:

Grassroots work, rather than a top-down, condemnatory approach, is an important focus for prevention work

A top-down, condemnatory approach that emphasises illegality and punishment is ineffective in changing perceptions and attitudes. Grassroots work that aims to engage communities by delivering relevant and useful information at maternity wards, schools, outreach associations and community groups, where communities with daughters at risk are likely to be reached, is an important focus of FGM prevention work.

Key learning:

It is important to understand the cultural significance of FGM within communities and celebrate other cultural elements

FGM is seen by many communities as an important symbol of their cultural identity. Challenging this harmful practice can be seen as a threat to an identity already destabilised as part of a diaspora community, and might result in the desire to preserve it.

The challenge for individuals working with practising communities is in understanding (not condoning), the practice and finding refusal approaches that enable communities to balance their different community identities. There is a sense of loss associated with dying practices, but doing away with harmful practices does not have to mean homogenising or erasing difference. What is unique and special about cultures should be celebrated.

'I've looked at these campaigns quite closely, for me it's all about disapproval and punishment, you know it's all "FGM, don't do this" and "you've left your culture now and this is England" and I think essential to realise that ... if you're talking about leaving behind FGM so you're pulling that down as a cultural element, you really need to pull up everything else.'

Sarah Penny, 2013 Fellow

'Abuse' is the term overwhelmingly used to describe the practice of FGM, which does not accurately describe the motivations of mothers agreeing to FGM on behalf of their daughters. There is still huge social pressure for mothers to have their daughters cut. Condemning communities outright for choosing this for their children stigmatises them and simplifies this complex issue.

PUTTING THIS INTO PRACTICE IN THE UK: London

Workshops with Midaye Somali Development Network

Sarah Penny, 2013 Fellow

Sarah's Fellowship gave her the opportunity to work with women in Kenya, exploring how an approach based on engagement might help mothers to move from a position of acceptance to refusal of FGM for their daughters.

Using drama therapy and creative writing she was able to gather deeply personal and powerful testimonies from groups of women who had already made this transition. She found that sharing these stories with other women from similar backgrounds, who were still making the decision, helped to open up a dialogue around this hidden issue and help them to move closer to refusal.

One young Kenyan woman who helped to facilitate work between Sarah and a group of women in Rotian, Kenya wrote, *'It helped our women to open up and listen to each other's testimonies and appreciate the daily internal conflicts and struggles that each one goes through behind their own closed doors.'*

At the end of a three-day drama therapy and creative writing workshop, one of the mothers from this group, said, as part of her testimony, *'My daughter Esther is nine years old. She is a friendly and loving girl who has a jovial nature and loves to have fun. She will never be circumcised.'*

Since her return, Sarah has gone on to run a series of drama therapy and creative writing workshops with the Midaye Somali Development Network, gathering testimonies from Somali women, girls and men about transitioning away from FGM. These stories have been translated and are now due to be put out as podcasts so they can be used at grassroots level as part of the national campaign. A further series of workshops is pending to gather narrative from the Sudanese community.

4.3.3 Improving the responses to sexual violence and sexual health services

In the UK there is a range of voluntary rape crisis centres and statutory sexual assault referral centres available to victims of sexual violence. These services are focused primarily around court support, counselling and advocacy.

Rape crisis centres were established in the 1970s to redress a total lack of provision for women who had experienced sexual violence, in the context of a culture of 'scepticism and woman-blame' around rape and sexual assault.⁸⁵ The long-term support and women-centred advocacy that these centres provide make an invaluable contribution to the wellbeing of victims of sexual violence. However, criticism has been levelled at the scarcity of these centres, as well as the limits of what they offer. International practice shows that there are identifiable ways in which these services could be extended to provide a more comprehensive approach to working with women.

Across the USA and Australia there is more movement towards treating victims in a holistic way, with:

- a greater number of services
- services that are more embedded and connected to the communities that they serve
- a greater diversity of services to reflect the different needs and interests of individuals
- services that foster a culture of support and openness between individuals and work with families and friends to support the whole community.

Key learning:
Embedding services in the communities they serve can make them more relevant and easier to access

There should be a greater number of services that are better embedded in the communities they serve, making them more accessible, tailored and culturally specific to their local community.

Rape crisis provision in the UK is limited; in London there are four centres to serve the whole of the city (population: 8.6 million),⁸⁶ compared with 74 centres in New York City (population: 8.4 million).⁸⁷ Increased provision of rape crisis support would not only provide the capacity to work with more people, but would allow for centres to be better embedded in their communities and respond to local needs and specificities based on the demographics of the area.

Across the USA there are more specialist and embedded sexual violence support services than in the UK, including groups for African American women, First Nation women, Spanish-speaking women, teenage survivors, male survivors and transgender survivors.

This community-centred approach helps to develop a deeper understanding of specific ways of working with individuals, as well as providing a clearer picture of the complex nature of sexual violence particular to different communities and cultures.

INTERNATIONAL GOOD PRACTICE: Detroit, USA

SASHA Centre

SASHA Centre's mission is to increase awareness, provide resources and educate the public about sexual assault via culturally specific peer support groups available to self-identified survivors of rape. It also aims to increase justice and visibility for survivors in Southeast Michigan.

SASHA is particularly known for its focus on African American survivors of rape and sexual violence. As an African American survivor, founder Kalimah Johnson felt there needed to be a service that focused on the needs of African American women; she felt that mainstream services were dominated by and designed to meet the needs of white women. Kalimah believes it is impossible to separate an African American woman's experience of sexual violence from her experiences of racism and histories of slavery. These issues are incorporated into sessions in SASHA's peer group support programme.

Key learning:

A holistic approach offers more support to help survivors rebuild their lives

Rape crisis services in the USA reflect the individuality and specificity of the women they work with. There is a greater movement towards parallel justice,* which not only supports survivors to achieve a positive court outcome, but works with them to help them rebuild their lives. The rape crisis services offered in the UK tend to centre on court support, counselling and advocacy. In the USA there is a more diverse range of support tailored to the overall recovery needs of the individual, with activities on offer including yoga, meditation, mindfulness, Tai Chi, self-massage, acupressure, drum circles, art therapy and expressive arts therapy. Much of this work happens within a group setting and helps to foster a culture of openness, helping to counter feelings of shame and isolation. There are also services for families of survivors as well as outreach prevention work. These programmes serve the whole community rather than just focusing on the immediate needs of the individual.

INTERNATIONAL GOOD PRACTICE: Brisbane, Australia

Gold Coast Centre Against Sexual Violence

The Gold Coast Centre Against Sexual Violence is a voluntary organisation founded in 1990 to support victims of sexual violence. It is funded by the National Department of Health, which provides annual funding while applying few targets on specific outcomes. As such, the centre has been allowed space for continued innovation and development.

Activities offered by the centre include:

- a craft group
- therapy groups with two therapists running groups for six to 12 participants
- dance, movement and yoga
- safe touch massage

- young women's groups
- the Voices Project, which helps women to find their voice and potentially speak at events etc
- an older women's project, providing training and support in older people's care centres.

PUTTING THIS INTO PRACTICE IN THE UK: Teesside

Arch North East

Dilys Davy, 2014 Fellow

Dilys was inspired by the group work being done by the Gold Coast Centre in Brisbane and the different approaches and services it offered to support people's recovery.

Dilys says, *'I noticed that the reception area was very busy with clients looking at the notices to see which groups they were going to sign up to. People were discussing their experiences of the various groups and making plans to go together. It was very refreshing to see such openness, rather than the sometimes secretive way we deal with things in the UK.'*⁸⁸

Since returning from her Fellowship, Dilys has submitted an application to the Big Lottery Fund's Women and Girls Initiative for funding to replicate this programme.

'The Big Lottery Fund is interested in our proposal and has invited us to progress to the next stage of the application process,' adds Dilys.

* Parallel Justice refers to a set of practices which focus on better outcomes for victims, where the criminal justice system has a greater focus on justice through the treatment of the perpetrator of the crime. (Parallel Justice for victims of crime, [online] Available at: <http://www.paralleljustice.org/> [accessed: February 2016])

Key learning:

Positive and inclusive service design can improve access for young people

Youth sexual health services in Canada are specifically designed to be welcoming, non-intimidating spaces for young people. The focus is on making young people feel that services are more accessible to them by offering features such as access to Wi-Fi or peer support through youth volunteers. This helps to increase the likelihood of young people actively accessing these services.

INTERNATIONAL GOOD PRACTICE: Toronto, Canada

LGBT Youth Line – using peer workers

Managed by a small team within a health centre, Youth Line is a support service for young 'lesbian, gay, bisexual, transgender, queer and questioning' (LGBTQ) people who want to talk to LGBTQ peers for support.

Youth Line recruits young volunteers to deliver services. These services include a programme of training that focuses on sexuality issues, phone support and advice, and signposting. In addition, Youth Line holds an annual awards event at which young people's achievements are recognised. Young people deliver the service for other young people, highlighting the role that peers and volunteers can have at service delivery level.

The service demonstrates how effectively communities can respond when a need is identified. In 1993, the 'then-forming national lesbian and gay rights group'⁸⁹ identified loneliness and isolation as one of the biggest barriers in young LGBTQ people accessing information, making positive choices and preventing self-destruction.

4.3.4 Partnership approaches to sexual violence services: multi-disciplinary centres

Multi-agency partnership working has already been recognised as the most effective way of responding to and supporting victims of sexual violence here in the UK.⁹⁰ The UK's sexual assault referral centres involve a partnership approach between the police and health services and liaison and referral with other statutory and voluntary agencies in order to provide better support and care to victims.⁹¹

While these services provide invaluable support to victims, they are primarily focused on immediate (as opposed to historical) incidences of violence and offer support primarily around health and criminal justice responses. They work in tandem with rape crisis centres, which provide more long-term support with a focus on parallel justice, through counselling and advocacy services.

Key learning:

Multi-disciplinary centres can result in a smoother transition from reporting to recovery for those affected by sexual violence, as well as more effective working between agencies

Multi-disciplinary centres, which were pioneered in Victoria, Australia, are purpose-built centres that co-locate the many different services involved in working with victims of sexual violence, such as police, counsellors, forensic physicians and child protection workers. The idea is to transform 'silo' practices and enable the sharing of processes, language and information in order to improve the victim's journey from reporting to recovery. Multi-disciplinary centres were established as part of a strategy to address low reporting rates and criticism of the handling of cases by police.

Multi-disciplinary centres enable greater continuity for victims throughout what can be a traumatic process, which is often exacerbated by the need to repeat testimonies, the need

to deal with the different working practices and processes of the medical, criminal justice and voluntary sector, and a lack of ongoing support.

Aligning and co-locating these services means victims can be supported to rebuild their lives while making the transition through the criminal justice system with greater continuity and care.

INTERNATIONAL GOOD PRACTICE: Victoria, Australia

Multi-disciplinary centres

Multi-disciplinary centres were introduced in 2006 to deliver services to victims of sexual assault and family violence in Victoria, with the aim of providing 'integrated justice and human services responses'.⁹²

They were established as part of a whole government strategy to redress low reporting and conviction rates as well as to improve police and judicial responses to sexual assault, which had long been subject to criticism. Funding of \$34.2m (£15.52m) was allocated over four years with \$6m (£2.87m) initially allocated to developing the first two pilot centres, which saw the co-location of Victoria Police Sexual Offences and Child Abuse Investigation Teams.

The centres bring together in purpose-built premises counsellors/advocates from Centres Against Sexual Assault (non-profit government organisations), forensic physicians from the Victorian Institute of Forensic Medicine and child protection workers from the Department of Human Services.

The centres were established to:

- increase sexual assault and child abuse reporting rates
- stem the attrition rates of reported matters through the criminal justice system
- increase prosecution rates
- reduce offending and re-offending
- assist the recovery of victims.

4.1 4.2 4.3 4.4 Healthy and safe communities

Challenges

Initially each of the key partners had some reservations about the integration of services. Other early challenges included:

- persuading senior police to accept the concept
- initial difficulties with police and counsellors fully appreciating each other's roles, including a perception of unfriendliness when doors between work areas were closed
- different assessments of risk
- making sure that segregation was avoided and bringing about meaningful shared working practices, not just co-location.

Advantages of co-located, partnership working

Despite initial reservations from both the police and child protection services, the co-ordination of practice has been so successful that they would not see a return to their old, silo working. Overall, the combination of sharing processes, information and language helps to give service users a smoother transition from reporting to recovery with a greater understanding of each of the partners and their role.

Service users stated that they felt:

- as though they were treated as valued complainants
- that their privacy and anonymity were respected
- that the number of service providers was minimised
- that they received a timely response
- that services were accessible
- that the process was explained to them and they were kept informed of the legal status of their case.

Additional and unexpected outcomes

- An improvement in the process for interviewing children. If a child becomes distressed during a recorded police interview, a counsellor is asked to spend some time with the child and assist them with the process.
- Increased access to counselling for children. Children who do not disclose when interviewed, but whose behaviour led to the interview, are referred directly to a Centre Against Sexual Assault (CASA) for counselling with their non-offending parents or carers. The close relationship between the police and the child protection workers leads to a quicker response time from point of notification to investigation.
- Child protection and CASA counsellors work closely with families where there are children and young people who require counselling.
- Counsellors ask Sexual Offences and Child Abuse Investigation Team (SOCIT) members to come into counselling sessions to explain what support can be given to someone who is uncertain about reporting.
- SOCIT members call on counsellors when they have a victim with them who is ambivalent about reporting or counselling.
- There are two daily crisis counselling appointments that SOCIT can book people into without consulting with counsellors.
- Walk-in clients who wish to speak to the police and also need CASA input are seen as soon as a counsellor is available.
- If the police decide not to continue with an investigation, the victim has a joint appointment with the counsellor involved and the police member, resulting in much clearer communication and allowing for a challenge to the decision.

4.4 Improving mental health

WHAT ARE THE ISSUES?

Poor mental health is the largest cause of disability in the UK. It can impact on people's capacity to work, sustain relationships and maintain housing, as well as their overall physical health.⁹³ The importance of good mental health has been recognised in UK policy through the drive to prioritise mental health and improve the effectiveness of and access to services.⁹⁴

It has been estimated that mental health problems have cost the economy £105bn per year, including medical and social care costs and loss of output.⁹⁵ Bearing in mind the human costs as well as the economic impact, there is an imperative to take an approach that not only improves the support services available, but tackles the causes of mental health problems.

RESEARCH OVERVIEW

This research highlights:

- international, preventative, community-centred, partnership approaches to improving mental health in rural areas
- how suicide bereavement postvention services (intervention after suicide) can help to avoid the personal and societal costs of suicide, and the most effective postvention approaches
- the importance of combining these specific improvements within wider strategies to tackle the stigma and discrimination that hamper recovery and access to services
- how the development of community-specific mental health services that are tailored around local needs and built on local assets can help to support better outcomes for individuals. This community-centred approach should involve collaboration between voluntary and statutory organisations to ensure better information sharing and expertise in dealing with community-specific issues.

Fellowships cited in this section

Jude McCann, 2013

Combating stress and suicide in rural communities
(Australia, Canada, New Zealand)

Anne Embury, 2014

Developing psychoeducation bereavement-by-suicide groups
(Australia, New Zealand)

Lisa Archibald, 2013

Mental health stigma in rural communities
(New Zealand)

4.4.1 Mental health support in rural communities

Communities in rural areas experience high levels of social and geographic isolation. This can have a negative impact on mental health and limit people's ability to access services or support.⁹⁶ These practical difficulties are further compounded by prevailing stigma in rural communities, making individuals less likely to seek help or to receive support.

Fellowship research highlights both specific examples and transferable principles to help improve mental health provision in rural communities. Overall, it highlights the need for services to understand the community they are working with so that they can deliver more effective and preventative responses to mental health issues.

Key drivers of stress in rural and farming communities

While many of the drivers of stress are the same in both rural and urban communities, identifying the specific factors that contribute to stress in rural and farming communities can help mental health support services to tailor their responses, mitigating the causes of the stress and avoiding major crises. This preventative approach, treating not just the symptoms but the causes of stress, will in turn alleviate pressure on public health services by preventing the development of more long-term health problems that are harder to treat.

Fellowship research identified the following as the major areas of stress in rural communities (see diagram overleaf):

- shifting policies and financial pressures
- instability, risk and uncertainty
- increasing isolation and insufficient service provision
- family pressures.⁹⁷

4.1 4.2 4.3 4.4 Healthy and safe communities

Individual drivers of stress in rural Northern Ireland as identified by research undertaken by Fellow Jude McCann⁹⁸

Shifting policies and financial pressure

- European – Common Agricultural Policy (CAP) reforms
- National – welfare reforms
- Increasing legislation
- Economic recession
- Rising on-farm and household costs
- Inability to access finance or make repayments
- Single Farm Payments – delays and complications
- Volatile markets
- Debt and repossession

Instability, risk and uncertainty

- Animal diseases (TB, BVD, Schmallenburg)
- Potential disease outbreaks (crops/livestock)
- Unpredictable markets
- Changing weather patterns (flooding, snow, ice)
- Waterlogged soils
- Isolation of farmers – no one to fall back on if illness or bereavement in family
- CAP reforms – uncertain impact of this on farmers' income
- Welfare reform – uncertain impact on individuals
- Welfare reform – uncertain impact on families
- Rising input costs

Key drivers of rural stress

Increasing isolation and service provision

- Young people leaving rural areas
- Rural deprivation and decline in services
- Ageing population – caring implications
- Technology challenges – poor broadband access and many older people not able to use
- Limited or no public transport
- Centralisation of jobs and services
- Lack of affordable housing
- Social fabric changing – less time for neighbours and socialising
- Rural pubs, shops, post offices, schools closing
- Living and/or working alone – increased isolation
- Limited mental health services
- Cost of transports and fuel costs
- Rural crime

Family pressures

- Hidden rural poverty/fuel poverty
- Collapse of the construction industry (loss of off-farm income)
- Ageing population and increase in farm accidents
- High unemployment
- Mental health – stress, depression, anxiety
- Suicide in rural areas
- Social exclusion, discrimination and stigma
- Relationship breakdowns and bereavements
- Alcohol and substance abuse
- Rural childcare – not affordable and not flexible
- Caring responsibilities, including care of elderly
- Domestic violence
- Succession planning, retirement issues and attachment to land
- Lack of prospects and opportunities

Key learning:

It is important for preventative services to take into account the way people access services

Having identified the causes of stress, mental health support services can adopt a preventative model with a greater focus on tackling the drivers of stress, as well as providing additional emotional support.

Approaches that tackle not only the symptoms but the causes of stress will help in the promotion of 'help-seeking behaviour'. Individuals who may be resistant to seeking help for stress or mental health concerns may be encouraged to seek out the practical support that these services offer.

When developing tailored preventative support programmes, it is important to take into consideration the way in which individuals or communities access services. In rural communities, access to services is made difficult by greater geographic isolation, fewer and more dispersed services and more limited public transport. Different people may prefer different styles of contact and support.

Services should:

- be flexible and community-centred, able to come to the individual
- be able to offer a variety of services, such as outreach, phone lines and online support, reflecting the different ways people access services.

Programmes may be enriched by adopting a partnership approach, working together with statutory, private or other voluntary sector agencies with expertise in the area of prevention. This might include expertise in financial management or disease control, for example.

The following case studies provide examples of initiatives that are tackling the causes of stress using a partnership, community-centred approach.

INTERNATIONAL GOOD PRACTICE: New Zealand**Rural support trusts**

A nationwide network of rural support trusts was established across New Zealand against the backdrop of the neo-liberal reforms of 1990s, which had a huge impact on the farming industry. The trusts help people within rural communities to address and overcome challenges ranging from environmental issues to financial and personal pressures.

They offer a range of services and work in partnership with experts with specialist experience depending on the needs of the community. The trusts' work focuses on help during and after an adverse weather or environmental event. Each trust works with local Civil Defence teams and can provide information and assist in emergencies as well as providing ongoing help. This may include rescue and movement of stock, financial support, labour or other needs.

The trusts also offer support for personal and/or financial difficulties by either providing or facilitating referrals to professional counselling, financial advice, or farm management expertise. Help can also include putting people in touch with mentors or colleagues from rural backgrounds, facilitation or financial assistance, work and income support, and labour assistance.

PUTTING THIS INTO PRACTICE IN THE UK: Northern Ireland**Rural Support****Jude McCann, 2013 Fellow**

Jude is the Chief Executive of Rural Support, an organisation that provides telephone support services to rural and farming communities across Northern Ireland (NI). He introduced a preventative programme of financial mentoring, 'Tackling Rural Stress: Promoting Positive Mental Health', based on the New Zealand rural support trust model, which aims to tackle the causes of stress before they become a major crisis.

Identifying needs

A review of Rural Support NI's helpline in 2014 revealed that 40% of helpline callers stated farm finance and debt issues as the main reasons for their call. Research also highlighted that 89% of respondents said that there was a need for a service that provided guidance on farm debt.

Outcomes

Having identified the need for support, in March 2014 Jude was successful in applying for Public Health Agency funding for a six-month pilot. The project had substantial uptake, with 106 people, including family members, using the one-to-one mentoring provided to address financial problems within the farm business. In all cases this had a positive impact on the wellbeing of the individuals concerned.⁹⁹ The success of the pilot has ensured continuation funding.

4.1 4.2 4.3 4.4 Healthy and safe communities

4.4.2 Suicide postvention as prevention

Postvention services are the specific services and interventions that take place after a suicide. The loss of a friend or relative by suicide increases the likelihood that a person will try to take their own life, so these services are not only a crucial aspect of support for those affected but a key element of suicide prevention.

In addition to the immeasurable personal toll, each suicide in England costs an estimated £1.67m – the combined costs of the use of health services and the loss of productivity.¹⁰⁰ The government has cited suicide prevention as a key mental health policy priority.¹⁰¹ However, despite the strong links between suicide bereavement and increased risk of suicide,¹⁰² there are currently only two dedicated suicide postvention services operating in the UK.

Even with the growing evidence to show the damaging psychosocial impact that suicide has on individuals and communities, suicide bereavement has not been treated as separate and distinct from other forms of bereavement. The additional issues that accompany suicide, such as the violence of death, self-blame, self-questioning, and stigma,¹⁰³ mark bereavement by suicide as a distinct type of bereavement, which therefore demands specific and evidence-informed care services.

Key learning:
Partnership working can help to minimise the stress of dealing with the aftermath of a suicide

Friends and family risk additional stress if there is poor communication and co-ordination between the services dealing with the aftermath of a suicide, for example between the coronial offices, police and support services. Having accurate and timely information about cause of death and clear signposting and referral to available support is crucial to minimise the risk of increased stress or suicide.

Coroners in the UK are required to complete inquests within six months 'or as soon as reasonably practicable',¹⁰⁴ but demanding workloads mean that this is not always the case. Families are often left with little information and the responsibility of contacting coroners themselves directly for information.

A dedicated suicide liaison team that can co-ordinate the sharing of information and keep families up to date with inquests or media coverage can take the pressure of dealing with the practical aspects of a suicide away from families and allow them time to grieve.

INTERNATIONAL GOOD PRACTICE: New South Wales, Australia

Department of Forensic Medicine

Based in Sydney, the Department of Forensic Medicine provides a dedicated service that offers proactive support to bereaved families across New South Wales. The service offers:

- psychosocial support
- information about the autopsy and the coronial process
- signposting to bereavement services.

The team makes the initial contact with the family following a suicide ensuring that anyone requiring support has access to it. It works with the coroner's office and police to facilitate supported access to post mortem and coronial reports, and arrangements for viewing the body. Two to four weeks after initial contact, the team follows up to discuss further needs and options for bereaved families.

This proactive postvention model ensures that all families bereaved by suicide have the option of receiving much-needed practical and emotional support.

4.1 4.2 4.3 4.4 Healthy and safe communities

PUTTING THIS INTO PRACTICE IN THE UK: Cornwall

Outlook South West, Suicide Liaison Service

Anne Embury, 2014 Fellow

Outlook South West runs Cornwall's Suicide Liaison Service, one of the only dedicated postvention suicide services in the country. The NHS-funded service provides families with information, practical support, and guidance on sorting out personal affairs as well as one-to-one support.

The support and guidance that it offers in relation to the inquest process has been highlighted as a key part of its practice.¹⁰⁵ It has established good working relationships with the Cornwall coroner's office and has acted as an 'advocate' on behalf of the bereaved with the coronial system.

Outlook South West has seen the enormous benefits that this additional support has for families. However, there is an opportunity for this kind of service to have a wider reach. Having a service that is officially part of the coronial system, as is the case with the the Department for Forensic Medicine in Sydney, would enable a proactive approach, reaching out to families rather than waiting for referrals from GPs, other health professionals or the police.

Key learning:

Pre-screening of 'open' group participants and training for facilitators is important to ensure safety and wellbeing

In the UK, 'open' support groups (groups that new members can join at any time during the life of the group) are the resource typically available for individuals at community level. These are often peer-facilitated, led by someone with 'lived experience' and operate under the umbrella of a voluntary organisation.

While these groups can be an important and valuable resource, members are not universally pre-screened for suitability for this kind of group therapy, and there is evidence to show that they can have a damaging impact on those who might already be displaying signs of post-traumatic stress disorder.

Having clear guidelines in place about screening participants and group facilitation is essential to ensure the safety and wellbeing of facilitators and participants. Facilitators should be aware of the risks of transference of trauma within a group dynamic and be able to signpost survivors not suitable for this type of support to more appropriate services.

Australia and New Zealand use models of survivor-facilitated 'open' support groups, but these groups are facilitated by trained practitioners, supported by a volunteer with lived experience. The volunteer will be provided with training and supervision and act as a co-facilitator rather than leader.

Key learning:

'Closed' psychoeducation groups can minimise the risk of unintentional psychological harm of group interventions

Unlike open groups, 'closed' psychoeducation groups allow people to join only at certain times, for example during the first two weeks of the course. Closed groups can, as a community-based intervention, minimise the risk of psychological harm that could be unintentionally caused by unskilled counselling, or attendance at an open group that is not facilitated by a mental health professional.

INTERNATIONAL GOOD PRACTICE: New Zealand

WAVES grief education programmes

WAVES is an eight-week grief education programme that includes both practical and informative elements, as well as emotional support. It uses clinical guidelines provided by the American Association of Suicidology (1992), the World Health Organization (2008) and Lifeline Australia. The programme aims to provide support and knowledge, while avoiding the possibility of people bereaved by suicide being re-traumatised through exposure within an 'open' group. Pre-screening of participants is considered essential to ensure resilience and identify possible risk and/or symptoms of post traumatic stress disorder.

4.1 4.2 4.3 4.4 Healthy and safe communities

Key elements of the WAVES programme:

- an eight-week 'closed group' programme
- provides practical and emotional support
- attendees must be pre-screened for suitability before attending
- attendees must be at least six months post bereavement, with no upper limit
- more than one family can attend
- highly structured format with detailed content
- researched, evidence-based, evaluated programme.

PUTTING THIS INTO PRACTICE IN THE UK: Cornwall

Outlook South West, eight-week grief education programme

Anne Embury, 2014 Fellow

Since returning from her Fellowship, Anne, who is the suicide liaison lead at Outlook South West, has been developing an eight-week grief education programme. The programme draws on evidence from the World Health Organization as well as the work of Lifeline in Australia and the WAVES programme in New Zealand.

Anne has been training groups in Cornwall on how to deliver these programmes as part of a community postvention strategy. She was invited to share her findings at the University of Manchester's National Suicide Bereavement Conference as well as the National Suicide Prevention Alliance Conference in February 2016.

The programme's outcomes are being fully evaluated through a two-year quantitative and qualitative evaluation.

4.4.3 Tackling stigma

Stigma is said to negatively impact the lives of nine out of 10 people with mental health problems¹⁰⁶ and has been a recurring theme across all of the Fellowships in the area of mental health. For mental health services to make a real, sustained impact, they must be supported within a context of improved community-wide awareness and understanding of mental health. Prevailing stigma and misunderstanding not only limit people's capacity for recovery within the wider community, but also impact on their willingness to access appropriate support.¹⁰⁷

Fellows' research looks at the role language has to play in reinforcing negative perceptions of mental health and the opportunity that the health sector has to reframe mental 'illness' as mental 'wellbeing', which could help to reduce stigma and self-stigma.

Key learning:

Changing the language of mental health and reframing the experience from 'illness' to 'wellbeing' can help tackle stigma and self-blame

It is not only misinformation and misconceptions about mental health that sustain stigma at community level. Fellowship research has pointed to the deficit-based language (language that focuses on problems and weaknesses) used in the health sector as another way in which negative perceptions are reinforced and sustained.

In the UK, mental health is primarily tackled through a medical model that centres on diagnoses, medication and treatment. Reimagining mental 'illness' not only as something that one in four¹⁰⁸ of us will experience, but as 'a natural human response to life's challenges',¹⁰⁹ can help to reduce the sense of difference or isolation that 'illness' can provoke.

New Zealand was the first country to develop a comprehensive national programme to address mental health stigma at community and organisational level. Its 'Like Minds, Like Mine' campaign has inspired good practice internationally, influencing both the UK's 'Time to Change' and Scotland's 'See Me' campaigns.

The influence of the Māori language and culture on mainstream New Zealand health services has also helped to challenge negative ideas around mental health. The term 'Tangata Whaiora' is widely adopted and translates as 'person seeking wellness' rather than using language of illness and disease.

Māori health models are more holistic and tend to see mental health as one element of overall wellbeing, which includes physical health and positive relationships. Broadening the focus to wellbeing instead of individualising recovery to solving mental health 'problems', can help prevent self-stigma and self-blame.

New Zealand benefits from the fact that the Māori language, as one of the country's three national languages and part of its cultural heritage, can be easily incorporated into mainstream services. However, the UK can learn from the principles of using positive, recovery-focused language and taking a holistic approach to health.

The following case study describes the 'Te Whare Tapa Whā' model, which positions mental health as one important aspect of a healthy life among three other key component parts (family, physical wellbeing and spirituality).

INTERNATIONAL GOOD PRACTICE: New Zealand

Māori concept of 'Tangata Whaiora' in the New Zealand health sector and the 'Te Whare Tapa Whā' model

Within Māori culture, 'mental illness' is seen as a 'Pākehā' – a white European settler's construct. Instead 'Tangata Whaiora' is talked about – people seeking wellness. Repositioning individuals as seeking wellness or wellbeing can help to close the conceptual gap between those who are 'ill' and those who are 'well'.

Te Whare Tapa Whā – holistic health and wellness model¹¹⁰

This model focuses on ways of increasing 'wellbeing', moving away from treating mental ill health as individual deficit. It is a holistic, recovery-focused and strength-based approach.

The Te Whare Tapa Whā model imagines wellbeing as four equal walls of a house. These should be in balance to ensure overall health and wellbeing. Here mental health is of equal as important as family, wellbeing and spiritual health.

Te Whare Tapa Whā model



5 Empowered and resilient communities

Introduction

Community empowerment – where people have the resources and opportunities to be active agents of change in their everyday life, to take a more central role in shaping the services they use and the spaces in which they live – is a central facet of a strong community. It lays the foundation for sustainability and resilience, with communities possessing the capacity, infrastructure and tools to withstand and recover from adverse conditions, with less reliance on state intervention.

The principle of community empowerment has also lain at the heart of the government's localism and Big Society agendas. In the face of dwindling public resources and services, the government has emphasised communities' potential to play a more active role in solving local problems and running local services.

Fellowship research highlighted that community empowerment is not merely the outcome of the opportunities and freedoms presented through policy. It is a process that involves translating existing resources and

assets into mechanisms for meaningful and lasting agency, through empowerment strategies such as local leadership, ownership and organising. Thus, empowerment requires not only greater responsibility bestowed by the government but also strategies for capacity building at a local level.

This research also highlights that for power to be meaningfully devolved to local communities, it must be the result of a true commitment at state level for a more equitable distribution of power between citizens and state. Empowered communities work in partnership with the state. They are facilitated and supported to harness existing strengths and unlock assets to work together with the state to co-design and co-produce solutions to local problems.

This chapter looks at some of the mechanisms involved in translating community capacity into both individual and community empowerment. It also investigates strategies for ongoing empowerment and democratic participation. It emphasises that resilience is the result of everyday empowerment, which is built on the relationships, networks and connections that form the foundation of community life.



Building better communities
through global learning

5 Empowered and resilient communities

5.1

Community resilience – emergencies and disasters

5.1.1 Urban resilience and emergency response

5.2

Community empowerment – leadership, ownership and organising

5.2.1 Community leadership

5.2.2 Community ownership

5.2.3 Community organising

5.3

Mental health resilience – service users and practitioners

5.3.1 Mental health resilience and service user empowerment

5.3.2 Vicarious trauma training for practitioner resilience



1

2

3

4

5

6

7

A

B

Building better communities
through global learning

5.1 Community resilience – emergencies and disasters

WHAT ARE THE ISSUES?

The UK government defines community resilience as follows:

*'Community resilience is about communities and individuals harnessing local resources and expertise to help themselves in an emergency, in a way that complements the response of the emergency services.'*¹¹¹

This definition highlights the crucial role that the community has to play in ensuring effective responses to an emergency. A strong community infrastructure is enhanced by the effectiveness of regional and national emergency response mechanisms.

However, community resilience is not just about a community's ability to respond to a major crisis; it involves the many activities before, during and in the aftermath of a disaster that build the capacity to respond to and recover from an emergency.

Community resilience building is a long-term process that begins in the community and is born out of the strength of the networks, relationships and assets within it. Resilient communities are, therefore, ones that are not only able to respond effectively to major crises, but have the capacity to manage everyday challenges including individual, social and economic issues.

5.1 5.2 5.3 Empowered and resilient communities

RESEARCH OVERVIEW

This section brings together Fellowship research on community resilience with a particular focus on urban communities, which face their own set of challenges. However, many of the principles can be applied across other community settings.

The research:

- identifies the specific challenges faced by urban communities when responding to emergencies
- looks at ways in which communities can build resilience to everyday, local challenges and hazards, which will in turn improve their ability to deal with bigger crises
- highlights themes for regional planners to consider when developing emergency response strategies
- shows how national initiatives can support local resilience building.

Fellowship cited in this section

Louise Elstow, 2013

Community resilience in urban areas: Beyond Z-Cards and grab bags
(USA and Canada)

5.1 5.2 5.3 Empowered and resilient communities

5.1.1 Urban resilience and emergency response

'Building resilience is not possible without substantial collaboration and co-operation at all levels of a society.' ¹¹²

Fellowship research highlights the difficulty of accurately measuring community resilience and offers 'community capacity' as a more accurate indication of how a community will respond in an emergency.

Developing community capacity to respond to and recover effectively from emergencies involves a range of activities. These include building resilience into everyday life as well as strategic and organisational responses that can support a community during and after a crisis.

Community resilience is most effective when it builds on existing relationships and resources within a community. It is a process that takes time and involves building trust and stronger networks.

Reframing emergency response as a process of long-term resilience building to be embedded into everyday lives will also help to make communities safer, happier, healthier and more empowered.

There is no one-size-fits-all approach to resilience building activities; they respond to the individuality and infrastructure of each community. There are, however, a number of key learnings for communities and for local and central government that can be applied to support the development of resilience.

Key learning:
Urban communities face specific challenges when responding to emergencies; a greater awareness of these will help in developing strategic responses

Fellowship research highlighted a number of specific challenges and weaknesses that urban communities face that are important to note when developing resilience building strategies. These include the following:

- Urban communities are more vertical – making rescue, evacuation and response more challenging.
- They comprise a complex network of interconnected systems – an incident in one place can lead to unexpected consequences elsewhere.
- Urban spaces can be described as 'cultural or economic hubs' that support a wider region – so urban disruption can have far-reaching impacts.
- Residents and businesses in urban environments are used to instant gratification; they are not used to waiting for things.
- Space and accommodation is at a premium, therefore there is little capacity for storage or for stockpiling or keeping supplies.

5.1 5.2 5.3 Empowered and resilient communities

Key learning:

Communities and organisations engaging in community resilience building should have an understanding of local hazards, assets, and means of engaging the whole community

Resilience building at community level is key to embedding resilience into everyday life. Resilience building activities should go beyond thinking about responses to major emergencies and should involve the development of responses to local hazards. This will help to bolster strength and infrastructure in the community, which will improve its ability to respond to and recover from bigger crises.

Local hazards: Communities and local organisations can begin by asking themselves a series of questions to determine the local issues that undermine everyday community resilience. The questions might include, but are not limited to:

- Who is looking after my elderly parents?
- Do I feel safe in my neighbourhood? What level of safety is there in my neighbourhood?
- Will my business be burgled?
- What do housing benefit cuts and the total benefit cap mean to me?
- What happens if I lose my job?
- What are the effects of increasing fuel costs? Can I afford to heat my home?

Asset mapping: Communities can improve their responses to emergencies by being more aware of what their local assets are – including people, facilities and equipment. Community assets are frequently underused and could be better harnessed to build community capacity. Creating a register of assets, that local businesses and organisations can add to, can help to raise the visibility and awareness of existing community strengths.

Warning and responding mechanisms: Many organisations rely on rigid information mechanisms and warning systems to reach their communities. Fellowship research highlighted the value of:

- building on community links to help with warning of and responding to emergencies, rather than the creation of specific ‘emergency response teams’
- identifying well-connected community groups that would be able to spread the word and share information quickly
- considering the tone of the warning and information – whether it will frighten people and whether it will elicit a response.

Key learning:

Developing strategies at a regional level helps to build consistency in emergency responses and makes better use of available resources

Regional planners can develop effective responses to emergencies by considering the following themes:

Voluntary sector engagement: Is a city making the most of the voluntary sector – not just those organisations that are typically involved in emergency response activities such as the British Red Cross or Salvation Army? Can the voluntary sector, with its diversity of skills, assets and resources, be harnessed in a way that will aid a holistic response to, and recovery from, a crisis?

Resources: At a regional level it is important to be aware of available support, both human and financial. Identifying existing resources can help to avoid an over-reliance on local staff collaborating across multiple boroughs and ensure more targeted responses.

Warning and informing: Building a warning and informing strategy across urban areas that uses different media, such as texts, emails and voicemails, and that can reach people in a timely and effective manner.

5.1 5.2 5.3 Empowered and resilient communities

INTERNATIONAL GOOD PRACTICE: New York, USA

Notify NYC

Notify NYC, New York's notification system, has over 140,000 subscribers. It has a dedicated emergency notification office operating out of the Office of Emergency Management and constantly monitors emergency activity in New York City and the metropolitan area. It offers five notifications types:

- emergency alerts
- significant event notifications
- public health notifications
- public school closing/delay advisories
- unscheduled parking rule suspensions.

Messages can be sent as texts, automated voice messages or emails. Subscribers can subscribe to five different postcodes, to include their workplace, home and children's school.

Key learning:

The development of a resilient 'community culture' can be facilitated at a national level

Urban resilience building and the development of emergency response strategies can be facilitated at national level through campaigning, awareness raising and testing out national emergency response activities. Dedicating time to emergency response can help bring resilience building into the national consciousness. On a strategic level, it can help to better co-ordinate regional responses and give an indication of current levels of emergency preparedness.

INTERNATIONAL GOOD PRACTICE: USA

Emergency Preparedness Week

The USA and many provinces in Canada hold an 'Emergency Preparedness Week', during which emergency response organisations try to focus and better co-ordinate their community engagement activities.

This is done in a co-ordinated manner and supported at a strategic level, which gives the activities more visibility. It also means that those involved can concentrate their efforts, making the most of scarce resources and enabling greater leverage on a joint message than on multiple single-organisation activities.

San Francisco uses the week for its annual 'Shakeout Exercise', during which it tries to get as many people as possible to practise earthquake emergency preparedness drills and to practise activating their Neighborhood Emergency Response Team (NERT) responders.

The organisations involved do not necessarily need a large budget or to do more activities than usual during the year. However, by doing them at the same time or in co-ordination with other groups, the message can be bigger and extend to more people.

PUTTING THIS INTO PRACTICE IN THE UK: London and UK-wide

Informing local and global conversations about resilience building

Louise Elstow, 2013 Fellow

Louise's Fellowship report, which contains local and national recommendations for urban resilience building, has informed the resilience building practices of 33 borough councils in London as well as councils in Humberside.

In 2014 Louise was invited to speak at the World Conference on Disaster Management in Toronto, ensuring that her learnings form part of a global conversation about community resilience building.

The programme's outcomes are being fully evaluated through a two-year quantitative and qualitative evaluation.

5.2 Community empowerment – leadership, ownership and organising

‘We can’t change government without changing citizenship.’¹¹³

WHAT ARE THE ISSUES?

A government agenda to devolve power to local communities

Since 2010 there has been a movement from central government to devolve more power to local communities. Through the Localism Act (2011) a number of community rights were introduced into law to give local councils, communities and individuals more control over their local area and services, with the intention of achieving ‘a substantial and lasting shift in power away from central government and towards local people’.¹¹⁴

These new freedoms, while offering opportunities for innovation and new, more effective practices, have also been presented at a time of substantial budget cuts to local authority, public service and third sector funding, presenting communities with the immediate challenge of doing more with less.

Empowering communities requires capacity building and support

While it has the potential to give communities greater agency, the localism agenda has been critiqued for lacking a substantive strategy to meaningfully deliver this power into the hands of the community.¹¹⁵ As a contributor to a TUC report on localism commented, ‘freedom without capacity to exercise it is hollow.’¹¹⁶

This research highlights the need for tools and strategies to build community capacity in order for the rhetoric of empowerment to become a reality. It also demonstrates that empowerment is more than just communities doing more for themselves; it is a process that involves building mutual trust between state and citizen, where power is distributed more meaningfully across society and in a way that can be sustained.

Without the right support, the localism agenda could prove counterproductive

Without sustained support and a clear strategy for empowerment, the localism agenda could serve to further entrench complex social issues and inequalities, rather than building community capacity. This could necessitate government intervention further down the line. This research looks at some of the strategies that can build more capacity for communities to achieve greater agency and control, and also offer ways in which empowerment can reflect a new dynamic partnership between the state and citizens.

5.1 5.2 5.3 Empowered and resilient communities

RESEARCH OVERVIEW

This research explores:

- the importance of strong leadership at all levels to drive change and mobilise support to unlock community capacity, with a particular focus on African diaspora communities
- the potential offered by new community rights relating to ownership of assets, land and decision-making, and how the communities that need them most can be empowered to use these rights
- how community land trusts represent community-driven innovation and aim to ensure community sustainability through community ownership
- how technology can help to generate better partnership working between the state, local government and communities, offering new platforms for engagement, participation and the co-design and delivery of better services and spaces
- the importance of 'community organising' as mechanism for community empowerment through ongoing democratic participation, with a particular focus on migrant communities.

Fellowships cited in this section

Brian Dougherty, 2012

The social economy and sustaining the NGO sector in the USA
(USA)

Yvonne Field, 2012

Ubele: Creating future community-based leaders from the
African-Caribbean community
(New Zealand, USA)

Stephen Hill, 2014

Strengthening civil society institutions through new forms of land ownership
(USA)

Luke Loveridge, 2013

Empowering communities and encouraging civic participation through
innovative digital applications
(USA)

Zrinka Bralo, 2014

Exploring community organising models for migrants and minorities
(USA)

5.1 5.2 5.3 Empowered and resilient communities

5.2.1 Community leadership

'I do think that really effective communities are ones where local leadership is harnessed.'

Brian Dougherty, 2012 Fellow

Strong, clear leadership is vital at every level – community, local, regional and national – to galvanise community agency. In the context of localism, which presents both challenges and opportunities for local-level empowerment, strong leadership is crucial if communities are to:

- drive the innovation needed to improve the efficacy of services
- develop collaborative working practices between local government and communities in order to make use of limited resources in the most effective way unlock the community as an asset for change.

Adopting an asset-based approach to community development, looking at the community as a place of resource rather than a deficit of needs,¹¹⁷ is key to community empowerment. Positioning communities as the solution to complex social issues rather than as the problem to be tackled, where the co-creation and co-production of solutions is encouraged and facilitated, helps to build practices that foster resilience and agency.

Local leaders play a pivotal role in harnessing community capacity. They act as advocates for community rights and needs, opening up channels of communication at local and national level to ensure structural support for community development.

This section of the report reflects on two different types of community leadership. It looks at the role of intergenerational leadership in building the capacity of African diaspora groups to ensure their sustainability and tackle the social issues they face. It also looks at the mobilisation of community leadership, using alternative voices to build partnerships at policy level and develop strong relationships and mutually beneficial practices.

Key learning:

Intergenerational leadership can help to inspire a new generation of leaders contributing to the sustainability of diaspora communities

There has been a long history of community leadership, activism and social innovation in African diaspora communities dating back over five decades. However, Fellowship research highlighted that these leadership roles have remained in the hands of now ageing community champions, leaving a 'vacuum' in current leadership.

Complex social issues such as over-representation in the criminal justice system, disproportionately high levels of educational exclusion and unemployment continue to impact on diaspora communities. These issues have shown no sign of abating and in some cases have worsened. With the lack of a national strategy to tackle these issues, there is an even greater need to generate new forms of leadership to build community capacity.¹¹⁸

Fellowship research emphasised the importance of using intergenerational leadership practices to pass on and embrace the cultural values and traditions of the African diaspora community to establish a strong sense of identity for sustainability.

This is possible by developing leadership skills at an early age – with examples of leadership programmes in the USA working with children as young as seven and eight years old. This development of early leadership qualities should be done while highlighting the achievements of past and current local leaders, encouraging leaders to 'pass the baton' to the younger generation.

5.1 5.2 5.3 Empowered and resilient communities

The Ubuntu principles of leadership, which were central to Nelson Mandela's style of leadership and emphasise 'the interconnectedness of self within society and the extension of humanness within shared community',¹¹⁹ have been highlighted as a complementary framework for developing leadership within the diaspora community.

The five key Ubuntu principles are:

- sharing and collective ownership of responsibilities and challenges
- the importance of people and relationships over things
- participatory decision making and leadership
- patriotism – survival of the group over individual interests
- reconciliation as a goal of conflict management.¹²⁰

Key learning:

Harnessing alternative, grassroots leadership can help to create a two-way dialogue between local communities and policy makers

Leadership and lobbying practices among grassroots groups in cities in the USA (in particular Boston and New York) have helped to build strong two-way dialogues between organisations on the ground and policy leaders. These practices can create strong partnerships that are driven by the trust placed in the community to recognise its own needs and ask for the solution. This in turn can lead to more effective policy decisions that are tailored to community needs.

'Key community workers really had the ear of the policy makers at government level – they had each other's phone numbers for example, so if there were issues going on at grassroots level there was two-way communication – there was real, effective, two-way, honest communication going on there that I found was really impressive.'

Brian Dougherty, 2012 Fellow

Cultivating effective leaders from the grass roots who can make their voices heard at a policy level is an effective means of empowering the community. It is a particularly pertinent approach within communities that have experienced isolation, disillusionment and disenfranchisement, as it can help to foster ongoing engagement and to develop greater faith in a government that is seen to be acting for the good of the community.

Fellowship research explored how this kind of local leadership and grassroots dialogue could be harnessed within existing communities in the UK.

PUTTING THIS INTO PRACTICE IN THE UK: Derry, Northern Ireland

Londonderry Bands Forum, St Columb's Park House – challenging preconceptions and misconceptions through education and dialogue

Brian Dougherty, 2012 Fellow

As part of his role as director at St Columb's Park House, Brian worked closely with the Londonderry Bands Forum to cultivate new forms of youth leadership. He helped to encourage the bandleaders to train up as youth workers and social workers and take it upon themselves to bypass local political structures and go straight to government level to discuss ongoing issues of poor educational attainment among band members and poor public perception around bands and parading. The Forum helped to set up a number of workshops, mostly delivered in Catholic schools, around the history and culture of bands to dispel misconceptions and to encourage better relations.

5.1 5.2 5.3 Empowered and resilient communities

Brian noted that there had been a high level of detachment and disillusionment with political processes among this particular group. Encouraging these young people to bypass mainstream political processes enabled them to transform political and public opinion and resulted in them becoming leaders themselves.

Brian says, *'There are 664 bands in Northern Ireland and 30,000 members, so it's the biggest musical grouping in NI and we believe if you harness that structure progressively then they could have a huge influence.'*

Fostering new forms of leadership, linking communities to policy makers, served to bring about positive action. The process also helped to change wider public perceptions around youth band members and parading, which has long been a politically contentious issue in Northern Ireland.

5.1 5.2 5.3 Empowered and resilient communities

5.2.2 Community ownership

The ownership of land and assets allows communities greater freedom, agency and control in shaping the way they want to live. The community rights that were introduced as part of the Localism Act (2011), that give communities greater freedom to bid for assets, build, reclaim land and challenge development, demonstrate a recognition of the importance of community ownership in building strong, resourceful, empowered communities.

However, having the potential to own more assets is not in itself sufficient to give communities greater agency. Without an existing degree of engagement, cohesion and participation, communities will be limited in their ability to take ownership of assets or to use them in a way that works for the ‘common good’. Moreover, without sufficient resources, time or wider support, communities are unlikely to make ownership sustainable or be able to use it as a vehicle for innovation.

The next section explores the way in which community rights can be made more accessible to the communities that would benefit from them the most. This involves ensuring that these rights are offered on a level playing field and that empowerment through this mechanism offers agency to all communities to avoid reproducing existing inequalities.

It also looks at new forms of land ownership driven and shaped by the community, and how communities have the ability to influence how land and assets are used in a way that the state cannot or will not do, empowering communities to decide how they wish to live.

Finally it explores how technology can play an increasingly prominent role in fashioning strong partnerships between citizen and state, helping to bring about a collective sense of ownership of community spaces through the co-production and co-design of solutions to local problems.

Key learning:

Using community rights to access asset ownership provides a strong foundation for sustainability and social action within diaspora communities

In the UK, the African diaspora community has had a strong history of community asset ownership. Night clubs, record shops, restaurants, bookshops, general retail outlets, community centres and social housing have provided foundations for strong community identity and sustainability, and were used as platforms for social innovation. Matching this asset ownership with strong local leadership led to a number of innovations that helped to address community social issues, including:

- the supplementary (Saturday) school movement
- African-centred models of mental health practice
- groups for young men and young women offering rights of passage and mentoring support
- pre-school provision
- culturally diverse educational resources for primary and secondary schools
- bookshops that sold international black literature
- community centres
- other physical assets and resources.

In recent years, asset ownership has gone into decline, with fewer leases being renewed because of squeezed local council budgets and local authorities under increased pressure to work in partnership with private developers.

5.1 5.2 5.3 Empowered and resilient communities

The continuing loss of these assets threatens to destabilise the identity and the capacity of the community. While the 'community right to bid' offers new opportunities to restore some of these community assets back into the community, this alone, without the support, expertise and time to use it, is not a sufficient mechanism for restoring and maintaining these assets.

These rights will only be accessible to communities that already have a high level of engagement and capacity and are therefore able to take advantage of them, which could serve to reinforce existing inequalities between community groups.

Fellowship research highlighted the need for intermediary organisations and collaborative working practices to ensure that communities without the existing infrastructure or resources are helped to access these rights.

The research also suggests that local authorities should seek to ensure local BAME (Black, Asian and Minority Ethnic) organisations and communities are in a position to 'bid' for assets and to engage fully in the community rights agenda. They should help to respond to any inequalities in the system by working in partnership with local voluntary sector infrastructure organisations, which can help diaspora groups get on an even footing with other communities, to create a more level playing field in accessing these rights.

PUTTING THIS INTO PRACTICE IN THE UK: UK-wide

Ubele Initiative

Yvonne Field, 2012 Fellow

Yvonne used her Fellowship experience in New Zealand and the USA to establish the Ubele Initiative, an intergenerational community building initiative which focuses on the African diaspora community in the UK.

Since its launch in 2014, Ubele has designed and co-hosted a number of conversations and workshops for community groups and individuals, including elder leaders and emerging young leaders. It has also provided practical capacity building advice, guidance, support and learning for more than 30 small BAME-led organisations to help access community rights as part of the localism agenda.

They have been working with Locality to collect evidence of the current landscape of BAME community assets ownership in the UK, creating the first comprehensive picture

of the buildings, spaces and organisations, past and present, that have contributed to the African diaspora community.

Ubele is now in the process of developing a new intergenerational leadership development programme for the African diaspora community incorporating the Ubuntu principles (see page 99).

Key learning:

Community land trusts can help democratise land ownership, influencing political processes from the bottom up and delivering more housing solutions amid the housing crisis

Community land trusts (CLTs) are local organisations set up and run by ordinary people to develop and manage homes as well as other assets that are important to their community, such as community enterprises, food growing initiatives or workspaces. A CLT's primary role is to make sure these homes are genuinely affordable, based on what people actually earn in their area, for current and future occupiers.

Fellowship research into the role of CLTs in the USA demonstrated both their practical and symbolic value. On a practical level, CLTs have been implemented to stabilise communities, ensuring that housing remains permanently affordable for generations to come and helping to mitigate the effects of gentrification.

On a symbolic level they represent the power of community-led action to influence the market in a way that the state either could or would not. Members of a land trust are 'market disrupters' who choose to forego speculative gain in favour of sustainability and stability. They also represent a commitment to the use of land ownership as a means of working towards the 'common good', with asset ownership becoming a tool for collective empowerment, inclusivity and the delivery of better outcomes for more people.

5.1 5.2 5.3 Empowered and resilient communities

'I see the unique achievement of CLTs as the agency of citizens to campaign for land tenure reform, and to tackle land market speculation with practical actions, at a time when the state appears to be unwilling or unable to act.'

Stephen Hill, 2014 Fellow

The model works to improve community life in both advantaged and disadvantaged areas. In 'hot' housing markets CLTs can help to ensure the sustainability of communities that are threatened with increasingly untenable house prices. In 'cooler' markets, CLTs can be used to revitalise communities, ensuring sustained occupancy.¹²¹

By providing new solutions to housing amidst the current housing crisis, CLTs offer mutual benefit for both citizens and the state; closer collaboration between communities with support from government can help to multiple these mutual benefits. Fellowship research highlighted these mutual benefits as producing:

- stable markets
- predictable housing costs
- adaptable labour supply
- improved health
- higher levels of disposable income for spending in the local economy
- sustained property tax revenues.

The innovative and exciting role that CLTs can play in delivering community stability and sustainability has been recognised at both community and government level. There are now 175 CLTs in the UK, half of which were established in the last two years. By 2020 they will have been responsible for the development of around 3,000 new affordable homes.

In March 2016 the government announced that an additional £60m, levered from a higher rate of stamp duty land tax on additional residential properties, would be used to fund CLT and community-led housing developments in rural and coastal communities, where the impact of second homes on local house prices is being felt particularly keenly. This measure could see the number of CLTs triple, helping to establish community-led housing as a significant part of the answer to the housing crisis.¹²²

CLTs demonstrate that community empowerment is a process that is not only led by greater freedoms bestowed by the government, but can be driven by community innovation and practice led by citizen action.

Key learning:

Technology can be used to take ownership of community spaces and civic infrastructure and to develop stronger relationships between government and citizens

The use of technology in cities across the USA is helping to transform the relationship between citizens and government, building more effective partnership working and co-ownership of community spaces through co-creating and co-producing solutions to the cities problems.

Organisations such as Code for America are exploring ways in which digital technology can help to make local government more effective and efficient at serving the public, saving costs in the process and helping to engage citizens in taking a more active role in shaping their cities.

Opening up government data, so that it is free to access and use by all the community, not only improves government transparency but can also help to support the development of innovative technology, created or co-created by third parties, to develop more effective solutions to old problems.

The example below explores the way in which digital apps can be used as a means of both engaging the public in taking a more ownership of their civic spaces and improving long-winded and costly government service responses, while at the same time making it a fun and engaging process.

5.1 5.2 5.3 Empowered and resilient communities

Using the real-time data gathered by smart city innovation, cities and local government can generate a deeper understanding of the community and its needs. By measuring and detailing the city, its environment and infrastructure, these innovations enable policy makers, scientist, engineers, and citizens to work together to co-create and co-produce solutions that make their cities more efficient, healthier and more livable.

INTERNATIONAL GOOD PRACTICE: Boston, USA

Code for America: Adopt a Hydrant

After heavy snowfall in January 2011 caused fire hydrants in Boston to become blocked, Code for America designed an interactive digital app to engage the community in solving the city's problem.

The 'Adopt-A-Hydrant' app, developed by Code For America, allowed citizens to 'adopt' a nearby fire hydrant and pledge responsibility for making it accessible to firefighters during snowstorms.

The app employed gaming techniques to help encourage people to participate. Participants were able to name their hydrant when they had claimed responsibility for it or were allowed to 'steal' ownership if it was not cleared in a timely manner.

The app proved so popular it 'went viral', demonstrating the power of technology to find new ways of engaging and connecting people with their spaces. A small intervention such as this helps to re-establish the relationship between state and citizen, giving people the platform to do more where they might have expected 'someone else' to do it, giving them a sense of ownership in the process and reducing the demand on public service interventions.

INTERNATIONAL GOOD PRACTICE: Chicago, USA

The Array of Things

The Array of Things (AoT) is an urban sensing project that uses a network of interactive, modular sensor boxes installed around Chicago. It collects real-time data about the city's environment, infrastructure, and activity for research and public use. AoT serves as a 'fitness tracker' for the city, measuring factors that impact livability, such as climate, air quality and noise.

This data can be used in a number of ways to improve the city environment for those who live there. For example:

- Data from sensors monitoring air quality, sound and vibration (to detect heavy vehicle traffic), and temperature can be used to suggest the healthiest and unhealthiest walking times and routes through the city, or to study the relationship between diseases and the urban environment.
- Real-time detection of urban flooding can improve city services and infrastructure to prevent property damage and illness.
- Sensors measure the micro-climate in different areas of the city, so that residents can get up-to-date, high-resolution 'block-by-block' weather and climate information.
- Data on which areas of the city are heavily populated by pedestrians at different times of day can be used to suggest safe and efficient routes for walking late at night. It can also inform the timing of traffic lights during peak traffic hours to improve pedestrian safety and reduce congestion-related pollution.¹²³

PUTTING THIS INTO PRACTICE IN THE UK: Bristol

The Bristol Approach to Citizen Sensing Luke Loveridge, 2013 Fellow

With Bristol City Council regarded as a leader in civic innovation, Luke was able to use his Fellowship experience to help develop partnership working between Chicago's 'The Array of Things' and to use findings from this initiative to inform Bristol's upcoming 'Citizen Sensing' programme – a 'new framework for running inclusive, community-driven digital projects that involve sensor technologies'.

Some of the sensing nodes deployed in Bristol will be issued from the Array of Things initiative in Chicago. The 'Bristol Approach' to citizen sensing focuses on putting the community at the heart of the innovation. It will be led by needs rather than the technology, ensuring that the needs and priorities of people who will use them are met, particularly those communities in danger of exclusion.

Luke has also received an RSA Wales/Cymru Fellowship to set up a similar project in his neighbourhood in Cardiff. He is hoping to work with the community, business, public sector and academia to understand community needs/problems, then pilot technology and new apps to help address them.

5.1 5.2 5.3 Empowered and resilient communities

5.2.3 Community organising

‘Organising is not about just winning campaigns; it is about a democratic way of life in which democracy is a commitment to freedom as non-domination and avoidance of arbitrary exclusion.’¹²⁴

Community organising is a technique and method for engagement that facilitates participatory democracy, enabling citizens to organise for change around the issues that matter to them.¹²⁵ Unlike other social movements that deliver one-off campaigns tackling single issues, community organising ‘promotes a method of inclusive, participatory democracy, developing the capacity of civil society to work in partnership with the state to ensure that their opinions heard and needs are met’.¹²⁶

In the UK community, organising practices have already helped to secure the living wage and to end the practice of detaining children in immigration centres.

In the USA, where community organising has its origins, organising practices have helped to create a strong movement led by migrant leaders, with transferable lessons for the UK.

Organising practices have particular significance for migrant communities in terms of both empowerment and inclusion. Organising practices are built on developing relationships and taking action. Community organising empowers people by facilitating democratic participation regardless of citizenship status. It is inclusive because it brings people together over a range of issues that matter to them, helping people to connect and share in their common experiences. Migrant communities are often defined in terms of their immigration status, however, they too suffer from a spectrum of social issues suffered by the wider community. By connecting people through shared experience, organising can help to minimise the sense of difference and foster inclusion.

‘We [Migrants Organise] were constantly labelled as single issue campaign to do with immigration and yet our members experienced, mostly adversely, every single issue imaginable: if employed they were rarely paid a living wage, and often not even the minimum wage; many were exploited in domestic servitude or worked as carers on zero hours contracts; they lived in poor housing; many ended up in debt; they had no access to good quality legal advice; they were subject to harsh immigration rules; they experienced racial discrimination and prejudice (See case study overleaf).’

Zrinka Bralo, 2014 Fellow

Key learning:

Community organising – both internal and external – can help migrant and refugee organisations to affect change

In the UK, community organising is principally facilitated externally, with community organisers working to cultivate leadership and bring together community groups in alliance, organising around shared issues.

Fellowship research emphasised the need for organising to become part of an internal process, with the techniques embedded within organisations in order to ‘build strong, accountable organisations that reflect the experience and self-interest of their people’.¹²⁷

Alongside building this internal capacity, migrant groups must also organise externally. The purpose of community organising is to open up avenues for migrant communities to join in democratic civic engagement and affect social change together with the rest of civil society.

5.1 5.2 5.3 Empowered and resilient communities

PUTTING THIS INTO PRACTICE IN THE UK: London

Migrants Organise

Zrinka Bralo, 2014 Fellow

Zrinka is Chief Executive of Migrants Organise, formerly known as the Migrant and Refugee Communities Forum. On her return from her Fellowship to the USA, Zrinka transformed the Forum, moving it from a community development model to the community organising approach.

Migrants Organise is now a platform that enables refugees and migrants to organise for power, dignity and justice, ensuring there is a strong voice for migrants in public life.

Last year the organisation focused on engaging immigrant and minority communities in voter registration. It helped 5,000 individuals to register before the May 2015 general election.

Having seen the importance of leadership within the organising model, Zrinka has been arranging and delivering training for community leaders from immigrant communities.

5.3 Mental health resilience – service users and practitioners

WHAT ARE THE ISSUES?

The societal and financial cost of poor mental health

The effects of poor mental health are estimated to cost the UK £70bn a year¹²⁸ through lost productivity and health and social care services. Beyond the economic costs, there are numerous social costs associated with poor mental health; it limits access to social and community life, has a negative impact on relationships and can compromise personal safety.

The wide-ranging and costly nature of the consequences of poor mental health demands investment in support and recovery services but also in longer-term, preventative approaches that focus on resilience building and cultivation of mental wellbeing.

RESEARCH OVERVIEW

This section covers Fellowship research on:

- building mental health resilience by fostering and cultivating mental wellbeing in everyday life
- the empowerment of service users to give them greater agency and involvement in the design and delivery of health services, which can support their recovery process as well as improving services for others
- safeguarding the mental wellbeing of practitioners who work with victims of trauma, building their resilience by embedding vicarious trauma training principles into management structures.

Fellowships cited in this section

Lisa Archibald, 2013

Mental health stigma in rural communities
(New Zealand and Canada)

Rita Long, 2014

Develop imaginative ways to engage people in recovery activities
(USA)

Laura Butterworth, 2014

Supporting women and girls affected by sexual violence and exploitation
(USA)

Michelle Cunningham, 2014

A study of behaviour management to support looked after children
(USA)

5.1 5.2 5.3 Empowered and resilient communities

5.3.1 Mental health resilience and service user empowerment

With mental health issues placing a considerable burden of cost on the health sector, investing in preventative work that promotes resilience could be an effective use of resources.

Negative perceptions of mental health are sustained at community level and reinforced in the medical profession. Mental health is often couched in deficit-based language, referring to 'disease' and 'illness'. Reframing this in terms of mental wellbeing – something that can be proactively cultivated – can form part of a preventative approach that focuses on building mental wellbeing and resilience through everyday activities.

For mental health service users, opportunities to co-create (design) and co-produce (deliver) services can be empowering, repositioning them as experts on their own condition rather than passive recipients of services. It can also help to improve services for other users.

Key learning:

Promoting mental health resilience strategies can help with prevention

The increasing awareness of the prevalence and long-term implications of poor mental health supports a greater focus on resilience building and preventative approaches to poor mental health. Fellowship research highlighted the strength of approaches that focus on proactively building mental wellbeing. The 'Act-Belong-Commit' campaign in Australia emphasises ways in which mental wellbeing can be cultivated and improved through everyday activities. Mental health is seen not simply as an issue of ill health for which help is sought, but is viewed in the context of overall wellbeing that can be proactively and consciously cultivated. This helps to build resilience against ill health and improve daily wellbeing.

INTERNATIONAL GOOD PRACTICE: Australia

'Act-Belong-Commit' campaign

'Act-Belong-Commit' (A-B-C) is a comprehensive health promotion campaign that encourages people to take action to protect and promote their own mental wellbeing, and encourages organisations that provide mentally healthy activities to promote participation in those activities.

Its development was informed by research undertaken by Curtin University in Western Australia, which looked at people's perceptions of mental health and the behaviours they believed protected and promoted good mental health.

There is strong evidence of positive impacts across states that have implemented the A-B-C programme. Being active, having a sense of belonging, and having a purpose in life all contribute to good mental health.

How it works

The A-B-C guidelines for positive mental health provide a simple approach that can be adopted universally to become more mentally healthy.

- **Act:** Keep mentally, physically and socially active – take a walk, read a book, do a crossword, dance, play cards, stop for a chat...
- **Belong:** Join a book club, take a cooking class, get more involved in groups you are already a member of, go along to community events...
- **Commit:** Take up a cause, help a neighbour, learn something new, set yourself a challenge, help out at the school or meals on wheels...

Outcomes

Following a successful pilot phase in six regional communities in Western Australia (2005 to 2007), the campaign was expanded across the state. It has since been rolled out to New South Wales.

Evaluation shows the campaign has the capacity to sensitise people to the belief that there are things we can and should do to look after our mental wellbeing, to change attitudes towards mental health and mental illness, reduce stigma associated with mental illness, and encourage people to engage in behaviours to boost their mental health.

5.1 5.2 5.3 Empowered and resilient communities

Key learning:

Involving service users in the design and delivery of services can help to improve their quality, empower individuals and challenge negative perceptions of mental health

Involving service users in the co-creation (design) and co-production (delivery) of mental health services, through service user researcher and peer worker roles, can empower service users, repositioning them as agents rather than passive recipients of services.¹²⁹ Building service user agency is a vital aspect of improving wellbeing and recovery for the individuals themselves, as the health sector can 'reinforce a sense of inability and institutionalisation' that can hamper recovery.¹³⁰

Research has shown that first-hand contact with people with lived experience is the best way to challenge stereotypes around mental health.¹³¹ Integrating service users and peer workers into health services can help to challenge views around mental ill health within the medical service as well as at community level. The role of peer worker is valued and integrated into health services in Australia and New Zealand. While this role is becoming increasingly recognised in the UK, it is not as well embedded into services. UK mental health services often have 'service user representatives', but these are often untrained volunteers who are given a fairly tokenistic role in strategic meetings and forums. Introducing the posts of paid, trained, supported 'consumer advisers' (as they are known in New Zealand) to UK health boards would give the views of people who have experienced mental health issues equal contributory value to those of clinicians.

Fellowship research highlights the important role of service user as researcher – a role that is currently underutilised in the UK. A service user researcher draws on lived experience to help translate medical research into effective practice, which better responds to the needs and the experiences of service users. There is more work to be done in establishing the role of service user researcher in the area of academia.

To enable greater levels of user involvement, consideration could be given to UK mental health budgets. Funds currently allocated to clinical and psychiatric services could be moved into peer, service user and grassroots work that empowers people with lived experience, improves the quality of provision for service users, and challenges stereotypes around mental health at community level and in the health service.

5.1 5.2 5.3 Empowered and resilient communities

5.3.2 Vicarious trauma training for practitioner resilience

Vicarious trauma, also known as ‘compassion fatigue’, can affect the many professionals, such as doctors, lawyers, caseworkers and counsellors, who work closely with victims of trauma.

Vicarious trauma is the effect of repeated exposure to another person’s trauma, which can lead to practitioner ‘burn-out’. This can result in a number of symptoms including apathy, feelings of hopelessness, rapid exhaustion, disillusionment, melancholy, forgetfulness, irritability, experiencing work as a heavy burden, an alienated, impersonal, uncaring and cynical attitude toward clients, and a tendency to blame oneself coupled with feelings of failure.¹³² These symptoms can have a negative impact on the mental wellbeing and resilience of the practitioner, and on their ability to deliver consistent, high-level support to clients.

Although this is a relatively new concept, with only two decades of research behind it, Fellowship research found a growing awareness of its prevalence and effects across the USA and Australia. This has led to an increasing move to embed strategies within working practices to mitigate its effects.

In the UK, while there is growing knowledge of the vicarious trauma concept, it is not yet a mainstreamed part of practice. With a move towards key services being delivered by the third sector and volunteers, who may not have the same access to supportive resources as public health sector staff, there is an even greater need for vicarious trauma training to become common practice to support practitioners and guard against burn-out.

Key learning:

Embedding vicarious trauma prevention strategies into everyday practice can guard against practitioner ‘burn-out’, improve practitioner wellbeing and help to maintain high standards of care

Support structures and tools for navigating and mitigating the impact of vicarious trauma have become increasingly mainstreamed and embedded in practice in the USA and Australia. Embedding these practices into management structures is acknowledged as an essential means of ensuring the wellbeing of staff, developing capacity for resilience and maintaining a high standard of support.

Fellowship research focused in particular on the use of vicarious trauma prevention strategies for those working with victims of sexual violence and children in care. Although there is little available research into the prevalence of vicarious trauma in the UK, international research indicates that:

- 50% of child welfare workers experienced traumatic stress symptoms in the ‘severe’ range¹³⁴
- 65% of social workers working with victims of domestic violence and sexual assault had at least one symptom of secondary traumatic stress.¹³³

These figures indicate the potential levels of prevalence in these professions in the UK; such high numbers demand more consideration of the role of vicarious trauma training within practice.

5.1 5.2 5.3 Empowered and resilient communities

How does vicarious trauma training work?

There are a number of models of support to negate the impacts of vicarious trauma. These include:

- peer support
- one-to-one supervisions
- external clinical supervisions.

The Sanctuary Model (see 4.2.1) is a holistic approach used in childcare environments that is designed to ensure the wellbeing of young people and of staff. Alongside the seven shared commitments and the shared practice 'toolkit', the model also has a shared language, 'SELF' (Safety, Emotional intelligence, Loss and Future), in which there are inbuilt strategies for coping with loss and the effects of first-hand and secondary trauma.

A SELF model of vicarious trauma training is used in the USA, particularly with practitioners working in children's care home settings. The model gives practitioners the tools to unpick the impact that their working environment might be having on their wellbeing.

INTERNATIONAL GOOD PRACTICE: New York, USA

Good Shepherd Services – SELF care for vicarious trauma

Good Shepherd Services is a social service and youth development agency serving vulnerable children and families in New York City. It does this through a network of community-based programmes and city-wide foster care services. It places great emphasis on supporting staff who work with young people who have experienced trauma as well as supporting the young people themselves. There is a commitment to supporting a culture of emotional openness and expression, which is deemed vital for continued wellbeing.

Young people's progress, struggles, successes and achievements are discussed at weekly treatment meetings. The home manager, psychologist, residential staff, social worker and care planner attend the meetings. Most meetings will acknowledge young people's losses and emotional state and reflect on the Sanctuary principles for young people and staff.

Good Shepherd Services feels it is important to invest in its workforce to support and encourage self-care. Vicarious trauma will have an impact on how staff respond in crisis situations and therefore it is extremely important they have a toolkit of agreed principles.

Young people and staff concentrate on the four SELF components – Safety, Emotional intelligence, Loss and Future – acknowledging and recognising the impact of historical events as well as focusing on the future. They explore what safety (physical, emotional and psychological) means and the areas of safety and emotional wellbeing that need improving.

PUTTING THIS INTO PRACTICE IN THE UK: London

Safer for London

Laura Butterworth, 2014 Fellow

Since returning from her Fellowship in 2014, Laura has been integrating vicarious trauma training and self-care into management practices within her own workplace, Safer for London, which works closely with victims of gender-based violence.

All managers have received training on vicarious trauma, raising the topic in supervisions to ensure that it is discussed fortnightly rather than as part of a one-off session. It has also been embedded into team meetings, with a joint activity around vicarious trauma that is followed up with peer work between meetings, enabling staff to continue the work together.

Laura says, *'They've really enjoyed it – quite a lot of them have realised issues that they hadn't thought about before and in terms of their actual practice with young people. I was with a staff member the other day and she was talking about this young woman she finds really difficult to work with, but she said when we were doing vicarious trauma work and doing the activities she realised that that young woman really reminds her of another young woman that she worked with that she found hard and that actually she was transferring a lot of the stuff from a person she worked with 10 years ago. So there has been a whole new kind of activity base the staff are doing around this issue – really embedding it in the work and properly giving them the time to be able to think about these things.'*

6 Innovative and enterprising communities

Introduction

This research emphasises the vital role that community enterprise and innovative working practices play in sustaining and enriching community capacity for engagement, good health, empowerment and resilience. Innovation and enterprise are both the expression of, and the means of, sustaining community empowerment and demonstrating a community's confidence and capacity to take a more central role in solving local problems.

Fellowship research highlighted a number of enterprise models that offer individuals and communities greater independence and agency to develop innovative and sustainable solutions to old problems.

This research also highlights that the current climate of public service restructuring, third sector cuts and

welfare reforms, while presenting some well-documented challenges, also presents the opportunity (as well as the necessity) for new, innovative ways of working that can help to improve the efficacy of services and the efficient use of resources.

Co-ordinated, partnership working between different agencies and sectors is the key to tackling complex social problems. Approaches facilitated by new collaborative models with shared practices, shared language, tools and co-location of services could provide the answers to some of the most pernicious and entrenched problems faced by communities.



Building better communities
through global learning

6 Innovative and enterprising communities

Enterprise

6.1

Social and community enterprise

6.1.1 Sustainability of the community sector

6.1.2. Urban agriculture to drive community renewal, employment and cohesion

6.2

Youth enterprise and employability

6.2.1 Youth employment and employability

6.2.2 Youth enterprise and employment

Innovation (case studies)

6.3

School holiday hunger, improving life chances

6.4

Collective impact for complex social issues

6.5

Whole system approaches to tackling bullying



1

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A

B

Building better communities
through global learning

6.1 Social and community enterprise

WHAT ARE THE ISSUES?

A growing demand for services but diminishing resources

The funding environment for the community sector has become increasingly precarious. Ongoing government cuts to public services require third sector organisations to consider how to remain viable and sustainable while providing even more services, filling the gaps in public service provision with fewer resources.

A need for new funding streams and more effective service delivery models

These challenging times present the opportunity (as well as the need) to innovate. Disjointed working practices among different third sector and public sector agencies have led to competition over resources and duplication of services. Not only are new funding streams being sought, but also new models of delivery that encourage collaborative work and are better equipped to tackle the complex social issues that face communities in the UK.

Social entrepreneurship has increasingly been looked to as a model for sustainability and innovation in the third sector. The ability of enterprise activities to generate their own funding, independent of government or philanthropic support, means they can go beyond limited funding timeframes and resources to try out new solutions to old problems.

Supporting and valuing volunteers

The coalition government's Big Society agenda highlighted the importance of volunteering and civic participation, with communities playing a more central role in delivering solutions to local problems with less reliance on government support.¹³⁵ However, in order to make this feasible, more needs to be done to ensure that volunteers are properly valued and rewarded for their time, and supported to ensure that they are a source of sustained and core support for the community sector.

RESEARCH OVERVIEW

This research highlights some key learning on how sustainability and innovation can be built into the community sector. It looks at:

- the value of social enterprises and the role of multi-sector, collaborative working to deliver 'more with less', and how existing charity models can diversify income streams, making them more sustainable
- how using a system of timebanking can help to recruit, reward and retain volunteers and guard against volunteer burn-out
- how the growing urban agriculture and food production industry in the UK might be a focus for innovation in community development and regeneration, taking key lessons from the USA's advanced urban agriculture 'ecosystem'.

Fellowship cited in this section

Natalie Campbell, 2012

The role of social entrepreneurship in building stronger communities
(Brazil, Canada, USA)

Brian Dougherty, 2012

The social economy and sustaining the NGO sector in the USA
(USA)

Anna Peters, 2013

Research specific timebank programmes with a view to replicate
(USA)

Eric Levine, 2012

Urban farming: Growing food, communities and young people
(USA)

6.1.1 Sustainability of the community sector

‘Social entrepreneurship can get caught up in the social enterprise hype where they don’t end up helping anyone. First of all it is about trying to help the communities you live and work in and when you understand those communities, you can help others. If you do try and set something up for another community, go and immerse yourself in it – you need to understand the landscape.’

Natalie Campbell, 2012 Fellow

With the reduction of government spending on public services and increasing cuts to third sector funding, new ways of working must be found to ensure that the vital work of third sector organisations can be sustained. Charities are looking to create new avenues of funding and income generation.

In the last few years, social enterprises have grown in number and in scale. Social entrepreneurship is increasingly viewed as a way to deliver more sustainable and innovative solutions to complex social issues. Social enterprises, defined as businesses with a social mission, use a business model to generate profit, the majority of which is then reinvested into delivering the social mission.¹³⁶

Flawed and disjointed practices between government departments and third sector organisations that are working to avert the same issues (such as poverty, homelessness and unemployment) can be better aligned through collaborative work. This would enable

a more efficient use of resources as well as more joined-up thinking and working to ensure that long-term solutions to problems are found.

Volunteers are a core part of the third sector and are vital to the sustainability of many organisations. As such, care must be taken to ensure that they are well trained, resourced and rewarded to ensure sustained participation.

Key learning:

It is important for social enterprises to be rooted in the local community and to address local issues

Social enterprises play a vital role in filling gaps in public sector provision and offer a vehicle for social change.

Fellowship research emphasised the importance of rooting social entrepreneurship within the community and using this model first and foremost to address local needs. Social enterprises are successful when they build on local resources and have an in-depth understanding of the community in which they work. Building strong and reliable local practices builds a foundation from which social enterprises can scale up.

The Fellows’ research highlighted a tension in social enterprise practices in the USA that were delivering global missions but weren’t doing anything to tackle the high levels of social deprivation and inequality on their doorstep.

Key learning:

The adoption of agreed, shared underpinning principles can enhance collaboration and partnership approaches

Social issues such as poverty, homelessness, unemployment and worklessness are too complex for any one agency or sector to tackle alone.¹³⁷ The social and economic costs of these issues have implications for each sector of society and are therefore, arguably, the responsibility of the community at large, with all players having a role in delivering solutions.

Partnership working between public, private and charitable sectors has the potential to deliver better services to communities, to drive a sustainable community sector, and to influence and improve private sector working practices.¹³⁸

Better alignment of practice between organisations attempting to tackle the same problem, and with organisations that have the resources and expertise to help, could correct some of the existing flaws in third and public sector service delivery. Disjointed and intermittent funding can cause competitive practices among organisations that would be able to deliver better and more efficient services through collaboration. Duplication of effort and missed opportunities for organisations to build on best practice are also issues that a more joined-up, holistic approach would help to tackle.

Fellowship research highlighted a number of collaborative models that are delivering social innovation (see 6.4, collective impact). It also outlined a number of broad principles taken from international good practice that can enhance partnership working between public, private and third sector organisations:

- alignment of goals
- developing measureable outcomes
- sharing data and tracking outcomes
- developing a shared language for practice
- creating shared working practices – these can be further enhanced by co-locating services (see 4.3.4, multi-disciplinary centres) as well as by adopting collaborative models such as a collective impact approach (see 6.4, collective impact).

Key learning:

Realising the financial potential of intellectual property can generate income for third sector organisations

Fellowship research highlighted ways in which charities can diversify their funding streams and create new sources of income to ensure sustainability and build strong platforms for innovation.

One means of creating income is through the value of organisations' intellectual property. Third sector organisations are, by their nature, innovative. They exist to fill gaps in service provision and to deliver solutions to persistent, challenging problems. By becoming 'mixed entity models' (where an organisation is both a third sector and private sector organisation), charities can sell their tried and tested models of best practice, thereby receiving financial reward for the social value that they provide.

Research outlined three stages of generating income in this way:

1. Localised knowledge – models of good practice for dissemination and sharing.
2. A white paper – have the model published in journals etc.
3. Publish models – send as policy recommendations – a series of case studies.

Partnering with an academic institute can add credibility to work and practice. Academic institutes can work with organisations to develop a strong evidence base for their work. With the increasing importance of the availability of data, monitoring and evaluation frameworks can also be developed to become a source of intellectual property.

An additional advantage of this model is the importance it places on quality and evidence. If other organisations are going to pay for intellectual property, the financial value placed on it must translate into social value. This in turn drives organisations to deliver high-quality, researched ideas with testable and verifiable outcomes, leading towards the generation of best practice.

Key learning:

Timebanking can help to recruit, retain and reward volunteers, enriching the voluntary sector as well as making it more sustainable

A timebank is a form of service exchange that uses units of time as currency. Members earn a credit for each hour given to the network and can spend their credits accessing services from someone else.

Traditionally, volunteering is associated with giving one's time freely, with no expectation of reward. However, it is argued that social capital arises through the process of exchange and systems of reciprocity, which is a valuable resource in building resilient and empowered communities. Exchanging time and skills helps to build stronger relationships, more trust, better services and reduced dependency.¹³⁹

By offering something in exchange for time, timebanking can help to recruit volunteers as well as to retain them. This is crucial to building stability into the community sector. (See 3.2 for more information about timebanking.)

INTERNATIONAL GOOD PRACTICE: Ohio, USA**Haymaker Farmer's Market, part of the Kent Community Time Bank**

Anna Peters, 2013 Fellow, visited the Haymaker Farmer's Market, which is part of the Kent Community Time Bank in Ohio. She interviewed the market's manager, Kelly Ferry, who highlighted a number of timebanking's benefits.

'The 21-year-old Haymaker Farmer's Market in Kent, Ohio, runs on a tight budget that is supported almost entirely by vendor fees. Joining the Kent Community Time Bank allowed us to add two assistants at our information and token sales booth every week. One of those positions became a paid position for the Time Banker who did the job for time credits for the first year.'

'We worked with Time Bankers for a large portion of our mural project, as well. This committed base of service exchange workers saved the market budget many thousands of dollars. And, where they may have burnt out on the project as volunteers, a number of the Time Bankers continued to help with the painting as the project moved through its

four-month process. They earned time credits and the market did not have to hire more workers for cash, and the artist did not have to continue looking for new volunteers each week. In all more than 50 people helped paint the bridge over the four months, earning a total of 250 time credits, and many of them became market customers for the first time. Their names are listed on the mural right alongside the names of cash donors.'

'All of these things have enhanced our market twofold – by adding service that we would not have otherwise been able to afford to add, and by bringing more people into the circle of our local food community. The people who have participated through the Time Bank have all asked to return if the service is needed again because they enjoyed the day immersed in this culture of local so much.'

6.1.2 Urban agriculture to drive community renewal, employment and cohesion

City farming, urban agriculture and food production have seen something of a renaissance in the UK over the last few years. A growing consciousness of our food systems, what we eat, where our food comes from, and the level of its quality and freshness, has contributed to this renewed interest.

Fellowship research highlighted the richness of urban agriculture in the USA, described not as a movement, but an 'ecosystem', with its sophisticated, interlinked structures providing a myriad of benefits to the community. As well as supporting the production of high-quality produce, urban agriculture has a central role to play in driving urban renewal, providing employment opportunities, building community cohesion, increasing self-reliance and improving health and wellbeing.

Research highlighted five key categories of urban agriculture development in the USA, each with a different focus contributing to a holistic and co-ordinated sector.

1. **food security, quality and community development organisations** pursuing a primary social goal of improving health and/or community benefit
2. **urban homesteaders** (individuals or small groups) growing and/or raising a significant amount of their own food on their own property
3. **urban farming suppliers** providing the tools, seeds, advice, chickens, etc for urban farmers, often serving as mini-hubs for networking and activity
4. **urban agriculture hub institutions** serving in a lead role in a specific geographic area, usually involved in policy-level advocacy, urban farming practice and training/supporting others in their urban farming endeavours
5. **urban farming businesses** operating commercial enterprises aimed at producing both profit and social benefit.

Key learning:

Urban agriculture hub institutions can help to co-ordinate an urban agriculture 'ecosystem'

The use of urban agriculture hub institutions can help to improve the co-ordination and organisation of existing pockets of practice. They can be used to build links between individual movements at grassroots level and to advocate at policy level to influence the development of a supportive framework within which this work can flourish.

In cities in the USA with a thriving urban agriculture scene, there is often a single institution that is involved in almost every project. These 'hub institutions' play an essential role in each city in at least the following five areas:

- working with the government to secure access to public lands
- promoting local urban farming efforts, often including facilitating central farmers' markets
- providing accessible training, from beginner to expert level, on all aspects of urban farming
- acting as an advocate with the government on public policy areas that affect urban farming
- using community supported agriculture (CSA) relationships¹⁴⁰ (partnerships between farmers and consumers in which the responsibilities, risks and rewards of farming are shared) to connect urban farmers to customers.

While there are active CSAs in the UK, and information is available for people looking to join a CSA in many UK cities, the hub institutions in the USA take a more pro-active approach to identifying and cultivating community groups and matchmaking them with regional farmers, helping to join up practice. The work that they do at policy level ensures that the work is supported and sustainable.

INTERNATIONAL GOOD PRACTICE: New York, USA

Just Food – connecting specific farmers with specific communities

Just Food is a non-profit organisation with a mission to build a just and sustainable food system in New York City. It is involved in many areas of urban agriculture including supporting community garden groups, setting up community-supported agriculture (CSA) groups, helping community-run farmers' markets, assisting food pantry programmes and being a leading voice in policy matters related to food and nutrition.

How it works

In essence, Just Food provides a community-farmer matchmaking service. It helps community groups to organise, and then matches them with small local farmers in the region committed to the local food economy.

Community groups can be started from any source – for example neighbourhood groups, religious groups, housing associations, etc – as long as there are at least 50 members. Just Food provides training and support for those groups as they set up and establish their initial relationship with the farmer, as well as assistance on an as-needed basis.

Outcomes

The programme has been successful on all sides, with a waiting list of qualified local farmers wanting to participate, and the number of community group CSAs increasing from 12 to over 100 in the past six years.

6.2 Youth enterprise and employability

WHAT ARE THE ISSUES?

Youth unemployment is persistent and costly

Youth unemployment has been a persistent problem in the UK, growing since 2005 and reaching a peak in 2011 at 22.1%. Although it has since fallen, it still remains at above pre-recession levels.¹⁴¹

With a high level of social and economic cost associated with youth unemployment, including long-term reductions in wages, poorer health outcomes and higher crime rates,¹⁴² tackling youth unemployment has increasingly become the priority of UK policy makers and funders.

While the recession and ensuing austerity measures have created conditions of instability as well as underemployment, the high level of pre-recession youth unemployment indicates that there are ongoing structural reasons for unemployment that need to be addressed.

Young people face individual and structural barriers to employment

Employers have cited the mismatch of skills between young people and employer needs, as well as a lack of 'work-readiness', as reasons for problems in recruitment.¹⁴³ Young people not in education, employment or training (NEET) can face multiple individual and structural barriers to employment. These include the impact of welfare cuts and the narrow focus on educational achievement as a route to employment, as well as other challenges such as mental health issues, low confidence and lack of awareness of available support.

A co-ordinated, strategic approach is needed to remove these barriers

Improving youth employment requires a strategic approach involving the co-ordination of multiple sectors and players. Addressing the individual barriers that young people face in securing work and helping them to become work-ready must be matched with the creation of more employment opportunities, better aligned to skills. It is also important to build multiple pathways into work, ensuring a 'no wrong door' approach and helping to widen access to employment.

RESEARCH OVERVIEW

This research looks at both macro and micro level approaches to tackling youth unemployment. It investigates:

- how city-wide partnership working can increase employer engagement, helping to close the gaps between work supply and demand
- how the creation of multiple pathways to employment can help young people into work
- the policy and funding conditions that facilitate collaboration and encourage cross-sector working
- strategies to engage the most ‘hard-to-reach’ young people by looking at how employment opportunities can be more closely linked to skills and interests, as well as how opportunities are offered to young people to ensure take-up and sustained engagement
- how enterprise initiatives aimed at the most disengaged young people might lead to wider community benefits by linking enterprise opportunities to community regeneration and development.

This is not an exhaustive exploration of all areas relating to youth employment and enterprise but seeks to offer some ideas for innovation in a number of key areas. It acknowledges that achieving the best outcomes for all young people involves the earliest possible intervention with further work to be done in the areas of early ‘work familiarisation’ and better linking of school curricula to employment. The primary focus here is on ‘reintegration’ to work and the transition from education to employment.

Fellowship cited in this section

Naomi Clayton, 2014

Local partnership working to improve young people’s employment prospects (USA)

Jiselle Steele, 2014

Enterprise: A real catalyst for social mobility amongst disadvantaged young people (Brazil)

Paulette Williams, 2014

Cultivating young local community leaders through Global Youth Leadership programmes (USA, Singapore)

6.2.1 Youth employment and employability

City-wide partnerships between employment services and employers can help to break down some of the silo working practices that currently exist. This can lead to earlier interventions to help young people into training, a better alignment of skills with work-related opportunities and greater access to opportunities. It can also help businesses to fill skills gaps.

Partnership working can also help to build more pathways to work so that young people are not locked out of opportunities.

A supportive policy and funding structure can help to create the conditions for collaborative working across sectors, which will enable better direction and targeting of resources, more opportunities for young people and more effective recruitment processes for employers.

Key learning:

Building partnerships with employers is an effective way to create more employment opportunities for young people

Among practitioners who work with young people, there is an overriding emphasis on supply-side interventions to improve young people's skills and work readiness. However, many programmes still do not have adequate links with employers to ensure that there are opportunities ready and available for their participants, and that these are best aligned to required skills.

In the USA a growing number of organisations are working directly with employers to support young people into employment and a number of models of best working practice have emerged.

Examples from cities across the USA show how effective partnerships can be established initially with 'small asks' such as mentoring programmes, evolving into greater commitment from businesses.

Deepening partnership practices can aid earlier and more targeted interventions, with employers proactively working with organisation and schools, discussing their skills requirements, inputting into curricula, and being involved in training. A number of organisations in the USA provide support to employers, for example by giving line managers toolkits, and provide a catalogue of offers that employers can choose to be involved in.

These programmes are mutually beneficial for businesses and young people; young people are better equipped and better able to access opportunities and employers develop reliable sources of recruitment and have a more 'work-ready' pool of young employees.

Key learning:

Collaborating with partners to create multiple pathways to employment makes it easier for disadvantaged young people to find ways into work

The creation of multiple pathways to employment is crucial to ensure that all young people have access to opportunities and to balance out the overriding and narrow focus on academic achievement as a route to employment.¹⁴⁴

Young people, in particular those from disadvantaged backgrounds, lack the information and job networks that other young people use to establish employment.¹⁴⁵

A 'no wrong door' system that uses referral networks, as well as multiple access points, to engage young people will help to ensure that young people are not locked out of opportunities.

In the USA, as part of the effort to ensure wide engagement, a number of organisations have created online databases that collate information about training programmes and providers to help young people find opportunities.

INTERNATIONAL GOOD PRACTICE: USA

Year Up – collaborating with employers to create alternative routes into professional service sectors

Since 2000, Year Up has worked with over 10,000 young people in 15 cities across the USA, providing entry-level routes into professions such as finance and IT. These are jobs that have the potential to provide good wages and that do not necessarily require a degree (44% of technology jobs do not require a degree). Year Up targets students who face barriers to employment and higher education, such as those who have been in foster care, involved in the court system or in substance misuse.

How it works

Students complete six months of intensive training, supported by mentors and coaching, to improve their professional skills before going on to a sponsored internship with a company. Students earn an educational stipend during the training and internship and can earn college credits.

Beyond the immediate training, Year Up focuses on equipping its students with transferable skills and enabling them to navigate the job market and understand the directions in which it is changing, ensuring that they are made 'future-proofed.' Year Up identifies growing sectors using real-time labour market information provided by Burning Glass and has local advisory boards that advise on anticipated demand.

Funding

Year Up invests about \$25,000 in each of its students, which is substantially more than typical youth employment programmes. It has a unique revenue model in which corporate internship partners cover a significant portion of this cost.

Outcomes

The programme has achieved a number of positive outcomes for students and businesses:

- 100% placement of qualified Year Up students into internships
- 85% of graduates are employed or attending college full time within four months of completing the programme
- 90% of corporate partners would recommend the Year Up programme to a friend or colleague.

Initial results from a small-scale impact study conducted by Mobility show that, compared to a control group, Year Up students experience significant earnings gains after a year in the labour market.

Employer incentives

As well as enhancing employers' corporate social responsibility portfolios, Year Up offers a recruitment pipeline for organisations seeking to fill middle-skilled jobs that do not necessarily require a degree.

Key learning:

Funders and policy makers can create the conditions for effective partnerships

Ongoing government spending cuts in the UK have created an additional need for cross-sector working and the delivery of co-ordinated solutions to address unemployment. Remodeling the distribution of funding and delivery of services to young people can also help to address some of the existing weaknesses of silo working, competition and duplication that exist in the youth employment arena.

In the UK the complexity and scarcity of funding streams acts as a barrier to partnership working and encourages competition over collaboration. Fellowship research highlights several factors that are crucial in creating the conditions for effective collaboration:

- the creation of shared and clearly defined goals early in the partnership
- ensuring that goals are measurable, enabling partners to track their progress and to ensure that activity is underpinned by shared data and evidence
- the creation of taskforces to identify the need for change and forge consensus on priorities and strategic direction.

The government may not be able to invest in large-scale project funding, however, policy makers and funders can help to support collaborative working in a number of ways, inspired by practice in cities across the USA. Examples include:

- implementing community budgets to allow cities to join up young people's services
- committing to establishing long-term partnerships to improve outcomes for young people
- supporting evaluation of the most promising city initiatives to assess whether they should and can be replicated elsewhere
- improving cities' access to quality labour market intelligence by investing in research and real-time databases, and by bodies such as the Department for Work and Pensions and HM Revenue and Customs sharing more administrative data with local partners
- exploring ways to better align central government department programmes and delivery bodies with each other and with local partners.

The following example from the USA shows how the government is working to facilitate better collaborative working practices by actively tackling some of the barriers to collaboration.

INTERNATIONAL GOOD PRACTICE: USA

Performance Partnership Pilots – tackling policy barriers to effective collaboration

The Performance Partnership approach is viewed as a potential game-changer in the way services are delivered in the USA. Passed by Congress in 2014, Performance Partnership Pilots will test the idea that giving states and cities additional flexibility to pool funds and obtain waivers of certain programmatic requirements can help them overcome some of the significant hurdles they may face in improving outcomes for disconnected youth.

How it works

Up to 10 sites may enter into Performance Partnership agreements that enable state and community leaders to blend funds from programmes to meet the needs of disconnected youth, thus making more effective and efficient use of federal discretionary funding to improve outcomes for young people.

The Federal Departments of Education, Labor, and Health and Human Services, along with the Corporation for Community and National Service, will have the authority to provide waivers from any statutory, regulatory or administrative requirement for related policies necessary for the selected pilot sites to execute the agreed-upon plan. The aim is to ease the strain on communities trying to meet the needs of disconnected youth while advancing the goals of individual federal programmes.

In order to be successful, Performance Partnerships require leaders at all levels of government to work together to identify the root of policy barriers and to craft solutions that ultimately improve service delivery.¹⁴⁶

6.2.2 Youth enterprise and employment

The number of young people not in education, employment or training (NEETs) in the UK is above the Organisation for Economic Co-operation and Development average.¹⁴⁷ It is not a homogenous group; the reasons for unemployment and disengagement are varied and therefore require a range of responses:

- Those in the **'sustained'** (or disengaged) group face multiple barriers and require high-cost targeted support.
- Those in the **'undecided'** (or unsure) group need appropriate and timely information, advice and guidance, and resilience building to help develop a sense of determination, focus and direction.
- Those in the **'open to learning'** (or unable to find work) group have few barriers to engagement and may simply be waiting for a course to begin or to find employment. They are likely to engage in the short to medium term and require only low-level or no support.¹⁴⁸

Without a detailed understanding of the specific barriers that young people face, it is unlikely that the interventions designed to help them get into work or training will be successful.¹⁴⁹

'Sustained' disengagers require the highest level of support and tailored approaches to employment. For many, the level and complexity of needs they face (mental health, homelessness, lack of qualifications, lack of support) make it difficult for them to access and maintain engagement with the opportunities presented to them.

A combined, targeted approach that engages with the interests and skills of young people in order to align them with the most suitable opportunities, and that provides a package of support to help them to overcome ongoing barriers, will help young people to more meaningfully gain, and remain in, employment.

Added to this should be a focus on pre-engagement activities, ensuring that those most in need are supported in the initial stages of accessing these opportunities.

Key learning:

Enterprise activities can be an effective way to engage hard-to-reach young people and can be linked to wider community development

Alternative forms of support, that centre on the development of a positive trust relationship between a young person and an adult role model, have been found to be the most effective means of reintegrating sustained disengagers back into the workplace.¹⁵⁰

Fellowship research has highlighted the potential that enterprise could play in providing one form of 'alternative provision'. Young people who are out of employment or training and who lack qualifications and experience often have low confidence in their own abilities and feel they lack control over their own lives.¹⁵¹ Enterprise, with the level of autonomy, agency and creativity it offers, can be used to re-engage young people, focusing on their interests and skills while boosting their confidence.

Fellowship research emphasised that it is important for employment schemes to start reframing their current engagement approach from, 'you need to take this opportunity' to asking 'what is it that you want to do?'¹⁵² This would help to avoid their attempts being tokenistic and having only short-term gains.

Urban gentrification can have a negative impact on young people, who may feel displaced and disenfranchised by non-inclusive urban development. There is an opportunity here to link youth enterprise with the process of community regeneration. Encouraging young people to use enterprise to address a local need, using their skills and knowledge of an area, can enable them to become part of – and lead – change, resulting in better communities for all.

INTERNATIONAL GOOD PRACTICE: Pentecoste, Brazil

ADEL – training young people in the principles of enterprise and supporting them to become entrepreneurs

ADEL runs residential training courses that help groups of young people to learn more about the principles of enterprise. The training combines theory with practical application, with the added benefit of supporting the wider community.

How it works

The course looks at how the principles of enterprise could be applied to a business idea that is inspired by, or designed to tackle, a local challenge or address local needs. There is potential for young people with the strongest enterprise ideas to access funding to help them set up a business. The young people are supported to develop a business plan and to access local business mentors.

The trainers themselves come from the same communities as the young people they are working with and have a real understanding of the barriers and challenges they are likely to face in trying to set up their businesses.

Outcomes

Spending time with the trainers helped young people to set realistic goals and expectations around what their businesses could achieve.

The trainers recognised that one of the biggest issues for young people in rural communities was the feeling that they lacked control over their circumstances. The ADEL programme contributes to young peoples' sense of empowerment by enabling them to be proactive, try out a business idea based on their experiences in the community and work towards getting their business off the ground. It can also give them an increased sense of wellbeing and belief in what they can achieve for themselves and their communities.

Key learning:

To ensure take-up and keep young people engaged, it is important to consider not only the kinds of opportunities being offered to young people, but how they are being offered

Many of the schemes aimed at attracting the 'hardest-to-reach' NEETs are in fact targeting a slightly easier to reach group.¹⁵³ Stretched resources can lead organisations to invest in groups that are more likely to commit to employment schemes. Similarly, the government's 'payment by results' funding model, while it could be said to foster innovation due to its focus on outcomes over processes,¹⁵⁴ might also encourage the exclusion of sustained disengagers, with organisations directing their focus on young people who present less risk to funding.¹⁵⁵

To ensure that employment schemes are engaging with their intended groups, more attention must be paid to how these opportunities are offered to young people and what techniques can be used to ensure continued engagement.

Fellowship research highlights a number of key ways in which young people can be more effectively engaged.

- **Targeted outreach:** outreach activities are enhanced by the use of peer workers who have a detailed knowledge of the area of recruitment as well as experience of overcoming barriers. This increases credibility when engaging with young people and provides a greater understanding of how and whom to target
- **Peer mentoring/training:** the use of peer workers in the training and mentoring throughout a programme can help to maintain engagement with young people
- **Creation of role models:** increasing the visibility of young people from disadvantaged backgrounds as well as the enterprises and projects they have set up helps to normalise the idea of young people overcoming barriers and achieving professional success. It also helps to make visible the routes taken to inspire and instruct young people.

INTERNATIONAL GOOD PRACTICE: Rio de Janeiro, Brazil

The Agência – supporting young people to create cultural enterprises

The Agência focuses many of its activities on the recruitment and continued engagement of hard-to-reach young people from six favela (disadvantaged) communities. It acknowledges that the opportunities it offers alone might not be enough to attract young people who face multiple barriers to engagement.

How it works

The team proactively locates and recruits young people onto the programme using a model of detached youth work, which targets vulnerable young people in their own spaces such as streets, cafés and parks, at times that are appropriate to them and on their terms.¹⁵⁶ Throughout the programme the young people are trained by peers. They take part in a series of sessions that help them to develop an idea for a project or enterprise, and to implement the steps needed to set it up in their communities.

Using peers who have grown up in the same area and who have an understanding of the challenges that the young people might face enables meaningful and tailored support. As the peers have themselves navigated challenges and barriers to achieve success, the programme also helps to normalise the idea that young people from disadvantaged communities can become entrepreneurs in their own right.

Innovation

Innovative solutions to ‘old problems’: in-depth case studies

Complex social issues such as poverty, inequality and mental health have remained stubbornly high on the policy agenda for governments around the globe, proving pernicious and difficult to tackle.

Fellows have been looking to find ‘new solutions’ to these ‘old problems’ and to learn from innovative international approaches that might catalyse new ways of working in the UK.

This chapter presents three in-depth case studies that look at a number of such approaches. The case studies have been chosen for the scale of the issue they are looking to address, the scale and commitment needed to bring about long-lasting and effective change and the innovative nature of the solutions they propose.

The case studies feature the Fellowships of:

- Lindsay Graham, whose Fellowship focused on programmes that provide meals and activities for children during school holidays
- Carole Phillips, who researched an approach to tackling the problem of bullying in schools
- Mat Ilic, who investigated programmes that use an innovative collaborative model to improve young people’s life chances.

They include:

- insights into, and key learnings from, innovative international approaches
- examples of these approaches being translated into practice in the UK
- recommendations on how these innovative practices could be expanded and replicated further.

6.3 School holiday hunger, improving life chances

Fellow: Lindsay Graham, 2014 Fellow

Fellowship aim: To travel to the USA to understand the policy, logistics of delivery, differing models, challenges and future plans for delivering school holiday meal programmes.

Fellowship report: Innovative projects that address school holiday hunger, available at: <http://www.wcmt.org.uk/users/lindsaygraham2014>

WHAT ARE THE ISSUES?

In the UK, approximately 1.7 million young people access free school meals. This means that for the 38 weeks that make up the school year, children are guaranteed at least one nutritious meal a day. There are, however, a further 170 days of the year where young people are not at school and parents are put under increased financial pressure to provide nutritious food for their families. Research shows a 21% increase in food bank use during holiday time,¹⁵⁷ and that two thirds of parents from low-income families have to skip meals in order to feed their children out of term time.¹⁵⁸ These figures support the argument that there is a current need for school holiday food provision.

The government has turned its attention to tackling the root causes of poverty through its 'life chances' agenda, which has replaced many of the measurements of child poverty outlined in the 2010 Child Poverty Act. This longer-term, preventative approach to ending child poverty must not overlook the immediate and devastating impact that poverty currently has on the lives of families.

A comprehensive, national approach to tackling school holiday hunger could serve to alleviate some of the symptoms of poverty and might also offer solutions to some of the factors that exacerbate and sustain poverty.

The government has already demonstrated its understanding of the link between nutrition and educational attainment, as well as its commitment to term time health, through the introduction of universal infant free school meals in England and Scotland for under-sevens, extension of free school meals eligibility in Northern Ireland and continued support and funding for breakfast clubs in Wales. As the case studies below demonstrate, extending this commitment to nutrition throughout the year would help to ensure that children and young people are not let down by the gaps in provision out of term time.

'We need more research on the impact such programmes can have on attendance, achievement and attainment outside school to see what influence it can have in term time. From my knowledge of existing international and UK projects I firmly believe that this kind of programme has a realistic chance of closing the inequality gap.'

Lindsay Graham, 2014 Fellow

6.3 School holiday hunger, improving life chances

Key learning:

As well as filling a hunger/nutrition gap, food provision and enrichment programmes can offer a myriad of benefits to young people such as closing the education gap, helping to support families who are under financial strain and enhancing and strengthening relationships within the wider community

INTERNATIONAL GOOD PRACTICE: USA

Summer Food Service Program

A nationwide programme designed to serve healthy meals to children and teens in low-income areas throughout the holiday period has been in place in the USA for 25 years. The Summer Food Service Program (SFSP) is funded by the United States Department of Agriculture (USDA) and administered through state-led programmes. The SFSP reimburses providers who serve healthy meals to children and teens in low-income areas primarily during the summer months when school is not in session.

In 2014, the SFSP provided meals to more than 2.6 million children each day at 45,170 sites during the programme's peak month of July. SFSP served about 160 million meals and snacks at a cost to USDA of \$464.9m in 2014, primarily during summer vacation. In 2016 the USDA plans to deliver over 200 million meals to children and young people attending summer programmes across the USA.

How it works

- **State agencies** administer the programme and communicate with the USDA, recruit sponsors, publicise sites (the venues where children have meals), provide training and technical assistance to sponsors, monitor sponsors and sites, process claims and distribute reimbursements to sponsors.

- **Sponsors** run the programme and communicate with the state agency. Sponsors may be schools, local government agencies, camps, faith-based and other non-profit community organisations that have the ability to manage a food service programme. Sponsors also recruit sites and provide them with training and technical assistance, report meal counts and submit claims for reimbursement to the state agency, and conduct outreach to families in the community.
- **A site** is the venue where children receive their meals. These can be in a variety of settings including schools, libraries, church halls, leisure centres, fire stations, food banks, from buses/trucks, play parks, swimming pools and community centres. A site works directly with its sponsor. It feeds and supervises the children, provides activities and conducts outreach to draw children to sites.
- **Meals** can be provided from two days up to five days per week depending on the capacity and capability of the sponsor. Some programmes also offer weekend food packs for families in particular need. Meals can include breakfast, lunch or supper and a morning or afternoon snack. For most sites, a maximum of two meals can be reimbursed per day at an approximate cost of £2.

Benefits of the programmes

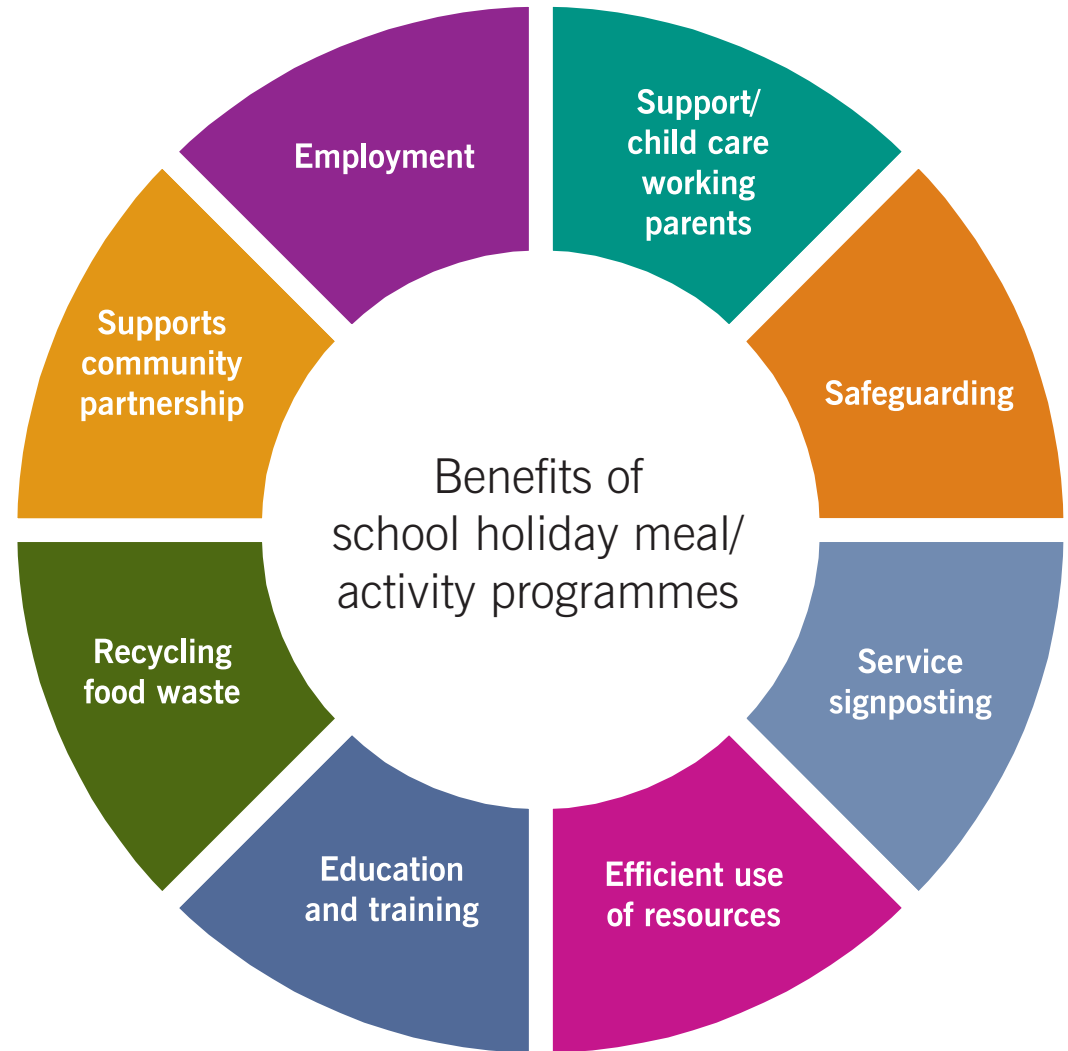
For young people:

- The health benefits of nutritious food.
- Opportunities for educational activities, including learning about healthy living and eating.
- Physical activities, ensuring kids are active and healthy and having fun in the holiday period.
- A greater level of safeguarding, with more awareness among members of the community about the wellbeing of young people in holiday time who are usually not monitored by teachers etc.

- Where English is not spoken at home in the holidays this can set children back when they return to school. Ongoing contact with peers and community groups can help close this gap.
- More opportunities to socialise. Research has shown that greater financial strain on parents in the holiday months limits opportunities to invite friends over to socialise.

For the community:

Beyond the positive benefits for young people there are a number of potential outcomes for families and the wider community. These include additional employment opportunities, building community cohesion by bringing together different members of the community, and many more as highlighted in the diagram opposite.



Key learning:

A clear policy direction and use of existing resources and partnerships contribute to successful programme delivery

Lindsay's Fellowship research identified the following factors as key elements for success:

- Programmes worked best where there was a clear policy on summer meals aligned to adequate funding at state and federal level for frontline delivery.
- Consistent use of existing resources such as public buildings, schools and community venues, school buses and delivery by appropriately trained staff were crucial to the effective running of successful programmes.
- Programmes that drew on and built upon existing community partnerships were able to achieve successful outcomes and higher levels of community engagement, particularly where a common vision was shared by all partners.
- In order to derive maximum benefits from the programme for the local community, some programmes provided additional employment within the community or enhanced their provision with enrichment and educational opportunities.

PUTTING THIS INTO PRACTICE IN THE UK: London

Task Group and conference

Lindsay was instrumental in putting together the Task Group on holiday hunger for the All-Party Parliamentary Group on School Food in December 2014. The Task Group's first national conference in June 2015 at Sheffield Hallam University saw the launch of their 10-point Filling the Holiday Gap guidance, which was devised as a guide for organisations setting up their own programmes of holiday meal provision.

The conference was also an opportunity to raise awareness of non-term time child hunger and to share international innovation on holiday food provision and activity programmes, as well as to debate and agree solutions to progress with policy makers and potential project funders.

Looking at existing UK practice

There is already a network of groups delivering local programmes to address local needs, some of which are using the Task Group's 10-point plan. Following the conference, in the summer of 2015, the Task Group members visited some of these existing projects across the UK to observe practice, to engage in research and to identify models of practice that could be replicated across the country. An example of projects in Sheffield is given below.

The findings demonstrated that one size does not fit all when it comes to the delivery of food and enrichment programmes. What is also apparent is that funding and a policy framework to support the organisations that are working on the front line are urgently needed.

Filling the Holiday Gap pilot – Sheffield

In summer 2015 three primary schools in Sheffield delivered a pilot programme of summertime activities and meals to over 60 children.

How it worked

The programme was jointly developed by the schools and Taylor Shaw, the local government-contracted school meals provider, in line with the Filling the Holiday Gap guidance. In each school the scheme ran for two days per week of the summer holidays. Funding for staff time and activities was via the pupil premium (additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers),¹⁵⁹ with the food and kitchen staff time being fully funded by Taylor Shaw. Children participated in sports, craft, photography, and cooking, as well as trips to local libraries and days out. Each day the children were provided with a hot meal or packed lunch, which they ate with their friends and school staff.

One mother said of her daughter's experience of the summer programme, *'Those two days a week were everything to her. She didn't miss a day; she enjoyed everything.'*

Impact

Sheffield Hallam University is currently evaluating the programme, looking at the impact it has had on children and their parents, as well as the operational issues relating to the scheme's delivery. Initial findings show that parents valued the structure and social support the programme provided for their children. School staff report children being ready and enthusiastic for return to school in September, having made new friends and built confidence trying new activities over the summer.¹⁶⁰

More good practice

Cardiff Food and Fun, another project using the 10-point plan approach, has won two national awards and has been nominated for a third. A video about the project is available on YouTube: www.youtube.com/watch?v=16ldNNnBXLO

Lindsay Graham's recommendations for the UK**National, UK-wide recommendations**

- The government should have a national policy to support holiday provision programmes that include meals and enrichment activities. It should embrace the opportunity to extend statutory education to non-term time and align this with community food provision, learning, sport and enrichment activities to help close the inequality gap experienced particularly by low-income and free school meal pupils.
- Funding should be provided for the development of resources and training for organisations to deliver and support new and existing holiday provision programmes.
- Resources should be made available for further research into the scale of child hunger in the UK and its effect on learning and attainment.
- Evaluation frameworks should be developed to measure projects' processes and impact, with learning shared and disseminated nationally and internationally.
- Support should be sought from the commercial sector to raise awareness of summer hunger and help with resources for local programmes. Supermarkets in particular are well placed to assist with produce and food expertise.

Regional recommendations

- Local authorities should increase their efforts in identifying families most in need of holiday time support, in addition to mapping local holiday provision and evaluating whether it really meets the needs of vulnerable families.

Local/organisational recommendations

- Where summer meal provision is already taking place, this should be broadened to include opportunities for training and skills development.
- Community projects currently delivering summer education programmes, child care and sports activities should be encouraged to become summer and holiday meals sites in partnership with existing school meal providers.

Resources and further reading

Graham, L (2014). Innovative projects that address school holiday hunger. Available at: <http://www.wcmt.org.uk/users/lindsaygraham2014>

Filling the Holiday Gap. Guiding points for organisations providing community holiday time meals for children. Available at: www.fillingtheholidaygap.org/

All-Party Parliamentary Group on School Food (2015). Filling the holiday gap: Update report 2015. Available at: www.fillingtheholidaygap.co.uk/APPG_Holiday_Hunger_Report_2015.pdf

6.4 Collective impact for complex social issues

Fellow: Mat Ilic, 2014 Fellow

Fellowship aim:

1. To provide operational insight for the development of West London Children's Zone – a new placed-based, collective impact initiative.
2. To catalyse the development of further Zone projects in London and the UK through the publication of findings, advocacy, and engagement of leaders in this approach in the UK.
3. To influence the way that UK policy makers develop children and young people's policy, by accessing leaders in local, regional and national government.

Fellowship report: Deep dive in the Promise Neighbourhood. Available at: <http://www.wcmt.org.uk/users/matilic2014>

WHAT ARE THE ISSUES?

In the UK, the gap between the richest and poorest is growing despite repeated attempts by successive governments to tackle inequality and break the cycle of intergenerational poverty. The new government funding environment and the restructuring of public services are throwing up fundamental questions about the role of the state in supporting those most in need.

Current models of service delivery in the third sector and across government departments are increasingly being exposed as inadequate to challenge the scale and complexity of contemporary social problems. Disjointed, silo practices, supported by ad hoc philanthropic funding in the third sector, result in duplication and competition rather than long-lasting and effective working practices.

6.4 Collective impact for complex social issues

Key learning:

The place-based, collective impact model offers an effective alternative to traditional partnership approaches that, with the right elements in place, can bring organisations together and empower communities to collectively tackle persistent social challenges

‘Collective impact is a new form of collaboration, an upgrade on everything we knew and thought possible across sectors. This is an inherently good thing.’

Mat Ilic, 2014 Fellow

What are place-based, collective impact approaches?

Place-based, collective impact approaches (integrated services planned and delivered in defined socio-geographic areas) are based on the belief that no single policy, government department, organisation or programme can effectively tackle the complex social problems faced by society. Instead, the approach calls for multiple organisations or entities from different sectors to develop a common agenda and vision, with shared measurement and alignment of effort.

Unlike traditional partnership/collaborative models, collective impact approaches use a centralised infrastructure known as a backbone organisation, with dedicated staff whose role is to help participating organisations move from silo, disjointed practices to the development of a collective approach.

This type of approach offers a co-ordinated, structured, aligned provision of services. It helps to combat the duplication and inefficient distribution of resources that restrict the scope of smaller, independent organisations to deliver long-lasting and wide-reaching change.¹⁶¹

Key elements of the approach

- A common agenda for change, including a shared understanding of the problem and a joint approach to solving it through agreed actions.
- A plan of action that outlines and co-ordinates mutually reinforcing activities (activities aligned towards a common agenda) for each participant.
- Consistent data collection and recording of results across all the participants to ensure shared measurement for alignment and accountability.
- Open and continuous communication across the many players to build trust, assure mutual objectives, and create common motivation.
- A backbone organisation(s) with staff and a specific set of skills to serve the entire initiative and co-ordinate participating organisations and agencies. The key commitments from a backbone organisation are: helping to develop a shared vision/strategy; identifying how to (tactfully) align services to indicators; standardising data systems; engaging staff and partners; and co-ordinating and attracting additional resources. In the case of some collective programmes, backbone functions are shared among the different partners.¹⁶²



INTERNATIONAL GOOD PRACTICE: USA

Harlem Children's Zone and Promise Neighbourhoods

Mat travelled to the USA to explore different place-based and collective impact programmes, including the Harlem Children's Zone and the Promise Neighbourhoods. His aim was to observe how these programmes are being used to tackle the root causes of inequality and to support greater life chances for young people from 'cradle to career'.

Harlem Children's Zone (HCZ)

Described as 'one of the most ambitious social-policy experiments of our time' by *The New York Times*, this project takes a unique, holistic, 'whole system' approach to supporting young people and strengthening the wider community. The Zone spans 97 blocks of Harlem (New York), serving 13,083 children and 13,812 adults. Its core focus is improving high school and college graduation rates for children in Harlem, supporting young people from 'cradle to college'. According to the HCZ, a high-quality school alone will not be able to break the cycle of intergenerational poverty; instead this will require serving an entire community comprehensively and at scale. In addition to the support through education, the HCZ also provides social services, support for troubled families, and health and community building programmes.

Promise Neighbourhoods

Promise Neighbourhoods is a United States Department of Education programme to improve educational outcomes for students in depressed urban and rural neighbourhoods. The Promise Neighbourhoods programme is based on the experience of initiatives such as the Harlem Children's Zone, which has successfully boosted students' academic outcomes. Under the initiative, non-profit organisations can bid for planning funds and, on producing a satisfactory plan, can draw down implementation grants. The emphasis of the programme is on community support, with quality schools at the centre, integrating programmes, breaking down silo working practices and developing the local infrastructure of systems and resources needed to sustain and scale up proven, effective solutions across the broader region.

PUTTING THIS INTO PRACTICE IN THE UK: London

West London Zone

Mat's Fellowship research has fed directly into the design and delivery of a new place-based, collective impact project, the West London Zone (WLZ). Inspired by the Harlem Children's Zone and Promise Neighbourhoods, WLZ is a partnership between organisations and individuals working together to support children and young people across three square miles of south Brent, north Hammersmith, north Kensington and north Westminster to ensure that a full range of issues and needs are addressed, from learning to wellbeing.

It is a whole community approach involving schools, public services, charities, neighbourhood groups and private funders, breaking down isolated practices and ensuring that there is one complete team working to support young people.

Since its inception in 2015, WLZ has been supporting 120 children and young people. It plans to support over 13,000 children and young people across the zone over the next 10 years.

Core activities

WLZ does three key things:

1. identifies the right children and young people to work with
2. supports them to get the help they need
3. monitors their progress and its own work.

Funding

During the design and initial delivery stages, the WLZ has been funded by private philanthropy with additional support from the Big Lottery Fund. From September 2016 it is preparing a unique finance model called a Collective Impact Bond. This is combined funding from local authorities, schools and private philanthropists, added to by central government, paying partly up-front and partly based on outcomes.

Recommendations/next steps

Below are Mat's recommendations on what policy leaders in UK central or local government can do to enable collective impact to emerge as a realistic solution to the challenges of austerity, and find more effective solutions to complex social issues.

- **Encourage:** Leaders can create a sense of urgency for change and facilitate it through creating action plans, task forces and networks to prioritise collective impact as a solution.
- **Enable:** Through tactical planning or 'backbone' grants to help set up collective initiatives or by giving access to data for shared measurement, or buildings for co-location.
- **Endow:** Provide funding in a way that will enable inflows of capital from non-government sources. Social investment has the potential to do this but needs further innovation.

6.5 Whole system approaches to tackling bullying

Fellow: Carole Phillips, 2014 Fellow

Fellowship aim: To visit schools and correctional facilities that had implemented the Olweus Bullying Prevention Programme and to witness at first hand the programme's merits and how it could be transferred and implemented in schools in the UK.

Fellowship report: The Olweus Bullying Prevention Programme: A whole system change approach to combat bullying. Available at: <http://www.wcmt.org.uk/users/carolephillips2014>

WHAT ARE THE ISSUES?

Nearly half of all young people in the UK experience bullying before the age of 18.¹⁶³ The emotional, social and financial costs of bullying are high and have a range of short-term and longer-term consequences. Being bullied at school is associated with higher risks of self-harm and suicide and the development of psychiatric problems including depression, anxiety and psychotic experiences. These issues can have long-term implications for health, social relationships, job prospects and earnings.¹⁶⁴

Despite the costs of bullying being known and documented, and despite the ubiquitous nature of bullying, the UK lacks a co-ordinated national prevention strategy. There is a legal requirement for schools in the UK to have an anti-bullying strategy in place, but the implementation and delivery of this is left to the school and the evaluation of these programmes is discretionary.

Any good work that is done by one school is undermined by differences of approach between schools, particularly from primary to secondary school where the lack of consistency might upset the faith in these programmes' effectiveness. And without formal evaluation practices, schools are unable to gauge the effectiveness of their chosen programme and make improvements.

However, there are many different anti-bullying intervention programmes available in the UK that schools can adopt. This Fellowship focuses on one such programme.

6.5 Whole system approaches to tackling bullying

Key learning:

The Olweus Bullying Prevention Programme, an evidence-based, ‘whole system’ approach, can improve the wellbeing of young people and help to avert wider costs associated with the long-term effects of bullying

About the Olweus Bullying Prevention Programme

Background

The Olweus Bullying Prevention Programme (OBPP) is one of the world’s most well-known and well-researched anti-bullying strategies. It was developed in Norway in 1993 by Dr Dan Olweus in response to Norway’s growing awareness of the impact of bullying on the health and wellbeing of young people.

The approach built on a wealth of Olweus’ research dating back to the 1970s and his systemic intervention studies conducted in the 1980s, which had already yielded impressive results.

The OBPP was implemented in 42 schools and involved 2,500 students. The first two years of evaluation showed a 50% or more reduction in incidents of bullying being reported, as well as a reduction in antisocial behaviour (fighting, truancy and vandalism). Alongside this there was an improvement in the school climate, resulting in a more positive approach to school work and improved peer-to-peer relationships.

The success of this initial programme led to its implementation in a further five large-scale projects in Norway, where statistics continued to show a marked improvement in schools that implemented the OBPP.

Aims

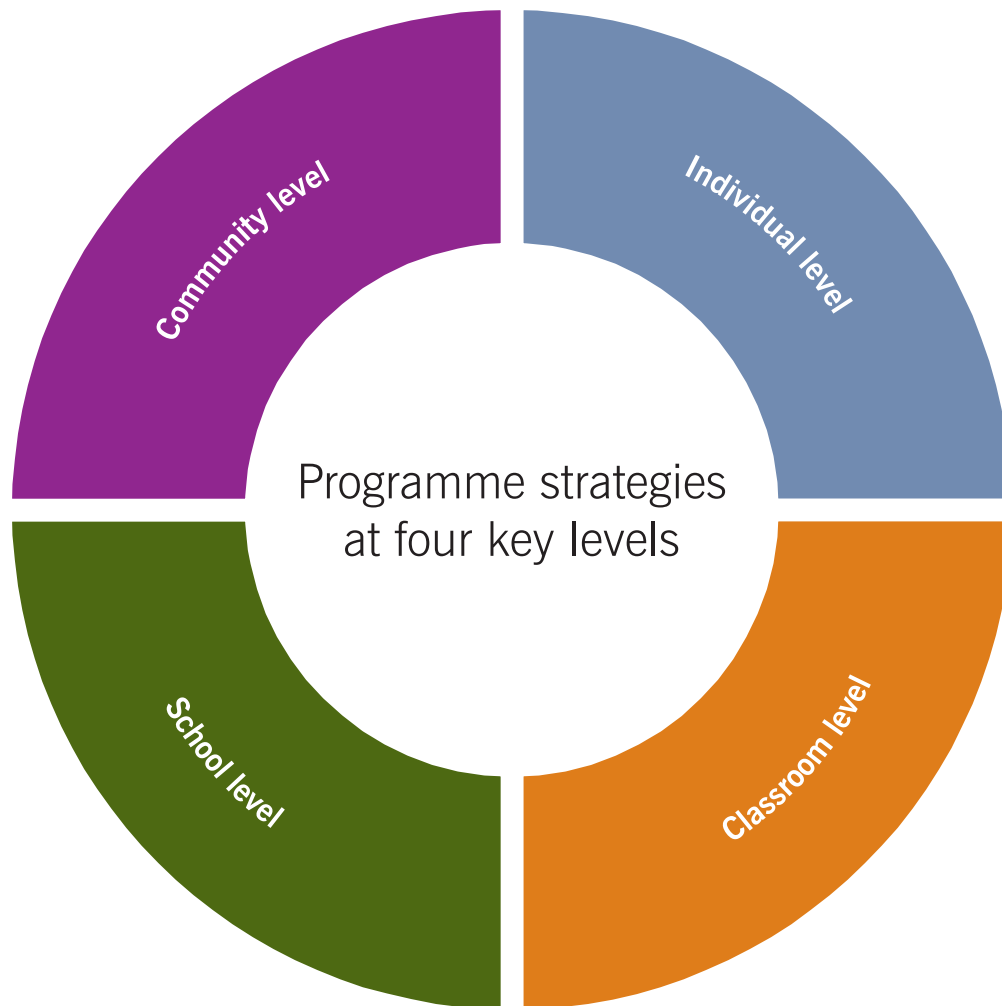
The OBPP aims to prevent bullying problems from arising and to achieve better peer and adult-student relationships to help nurture a positive environment and culture within a school.

How it works

The OBPP is a whole system approach to bullying. It operates at four different levels involving the entire school population; students, teachers, cleaners, kitchen staff and school bus drivers, alongside the community, parents and families, in developing and sustaining anti-bullying strategies.

These anti-bullying strategies are most effective when they are continuous across primary and secondary schools so that young people have a shared language to understand bullying, shared tools to tackle bullying behaviour and the same culture of expectation around behaviour.

Implementation of the OBPP approach



INTERNATIONAL GOOD PRACTICE: Pennsylvania, USA

Highmark Foundation's implementation of OBPP

The success of the OBPP in Norway led to its adaption and implementation across different states in the USA. The Highmark Foundation in Pennsylvania was responsible for the single largest implementation of the OBPP model in the USA. In 2006 it invested \$100m in a five-year 'Healthy High Five' initiative focusing on five child wellbeing issues: physical activity, nutrition, self-esteem, grieving and bullying. The OBPP was adopted as the bullying prevention programme in Pennsylvania schools.

Between 2000 and 2004, 18 out of the 52 schools in Cambria County participated in the state's first implementation and evaluation of the OBPP. As a result of the five-year initiative, by 2012, 210,000 children, 400 schools and 17,000 teachers were involved state wide.

Cost effectiveness

The Highmark Foundation undertook a cost evaluation of the initiative focusing on savings against the costs of implementation made in three key areas:

- **Healthcare related to bullying.** Over a two-year period **\$13,747,365** is estimated to be saved in healthcare costs, even when weighed against costs of implementation.
- **Early school leaving, alternative placements, transfers and cyber school enrollment related to bullying.** The costs of implementing OBPP in schools can be totally offset if only two students are prevented from leaving school because of bullying over a three-year period, translating to a total cost benefit of **\$13,119,608** to all schools across the 49 counties.
- **Impact on society, such as school dropout rates, drain on criminal justice system, and adverse effects on employment potential throughout the life of students who bullied or were bullied.** The societal costs accrue and compound over the lifetime of students who bully or are bullied in high school compared to students who are not bullied. If high school bullying is prevented, cost benefits to society total **\$1,412,995** per individual over a lifetime.¹⁶⁵

Challenges to whole system OBPP implementation

- **Time needed:** Lack of time can be a barrier for professionals who are already overloaded with work.
- **Buy-in:** As a whole system change approach, the OBPP can only succeed if all staff buy into it.
- **Cost to implement:** The cost of the OBPP and its sustainability over a period of time have to be considered.
- **Fidelity to the programme:** Any deviation from the core values will skew the outcomes and make it difficult to get a true picture of what is going on at ground level.

PUTTING THIS INTO PRACTICE IN THE UK: Wales

Anti-bullying initiatives at Crickhowell High School

Inspired by many of the practices she witnessed on her Fellowship across the USA, Carole Phillips has embedded some new practices within Crickhowell High School, Wales, where she is based.

She has helped to develop an anti-bullying programme within her school that includes the following two key strategies.

Student Voice Platform

A new 'Student Voice Platform' allows all students to voice any concerns they may have, in particular those they may not have the courage to address face to face with peers or school staff.

Students are issued with credit card-sized cards that can be discreetly kept in a wallet. These have a dedicated email address to which students can send a message. The account is only accessed by senior management and students' emails are answered within two school days.

Students can also use a report incident form to indirectly raise any concerns. The report forms are located around the school and can be put into in a post box that is placed unobtrusively in the school.

Collapsed timetable days

A number of days in the school year are designed and dedicated to exploring different themes related to bullying. This brings to the fore the importance of bullying awareness and bullying prevention strategies across the whole school.

- Classes across key stage 3 and 4 come together to explore different themes around bullying, such as 'Bullying Circles' and cyber bullying.
- These are framed within the Equality Act and the legal responses to bullying, particularly cyber bullying.
- The themes are explored interactively with teachers and young people.
- Teachers and young people take turns to act out scenarios, playing the roles of bully, bystander and passive onlooker, etc.
- These are performed in front of peers and result in a discussion about how different actions could have prevented bullying happening in the first place.
- This ensures that there are strategies in place for adequate responses to bullying and also puts the focus on prevention, with young people more informed about how and why bullying occurs, how they can intervene and how it can be prevented in the first place.

Evaluation

The programme will be evaluated by the students using questionnaires to measure whether the initiatives have made a difference. The programme will be adapted accordingly.

Carole Phillip's recommendations for the UK

National, UK-wide recommendations

- A review of the mental health of all young people affected by bullying in schools.
- An evaluation to be carried out by the government to ascertain which anti-bullying programmes are being run in each school, as continuity is key to developing a strong culture of intolerance of bullying and consistent prevention strategies.

Regional recommendations

- Implementation of a whole system anti-bullying approach in all schools in each local authority.

7 Conclusions

This report draws together the key findings of Fellowship research over the three-year partnership between the Winston Churchill Memorial Trust and The Rank Foundation. Some clear and consistent themes have emerged from the diverse range of Fellowships that were funded; these have helped to produce a multi-dimensional framework for building strong communities.

The research is set in a context of third sector funding cuts, local authority budget cuts, public service restructuring and rolling back of state welfare provision. While this environment has led to some well-documented challenges and uncertainties for communities in the UK, it also provides the opportunity to 'do things differently'. This report offers some findings and examples of international practice that might inspire innovation and new ways of working back in the UK.

Overall the Fellows' research has highlighted that improving communities cannot and should not be the sole responsibility of the community and the third sector. Strong communities are an outcome of collaborative, co-ordinated practices across many different sectors, facilitated by a supportive and enabling state.

As well as offering ways in which specific services and practices could be improved, this multi-sector, multi-faceted approach looks at how the wider cultural and political environment could better support communities to become successful and sustainable.

By connecting the diverse individual Fellowship findings to the wider question of what makes a community strong, this report has identified four key themes that represent the building blocks of community building and three main approaches to building strong communities. These contribute to a multi-dimensional view of what makes communities strong.



Building better communities
through global learning

Theme 1: Engagement and cohesion

Community engagement and cohesion – the relationships between people in the community and their connections with the space in which they live – form the cornerstone of community life. It is the strength of these relationships, the vibrancy of the networks and the willingness to participate that underlie a community's capacity for resilience and empowerment, and contribute to better health and safer spaces. Investment into building community engagement is vital to lay the first building block of a community that has the foundations for long-term strength and resilience.

Key messages:

- **Investing in relationships and community cohesion is a long-term, sustainable strategy for building stronger communities.** The use of local budgets to invest in accessible spaces and the creation of opportunities for engagement to foster better relationships is vital to lay the foundations for a strong community. This investment is repaid through a community's capacity for self-reliance and resilience, which reduces the need for state intervention.
- **Enhancing volunteering through timebanking systems to build reciprocity is a strategy for the development of a more sustainable 'culture of volunteering'.** The timebanking system values time, meaning that each and every person is viewed as an asset. Individuals are rewarded for the time they give; this helps to retain volunteers and encourages a more sustained participation in voluntary activities.
- **Developing engagement activities for greater community involvement and participation in local decision making** is beneficial to both the community and local authorities. The community has a greater say in what its spaces, places and services look like, and local authorities can use the community's knowledge to plan the use of limited resources for the greatest community benefit.

Theme 2: Health and safety

Community health and safety was highlighted in the Fellowship research as being fundamental to the development of individual and community capacity. Poor health and wellbeing limit people's ability to participate in community life, weakening the overall strength of the community as a collective agent of change. The health of a community is improved through improvements to specific health services and through the implementation of wider strategies to tackle attitudes and beliefs that can lead to poor health and unhealthy relationships.

Key messages:

- **Taking a 'whole person' approach to health is vital to the development of a long-term strategy for improving community health.** This should be reflected in a closer integration between the many services that contribute to an individual's overall health and wellbeing, such as health, social, housing, education and criminal justice systems.
- **The development of preventative, community-tailored approaches to health and wellbeing help to make more efficient use of resources.** Efforts to tackle any complex social issue, such as homelessness, mental health or gender-based violence, should focus not only on improving immediate services, but on understanding and addressing the issue's root causes to develop long-term, preventative solutions. Alongside this, the attitudes and underlying assumptions that lead to poor health and poor relationships should be tackled.
- **Promoting good health at the earliest opportunity is key to unravelling the intersection of complex issues faced by young people,** which, if unresolved, may have a detrimental effect on their future health, employment, wellbeing and safety, resulting in social and economic costs further down the line.

Theme 3: Empowerment and resilience

Community empowerment – where people have the resources and opportunities to be active agents of change in their everyday life, and to take a more central role in shaping the services they use and the spaces in which they live – is a central facet of a strong community. It lays the foundation for sustainability and resilience, with communities possessing the capacity, infrastructure and tools to withstand and recover from adverse conditions, with less reliance on state intervention.

Fellowship research emphasises that community empowerment is not merely the outcome of the opportunities and freedoms presented through policy, but is a process that involves translating existing resources and assets into mechanisms for meaningful and lasting agency. The capacity for empowerment is built on the relationships, networks and connections that form the foundation of community life.

Key messages:

- **Intermediary organisations are required to translate empowerment opportunities, such as those presented through the Localism Act's community rights, into the hands of the community.** Policy opportunities alone are not sufficient for building community empowerment. Community groups, particularly those facing entrenched social issues, should be supported by local organisations that can help them to access their rights on a more level playing field.
- **Community-driven ownership, leadership and organising initiatives are a vital means of ensuring that empowerment is led from and sustained at grassroots level.** This can help to shape and inform policy from the bottom up, which in turn can more effectively support community life.
- **Strategies that cultivate mental wellbeing are important for everyday, individual resilience.** These strategies include reframing mental health as mental wellbeing – something that can be actively cultivated. Re-aligning the relationship between service users and service providers through co-production and co-design can help to reposition users as active, empowered agents who are experts in their own needs, rather than passive recipients of services.
- **Everyday engagement, community connections and relationships underlie a community's capacity for resilience.**

Theme 4: Enterprise and innovation

Fellowship research highlighted the importance of embedding sustainable and innovative practices into the community sector to ensure long-term community empowerment and resilience. Community enterprise models offer financial independence and the independence to develop innovative ways of working, enabling greater autonomy and sustainability for communities.

Community innovation and enterprise emerge as an expression of a community's confidence and ability to find new ways of working. This confidence and capacity is derived from the strength of a community's engagement, participation and feelings of empowerment which form the infrastructure of a strong community.

Key messages:

- **Enterprise is a valuable tool for community sustainability and independence.** Community groups and organisations are increasingly being looked upon to identify and deliver solutions to local problems at a time of budget and funding cuts in the community sector. Social enterprise models offer a means of working in an innovative, independent and sustainable way.
- **Collaborative, partnership models are key to finding more efficient ways of working,** helping to address the current issues of duplication, competition and silo working practices that hamper the development of sufficiently comprehensive solutions to entrenched problems.
- **Whole system approaches to solving complex social problems offer a means of 'doing things differently'** and are only possible where communities are willing and able to collaborate with a variety of partners from different sectors – voluntary, statutory and private – at all levels. This requires confidence from, and in, the community as equal partners in change.

Approach 1: Community-centred

Putting the community at the heart of change is an empowering approach to building strong communities, and responds to the individuality and specificity of each community, building on existing community assets; 'one size does not fit all'.

- Meaningful community development must start within the community at grassroots level.
- Communities should be facilitated by voluntary and statutory organisations to lead change to meet local needs and act as change-makers, rather than being passive recipients of services.
- An asset-based approach should be taken that views communities not in terms of what they lack, but rather what existing assets (including local leadership, networks, knowledge, buildings, resources) can be used and harnessed as a foundation upon which to build.
- There should be an emphasis on understanding the specificity of each community – its resources and its particular needs – so that services or approaches can be adjusted in an appropriate way. Standardised 'one size fits all' programme approaches, in their attempts to provide equitable services, do not necessarily produce equal outcomes and can serve to reproduce communities' existing structural inequalities.

Approach 2: Preventative

Preventative approaches to tackling the issues that undermine community strength, that look to tackle the causes and not just the symptoms, facilitate longer-term, more cost-effective strategies.

- Efforts to tackle any complex social issue, such as homelessness, poor mental health or gender-based violence, should focus not only on improving immediate services but on understanding and addressing the issue's root causes so that long-term solutions can be developed.
- Preventative approaches are supported by collaborative, joined-up working (as described below). Better communication and working practices can help to tackle the factors that cause and exacerbate social problems as well as their symptoms.
- Early intervention, supporting children so that they have the best start in life, is vital to prevent long-term and harder to treat issues such as mental health issues, homelessness, unemployment and involvement in the criminal justice system, which are all linked to early development.

Approach 3: Collaborative

Collaborative, partnership approaches to tackling complex social problems are not only necessary in the face of reduced funding and services, but can aid more effective, efficient practices that are more tailored to the needs of the community and able to deliver a holistic and sustainable approach to change. The key here is collaboration, not competition.

- Voluntary, statutory and private sectors should work collaboratively to tackle complex social problems by pooling knowledge, expertise and experience. Collaborative practices are enhanced by co-location of services and clear strategies for partnership working, including shared vision, language, processes and evaluation.
- This joined-up approach can help to prevent further issues rather than merely reacting to problems as they arise. Putting the individual at the centre of a range of holistic services can help to address the root causes as well as the symptoms of problems.
- Better information sharing and collaboration between sectors will enable the most efficient use of resources and ensure that people receive the services they need for sustained and long-lasting support.

Concluding message

A clear message that ran through the research was that building strong communities is not just the responsibility of the community, but is a co-ordinated endeavour between citizens and the state.

The move to devolve more power from state to citizen through the Localism Act will result in no more than a devolution of responsibility unless it is matched by the ability and capacity of communities to exercise these new freedoms and powers. By the same token, the success of communities in taking on and developing their own responsibilities will depend on the willingness of the state to work in genuine partnership with citizens, looking to them as assets and resources and supporting them to become agents of change.

A strong partnership between state and community offers the potential for real innovation and sustainable change, building better, stronger communities.

The following is a list of the 47 participating Fellows who contributed to this report with a link to their online profile on the WCMT website, which includes the option to download their full report where available. All of the Fellows' findings contributed to the development of the overall themes and approaches described in this report. The key learnings and case studies were chosen from a selection of the Fellows' reports, interviews and surveys.

Lisa Archibald

Challenging prejudice and discrimination directed towards people with mental health challenges in communities in New Zealand, 2013
<http://www.wcmt.org.uk/users/lisaarchibald2013>

Zrinka Bralo

Community organising of immigrant communities for common good: Disorganising the old and organising the new in the USA, 2014
<http://www.wcmt.org.uk/users/zrinkabralo2014>

Andy Briers

Safer schools – safer communities in the USA, 2013
<http://www.wcmt.org.uk/users/andybriers2013>

Laura Butterworth

Supporting women and girls affected by sexual violence and exploitation in the USA, 2014
<http://www.wcmt.org.uk/users/laurabutterworth2014>

Natalie Campbell

The role of social entrepreneurship in building stronger communities in Brazil, Canada and the USA, 2012
<http://www.wcmt.org.uk/users/nataliecampbell2012>

Nadia Clarke

Augmentative alternative communication and leadership research in the USA, 2012
<http://www.wcmt.org.uk/users/nadiaclarke2012>

Naomi Clayton

Youth opportunity: Lessons from US cities on improving young people's employment prospects in the USA, 2014
<http://www.wcmt.org.uk/users/naomiclayton2014>

Michelle Cunningham

A study of behaviour management to support looked after children in the USA, 2014
<http://www.wcmt.org.uk/users/michellecunningham2014>

Dilys Davy

Improving the journey through the criminal justice system and ongoing support for victims of rape and sexual violence in New Zealand, 2014
<http://www.wcmt.org.uk/users/dilysdavy2014>

Brian Dougherty

The social economy and sustaining the not for profit sector in the USA, 2012
<http://www.wcmt.org.uk/users/briandougherty2012>

Matt Edmonds

Integrating people with disabilities into communities via cultural interactions in Canada and the USA, 2012
<http://www.wcmt.org.uk/users/mattedmonds2012>

Geneva Ellis

International children's homes models: What is transferable to the UK? in Germany, Norway and Sweden, 2012
<http://www.wcmt.org.uk/users/genevaellis2012>

Maggie Else

Boccia – classification, competition and club development in Brazil, Norway and Portugal, 2013
<http://www.wcmt.org.uk/users/maggieelse2013>

Louise Elstow

Resilient urban communities – beyond Z-cards and grab bags in Canada and the USA, 2013
<http://www.wcmt.org.uk/users/louiseelstow2013>

Anne Embury

Developing psychoeducation bereavement by suicide groups in Australia and New Zealand, 2014
<http://www.wcmt.org.uk/users/anneembury2014>

Rosemary Fairhurst

New and old monasticism: Developing models for sustainable communities in the USA, 2014

<http://www.wcmt.org.uk/users/rosemaryfairhurst2014>

Yvonne Field

How might we create sustainable African diaspora communities through intergenerational leadership, social action and community enterprise development? in New Zealand and the USA, 2012

<http://www.wcmt.org.uk/users/yvonnefield2012>

Matt Forde

Communities that raise children well: The elements of success in Denmark, Finland, the Netherlands, Norway, Sweden and the USA, 2014

<http://www.wcmt.org.uk/users/mattforde2014>

Barbara Glasson

Weaving Bradford differently in India, Indonesia and Nepal, 2012

<http://www.wcmt.org.uk/users/barbaraglasson2012>

Lindsay Graham

170 days. Innovative community projects that address school holiday child hunger in the USA, 2014

<http://www.wcmt.org.uk/users/lindsaygraham2014>

Maria Harrison

Art as a catalyst for community regeneration in the USA, 2012

<http://www.wcmt.org.uk/users/mariaharrison2012>

Stephen Hill

Reconnecting the citizen and state through community land trusts and land reform in Canada and the USA, 2014

<http://www.wcmt.org.uk/users/stephenhill2014>

Mat Ilic

Deep dive in the 'Promise Neighbourhoods' in the USA, 2014

<http://www.wcmt.org.uk/users/matilic2014>

Ian Irvine

Homelessness Housing First services in Canada and the USA, 2013

<http://www.wcmt.org.uk/users/ianirvine2013>

Jane Latham

Big vision: Creating opportunities for the UK visually impaired community in the USA, 2012

<http://www.wcmt.org.uk/users/janelatham2012>

Eric Levine

Food in the concrete jungle: Exploring the American ecosystem of urban agriculture in the USA, 2012

<http://www.wcmt.org.uk/users/ericlevine2012>

Rita Long

Imaginative ways to involve people with bipolar disorder in services and research in Canada and the USA, 2014

<http://www.wcmt.org.uk/users/ritalong2014>

Luke Loveridge

Empowering communities and encouraging civic participation through innovative digital applications in the USA, 2013

<http://www.wcmt.org.uk/users/lukeloveridge2013>

Harinder Singh Mann

Interfaith community projects, lessons to be learnt for the UK in the USA, 2012

<http://www.wcmt.org.uk/users/harinder-singhmann2012>

Jude McCann

Combating stress and suicide in rural communities in Australia, Canada and New Zealand, 2013

<http://www.wcmt.org.uk/users/judemccann2013>

Jan McClory

Old and healthy? Can Scottish communities ever become Blue Zones? in the USA, 2012

<http://www.wcmt.org.uk/users/janmcclory2012>

Susan McDonald

Steamin' Scotland – a parents' prerogative in Canada and the USA, 2013
<http://www.wcmt.org.uk/users/susanmcdonald2013>

Gavin McKinnon

Getting the best for communities from Volunteer Police Officers in Canada and the USA, 2014
<http://www.wcmt.org.uk/users/gavinmckinnon2014>

Sandra Moore

Housing First: Rapid housing initiatives in Australia and the USA, 2012
<http://www.wcmt.org.uk/users/sandramoore2012>

Sarah Penny

Can creative writing and dramatherapy be used as tools to empower mothers to refuse female genital cutting (FGC) for their daughters? in Kenya, 2013
<http://www.wcmt.org.uk/users/sarahpenny2013>

Anna Peters

Implementation of TimeBanking principles in a UK social enterprise in the USA, 2013
<http://www.wcmt.org.uk/users/annapeters2013>

Carole Phillips

The Olweus Bullying Prevention Program: A whole system change approach to combat bullying in the USA, 2014
<http://www.wcmt.org.uk/users/carolephillips2014>

Lucy Potter

Enabling parental involvement within urban communities of social deprivation in Brazil and the USA, 2013
<http://www.wcmt.org.uk/users/lucypotter2013>

Andy Reynolds

Community planning and response to flood events in Canada and the USA, 2013
<http://www.wcmt.org.uk/users/andyreynolds2013>

Malcolm Richards

Helping Britain's young, socially excluded to achieve through global alternative or supplementary education in Denmark, Guyana and the USA, 2014
<http://www.wcmt.org.uk/users/malcolmrichards2014>

Angus Robertson

Making rural retail work in the USA, 2013
<http://www.wcmt.org.uk/users/angusrobertson2013>

Graham Russell

Community solutions for providing homes and supporting people in Australia, 2012
<http://www.wcmt.org.uk/users/grahamrussell2012>

Biljana Savic

Community engagement in urban planning and development in Australia, Cuba and New Zealand, 2014
<http://www.wcmt.org.uk/users/biljanasavic2014>

Jiselle Steele

Enterprise: A real catalyst for social mobility amongst disadvantaged young people? in Brazil, 2014
<http://www.wcmt.org.uk/users/jisellesteele2014>

Hugh Torrance

Meeting the needs of LGBT young people in the USA, 2013
<http://www.wcmt.org.uk/users/hughtorrance2013>

Paulette Williams

Cultivating young local community leaders through Global Youth Leadership programmes in Singapore and the USA, 2014
<http://www.wcmt.org.uk/users/paulettewilliams2014>

Kai Wooder

Relationship and sex education matters in Canada and the USA, 2012
<http://www.wcmt.org.uk/users/kaiwooder2012>

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