



Review of Youth Work with Black and Minority Ethnic Young People in Newcastle upon Tyne

January - July 2003

Commissioned by
Newcastle City Council's Play and Youth Service

Undertaken by
Regional Youth Work Unit and Save the Children



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Executive Summary

Introduction

This six-month-long review into services to Black and Minority Ethnic (BME) young people in Newcastle was commissioned by the city's Play and Youth Service. The tender was awarded to a joint bid from the Regional Youth Work Unit and Save the Children.

This review was commissioned partly in response to the 2001 OFSTED inspection of the City Council's Children and Young People's Section. The OFSTED inspection highlighted the need to provide specific services to BME young people and the need to integrate BME young people into mainstream youth provision.

In March 2002, the Play and Youth Service undertook a short consultation exercise with BME organisations in the city to find out their views on the scope of the review and how it should be carried out. The review's brief for tender was largely based on this consultation exercise.

The aims of this review into work with BME young people are to:

- Map and assess current services
- Consider best practice
- Make recommendations to inform strategy and policy provision
- Involve BME groups and BME young people themselves in the review process.



Political and Social Context

There are now 5 million people from minority ethnic communities living in Britain. BME groups are considerably younger than the population at large. BME communities and asylum seekers and refugees are often socio-economically disadvantaged and subjected to racism on both a personal and an institutional level.

Recent government reports have urged councils to develop policies on community cohesion, to help promote diversity and combat racism. Young asylum seekers and refugees have been given scant mention in these reports. However, the development of youth strategies must include the needs of these most vulnerable of groups.

Involving children and young people in the planning, delivering and evaluation of government services brings significant benefits. If young people's views are taken into account, services can be tailored to meet real, rather than presumed need.

Statistics

At the time of the 2001 National Census, there were 7,044 BME young people in Newcastle upon Tyne within the 10-24 age group. The biggest age group was the 20–24 year-olds, with 3,410 young people. Overall, the BME population of the city has increased from 4.1% in 1991, to 6.9% in 2001. This represents a significant increase of 68% in the last ten years. It should be noted that this figure does not include the 'white other' category, which did not exist in the ethnicity classifications in the 1991 Census. Therefore, comparisons between the two census figures are problematic.

Consultation with Young People

Methods of consultation

The review team recruited 22 young people to be 'peer researchers'. These young people, aged between 15 and 25, came from 11 different BME communities across the city. For the purposes of this research, peer researchers are young BME researchers, who were peers of their research subjects, both in terms of race and age. Eight of the young researchers were asylum seekers or refugees. The purpose of recruiting these researchers was so that young people themselves should research the needs of their peers.

The peer researchers were trained in various methods, including Participatory Appraisal techniques (visual, community-based research tools such as spider diagrams and H forms).

Accompanied by experienced and qualified youth and community workers, the researchers talked to 288 BME young people across the city, in schools, youth projects and on the streets. In order to find out what issues were important, the researchers employed a variety of methods, including Participatory Appraisal techniques and questionnaires, as appropriate.



Research

During the course of the research, the 22 researchers talked to 288 Black and Minority Ethnic young people from across the city. 152 young people were contacted via a questionnaire in street settings and a further 136 young people in projects, schools and some street sessions using Participatory Appraisal Techniques. There was an even gender balance. 144 young men and 135 young women, ages ranging from 10-29 years old. (There were eight cases where gender was not recorded).

Research in Projects and Schools

In total, 144 young men and 136 young women were contacted, from 21 different ethnic backgrounds, ages ranging between 10 and 29 years-old.

The review encountered some difficulty in researching young people within the school environment. The review team wrote several times to all the schools in the city which had a significant number of BME pupils. Unfortunately, we did not receive responses from the schools until the latter stages of the research. Eventually, we were able to carry out sessions in two schools, Heaton Manor Comprehensive School and Westgate Community College.

The researchers, working in groups of 3 or 4, spent between 1-2 hours working with small groups of young people. They asked young people about the projects, places and activities they visited or engaged in during their spare time. They then asked groups about the areas where they lived, the projects they used, and what changes they would like to make in various aspects of their lives.

Findings

Positive and negative aspects of local areas

- Safety – young people talked about the benefits of ‘feeling safe’ in communities which consisted mainly of BME people
- Fear of violence and experience of bullying and harassment was expressed many times
- Racism was one of the most negative aspects of living in their areas in general and Newcastle in particular. BME young people experienced verbal abuse and racist bullying on the streets
- Young asylum seekers and refugees often talked about feelings of isolation

Changes they wanted to make:

- More effort to combat racism
- More CCTV cameras
- More trips for young people in their areas
- A greater variety of music events
- More multi-cultural centres
- A metro station in Fenham/Arthur’s Hill
- Increased access to jobs
- Football parks



Projects

The young people mainly attended projects set up as separate provision to work with BME young people or asylum seekers and refugees.

Aspects of projects most respondents liked were:

- Meeting members of their own community
- Single gender (girls-only) provision
- Safety
- Workers
- Being able to talk freely and express opinions
- Learning

We asked what aspects of projects young people would like to develop.

They wanted:

- Barriers to their using services to be removed. Barriers included inappropriate opening times/age range, unsuitable space/facilities
- Normal activities like trips, cookery, arts and crafts
- International and national exchanges
- Music
- Asian young men wanted sporting activities
- More meeting places i.e. an internet café
- More BME-specific provision
- Asian young women wanted more girls-only clubs
- Racism and bullying to be tackled

Street Sessions

During 16 street sessions, the peer researchers contacted 152 young people from 28 different ethnic backgrounds, ranging in age from 10-29. Practical considerations (weather, time available) meant that the primary research tool used in street sessions was a questionnaire.

Most of the young people (115 out of 152) lived in the West End. The researchers asked them what they did in their spare time. The male respondents were far more likely to play sport, while the girls visited the library and the cinema (more talking/socialising activities). The main reason they gave for not using youth projects was 'other priorities', in other words, having better things to do. Lack of information, however, was also highlighted.

Requests for change included:

- Improved access to sports facilities (32%)
- More facilities specifically for BME young people (21%)
- More culturally-mixed provision (18%)



Experience of peer researchers

The 22 peer researchers:

- Were able to inform their interviewees about projects in their area
- Gained confidence and self-esteem
- Gained awareness of other BME communities
- Gained information on services
- Formed a cohesive group
- Demonstrated high levels of ability and commitment

Consulting Young People: Key Findings

1. Projects specifically established for young people are major sources of support for their communities
2. BME young people would like to be involved in groups that are mixed in terms of ethnicity
3. Provision for BME young people is fairly limited
4. Provision is mainly located in the West End
5. There is a lack of information about what is available
6. Asian young women want girls-only groups
7. The needs of BME young people are very similar to those of other young people. They would like similar levels of resources
8. Racism and racial harassment need to be tackled.

Feedback from Practitioners and Managers

Gathering the views of practitioners and managers was an essential part of this review. 3 methods were used: a questionnaire, interviews and a Consultation Event. We sent out 102 questionnaires to projects which either work directly with BME young people or which provide support services to them. A total of 19 questionnaires were completed, 16 from voluntary sector projects and 3 from the statutory sector. 13 key workers and managers were interviewed at their places of work. At the Consultation Event, held in June 2003, we presented emerging findings to workers and managers and asked for their views.

The views of managers and practitioners about the various relevant issues are as follows:

Current provision for BME young people by Play and Youth Service

- Some organisations are isolated and disadvantaged in terms of staff and funding
- Few young asylum seekers and refugees are accessing Play and Youth Services
- Play and Youth Services have never prioritised BME young people
- Some existing provision is good, and we should build on that



Funding and resources

- 15 out of 19 projects said that funding was a concern
- Funding criteria may restrict work in less deprived areas
- Work with BME young people can be resource-heavy
- Language support is essential

Venues

- Lack of safe and accessible venues
- Community groups can be territorial
- Community organisations are often dominated by older people

Strategic Planning

- Lack of service coordination
- Poor access to information on BME events and projects
- Lack of commitment to equality
- Lack of support for community-based organisations – new and old

Staffing and Training

- There are not enough BME workers
- There are no detached BME workers
- BME staff are often part-time/do not have enough hours
- BME workers lack support
- Anti-racist training is essential for all workers

Asylum seekers and refugees

- Few workers from refugee backgrounds
- Work with asylum seekers and refugees is resource-heavy
- Professionals need more information about asylum seekers and refugees
- Meaningful relationships between the statutory and voluntary sector need to be developed

Other issues

- BME young people are not involved in the development of services
- Cultural barriers may exist around the discussion of sensitive issues such as drugs, sexual health or other taboo subjects
- Lack of dialogue with parents and community leaders



Practitioners' Recommendations

- More financial support from the statutory sector for BME projects
- More suitable venues
- The development of a multi-cultural youth centre
- The development of a strategic plan that links BME work into all youth strategies
- Play and Youth Service should be more open, should have more links with voluntary sector and other local authorities in the region
- More BME workers needed
- Target BME staff for training
- Support BME young people to become workers or management committee members
- Continue the dialogue with BME young people which this review started
- Develop contact with parents and community leaders
- Anti-racist training for all Youth Service staff and young people
- Employ mixed (in terms of gender and ethnicity) staff teams
- BME workers to work with both BME groups and white young people

Specific recommendations for young asylum seekers and refugees

- Awareness-raising work for staff
- Attract young asylum seekers and refugees to existing services
- Provide language support
- Establish asylum seeker/refugee-only provision if appropriate
- Be sensitive to immigration status
- Provide emotional support



Key Findings From Research With Young People And Practitioners

From the extensive work we have carried out with practitioners and young people during this six-month-long review, these are our key findings:

- BME young people want to be involved in mixed provision. The young people who took part in the research were keen to access services that bring together both BME and white young people. However, many BME young people do not currently use mainstream provision because they perceive it as racist and inappropriate to their needs. Mainstream provision must be made accessible to BME groups.
- Young Asian girls require special consideration in the development of services. Cultural issues demand that separate single-gender provision is essential. Their communities need to be reassured that provision is safe and appropriate.
- The Play and Youth Service needs to direct a specific strategy for working with young asylum seekers and refugees. This needs to include specific services which recognise the complex issues that affect young asylum seekers and refugees. Language support and informal educational programmes are essential.
- More provision needs to be provided for BME young people in the East End of the city, including young asylum seekers and refugees.
- Racism and the experience of racial harassment have a detrimental effect on the activities in which BME young people engage. Although anti-racist training can address this in youth projects, on a wider city level, the Local Authority needs actively to challenge racist attitudes. This could be achieved through educational and awareness-raising programmes in schools and within the Council. Closer liaison with police and other services may help to form a coherent anti-racist strategy.
- Action needs to be taken to recruit and train more BME youth workers.
- Anti-racist training needs to be available for white youth workers in the city. There also needs to be training in racial awareness and methods for combating racism. These programmes need to be a regular part of training schedules, not just a one-off event.
- The experience of the young researchers has demonstrated that young people from a variety of different ethnic backgrounds can work together very effectively. The Play and Youth Service needs to find resources to fund this group and offer further training opportunities.



Recommendations

The Play and Youth Service commissioned this review with the aim of it having an impact on future service delivery. There is an opportunity now to act upon the findings from the review. The review team have made the following recommendations:

- The Play and Youth Service should appoint a lead officer to oversee the development and implementation of a strategy for service development with BME young people.
- Practitioners in the city have a wealth of experience and understanding, and they need to contribute fully to future service development.
- The possibility of establishing a Centre for Diversity in the city should be explored.
- The Play and Youth Service should identify several projects in the city, which could be used as pilots for developing integrated mainstream provision. These pilot programmes could involve anti-racist training for staff, mixed staff teams (in terms of ethnicity), development of appropriate youth work initiatives, and a community needs analysis.
- All Play and Youth Service projects need to carry out a community audit to ensure that their services are reflective of their local population.
- BME young people have been at the heart of this review process. We recommend that they continue to be involved in strategy development, consultation and further research.



The Report

Introduction

This review of services to Black and Minority Ethnic (BME) young people in Newcastle has been commissioned by the City's Play & Youth Service. The tender for the review was awarded to the Regional Youth Work Unit and Save the Children. Both organisations have substantial experience in reviewing and developing services to young people in the North East. The joint tender came about as a consequence of the collaborative work which the two organisations had undertaken during 2002-3. This work has focused on raising awareness of issues affecting young asylum seekers and refugees. The review of services to BME young people in Newcastle comes as a logical extension of this endeavour.

Both the Regional Youth Work Unit and Save the Children are committed to the participation of young people in decision-making processes. Both the tender and the actual review have reflected this commitment. At the heart of the review has been the work carried out by a group of 22 young peer researchers. This group was drawn from BME organisations across the city, and included young people from 11 different ethnic backgrounds. These young people received training in research techniques and then carried out sessions both in projects, schools and in street settings across the city. The group was supported in their work by two highly-skilled and experienced practitioners, who both have substantial youth work experience.

The work of the peer research team was complemented by work with organisations and practitioners delivering services to BME young people. Questionnaires were sent to over one hundred organisations in Newcastle that work with BME young people. The review team also carried out interviews with a number of key practitioners, and coordinated a consultation day with organisations and professionals from across the city.

The outcomes of this six-month-long review and key findings from young people, practitioners and organisations form the essence of this final report. The Play & Youth Service is committed to delivering more effective provision to BME young people in Newcastle. The review team has worked closely with the Play & Youth Service throughout the review process. It is hoped that this report and the work carried out during the review process will assist the Local Authority to develop better services to BME young people in the city.



Background

This review of services to BME young people was commissioned as the result of a number of issues that have arisen in Newcastle in the past three years. In 2000, OFSTED carried out an inspection of the Children & Young People's section of the City Council. Following this report, and as part of a wider redesign of the Community and Housing directorate, a number of changes were introduced to generic services to young people in the city. A re-inspection by OFSTED in 2001 recognised significant progress, but highlighted the need to provide more specific services for BME young people and to integrate BME young people into mainstream youth provision. At the same time, recent government reports on community cohesion have emphasised the role of youth work and the need to avoid segregation of services.

Some relevant quotes from the 2001 OFSTED Report

'This service has made substantial progress since the last inspection and overall it now provides a satisfactory standard of personal and social education for the young people of Newcastle...

...assessment of need is not approached strategically on the basis of centrally held data: there is however some good needs assessment at local level.'

'...no priority groups are identified in the service's recently revised policy, although some specific work with particular groups form part of youth work programmes in all three areas...'

'...provisions for minority ethnic groups require further development, both this work and that with young people with learning difficulties and /or disabilities, are insufficiently integrated into mainstream work...'

'...consultation with young people on service policy has been minimal.'

'The absence of a central strategy for assessment of need sometimes results in reactive rather than planned responses to demands from community stakeholders for youth provision in their neighbourhoods.'

'The authority does not collect data relating to either ethnicity or disability, or has no way of knowing how effectively or otherwise such young people are represented within its provision...'

'Ofsted have particular praise for the work that has been carried out by the Racial Harassment Project at Westgate Community College...Such a project has not been replicated in other parts of the city where it would be equally relevant.'

'Young people from minority ethnic backgrounds remain on the margins, however, and have yet to be integrated into mainstream provision.'



'Heightened cultural awareness was demonstrated by those young people in all areas of the city who had been involved in youth exchange projects.'

Key Issue 4 Implementation of Action Plan

'Research and analyse the needs of the young people in Newcastle and develop a youth work curriculum to meet these needs.'

The Play & Youth Service's response to this report was to set up a time- limited grant aid programme to help organisations carry out more work with BME young people, and to coordinate a review of BME youth work in the city. In March 2002, the Play & Youth Service undertook a short consultation exercise with BME organisations in the city to find out their views on the scope of the review and how it should be carried out. The review's brief for tender was largely based on this consultation exercise.



Statistics

During the last ten years, the ethnic make-up of Newcastle has undergone considerable change. In the previous National Census of 1991, Newcastle's BME communities constituted 4.1% of the city's population. In 2001 Census, BME communities had increased to 6.9% of the overall population of the city. This represents a significant increase – 68% in the last ten years. It should be noted that this figure does not include the 'white other' category, which did not exist in the ethnicity classifications in the 1991 Census. Therefore, comparisons between the two census figures are problematic.

Newcastle Ethnic Composition (2001)

Ethnicity	% of population
White British	90.65
White Irish	0.67
White Other	1.80
Mixed	0.87
Asian – Indian	1.19
Asian – Pakistani	1.90
Asian – Bangladeshi	1.00
Asian – Other	0.32
Black - Caribbean	0.05
Black - African	0.28
Black - Other	0.03
Chinese	0.72
Other	0.52

Source: National statistics website www.statistics.gov.uk

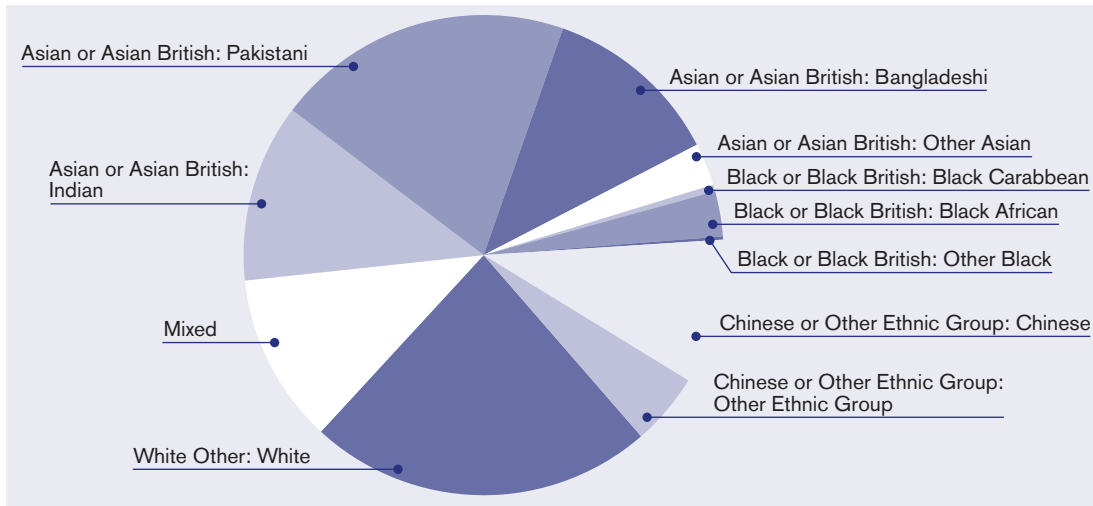
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The biggest single minority group is the Pakistani community, who make up 1.9% of the overall population of the city. A factor to note in the figures is that the second biggest minority group is the 'white other' category. As ethnicity, in terms of the census, is self-defined, the 'white other' group could include asylum seekers, refugees, foreign students or white British people of European or other ancestry. In the review, we have included the 'white other' category in our statistics, as a significant proportion of this category will be minority ethnic young people.



In the 2001 Census, there were 7,044 BME young people in the city within the 10-24 age group. The biggest age group was the 20–24 group, with 3,410 young people. The young people who classified themselves as ‘white other’ constitute the largest single group (23%), followed by Pakistani (20%), then Mixed, Bangladeshi and Indian (11%).

BME Population Aged 10-24 in Newcastle



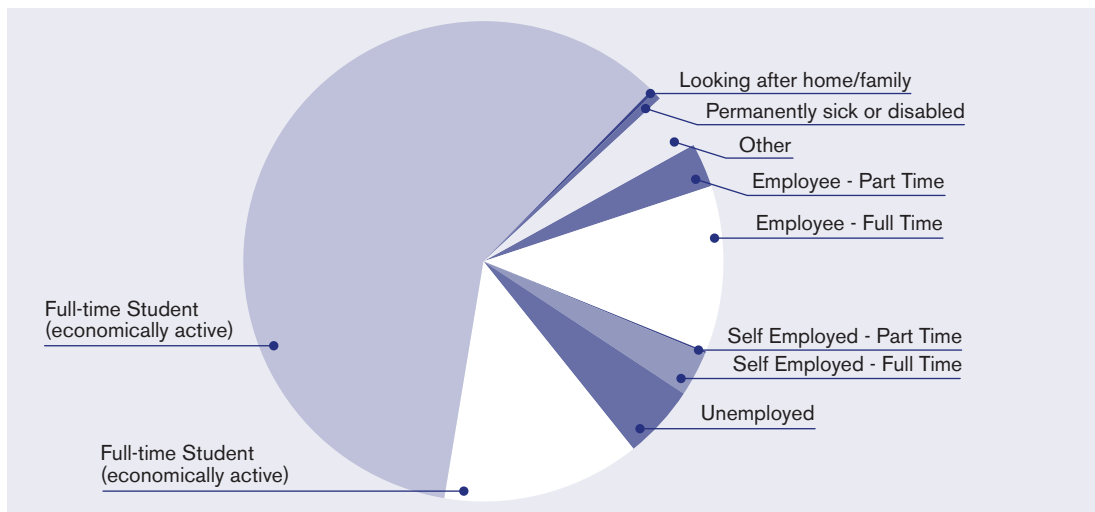
Source: National statistics website www.statistics.gov.uk
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The distribution of BME communities across the city is uneven. Some of the wards such as Newbiggin, Westerhope, Lemington and Denton have a white population of over 97%. Newburn has the smallest BME communities, constituting less than 2% of the ward population. Wards in the Inner West of the city have the largest BME communities. The wards of Elswick, Moorside and Wingrove have BME communities that constitute 25% and over of the ward population. Wingrove is the ward with the biggest BME community (27.96%). In the East of the city, Sandyford has the largest BME communities, making up just over 13% of the ward population. The East End wards have significantly lower figures for BME communities than the Inner West of the city.

Accurate figures for asylum seekers and refugees have been very difficult to acquire. In census figures, asylum seekers and refugees are classified by ethnicity and not by status. However, with the Government's dispersal policy having been in operation for several years, there has been a considerable increase in the number of asylum seekers and refugees in Newcastle. In September 2002, there were 149 asylum seekers aged 10 to 16 in Newcastle schools. We were unable to obtain figures for refugees in this age group, or any figures for the 16 to 24 age group for either asylum seekers or refugees.

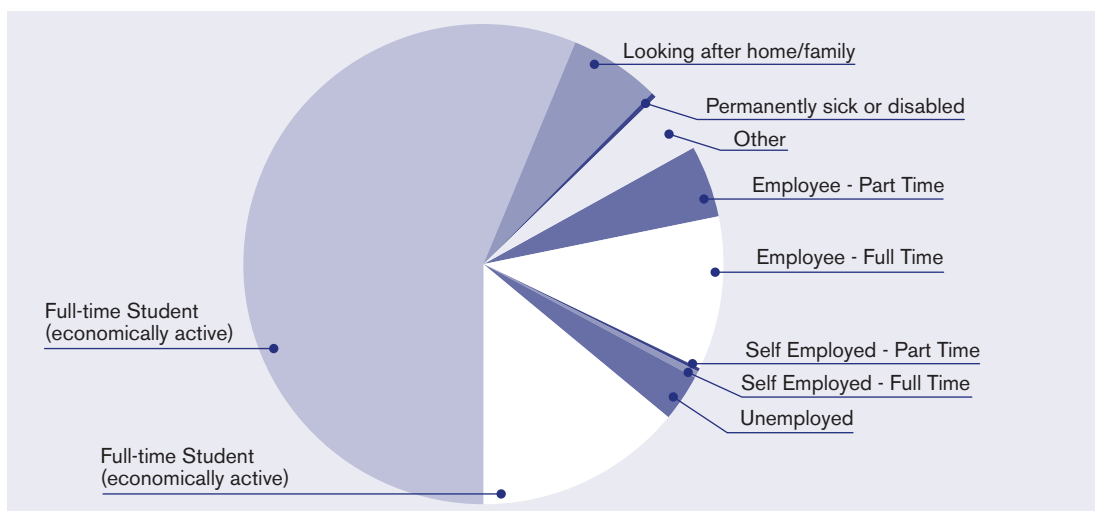


Economic Activity of BME Males Aged 16-24 in Newcastle



Source: National statistics website www.statistics.gov.uk
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Economic Activity of BME Females Aged 16-24 in Newcastle



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In the 16–24 age group, over 70% of the BME cohort are full and part time students. The breakdown is very similar between males and females. The unemployment figures for BME young people are 5% for young men, and 3% for young women. This compares with figures for young white people, which are young men (8.8%), and young women (3.5%).



The Brief

The aims of the review of youth work with BME young people are to:

- Map and assess current services
- Consider best practice
- Make recommendations to inform strategy and policy provision
- Involve BME organisations and BME young people themselves in the review process.

The review process took into account these four main aims. The review team and the peer researchers' group carried out a mapping and assessment of current services. Organisations and practitioners highlighted examples of best practice. BME young people and organisations were involved throughout the entire review process.

Structure Of The Review

There were three main elements to the review structure:

- Review team - this team consisted of a development officer from Save the Children, the chief executive of the Regional Youth Work Unit, and two experienced and qualified freelance practitioners. This review team coordinated the overall programme of work
- Peer researchers' group – 22 BME young people were recruited as peer researchers. Members of the peer research group participated in all of the project and street sessions with young people.
- Strategy group – consisted of the review team, 4 nominated peer researchers, as well as representatives from the Play and Youth Section, Newcastle Local Authority's Strategic Services. There was also representation from Government Office's Community Cohesion Team and the Race Equality Council (now known as the North East Centre for Diversity and Equality). The role of the group was to take an overview of the review and to look at how the findings would be implemented by the Play and Youth Section.

Definitions Used In The Review

Black refers to people of African, Afro-Caribbean, Asian or Chinese origin.

Ethnicity denotes a number of shared characteristics including a shared background or origin, culture, tradition and language. All people, Black or white, have an ethnicity. But to distinguish groups whose beliefs and practices are not shared to a significant degree with the majority group, the word minority is either placed before or after the word ethnic.



Black and Minority Ethnic (BME) is the term preferred by this review. BME is an inclusive way of seeking to reflect both the common elements and the diversity of those who form ethnic, cultural or religious minority groups.

By Young People, we mean those who are aged between 13 and 25. However, we have specifically targeted young people aged between 13 and 19, as this age group is a priority for Newcastle's Play and Youth Service.

Racism is used to describe prejudice and discrimination towards people on the basis of their skin colour, culture, language or religion.

Asylum Seekers and Refugees. Throughout the report, we have included young asylum seekers and refugees in the definition of BME young people. However, we have also, at times, referred specifically to asylum seekers and refugees. BME young people, asylum seekers and refugees may face similar issues, but they do not form one homogenous group. As a review team, we have adopted the definition from the UN Convention on Refugees, Geneva 1951, which defines a refugee as someone who has a 'well-founded fear' of persecution due to race, religion, nationality, political opinion or membership of a political group.

A refugee is a person who had applied for asylum and met the Geneva Convention criteria, which entitles them to remain in the UK indefinitely.

An asylum seeker is a person who has applied for refugee status in the UK and has not received a final decision on their asylum application.

The two definitions above embrace young people from many countries who speak many languages. They include those who have arrived here in the last few weeks, those who have lived here for a few years, and those who have been born here as children of refugees. The definitions include those whose permanent or temporary residence in the UK has been approved and those whose application for asylum is being considered.

Unaccompanied refers to children under 18 years of age who are outside their country of origin and not accompanied by a close relative.

Accompanied children are those under 18 years of age, who are outside their country of origin, and are accompanied by an adult who is not their parent or legal/customary care-giver. The adult is not necessarily able, suitable or willing to care for the child. The adult may be an uncle, cousin, sibling or non-blood relation with whom they have some relationship, such as being from the same village.

Separated refers to children under 18 years of age who are outside their country of origin and are separated from both parents or their legal/ customary care giver. The term separated is used in this review to refer to children who are unaccompanied and those who are accompanied.



Political and Social Context

'Minority ethnic communities experience a double disadvantage. They are disproportionately concentrated in deprived areas. people from minority ethnic communities also suffer the consequences of racial discrimination; services that fail to reach them or meet their needs; and language and cultural barriers in gaining access to information and services.' (Social Exclusion Report 1999)

In February of this year, David Blunkett, Britain's Home Secretary, warned that our society is 'like a coiled spring' where the tensions and frustrations could spill over into 'the disintegration of community relations and social cohesion' and Britain could 'tip into a situation we could not control'.

'There are now more than 5 million people from different ethnic communities living in multicultural Britain – more than the population of Ireland. ... Black and Minority Ethnic groups as a whole... tend to be considerably younger than the population at large - the median age of whites is 37, that of Afro-Caribbeans 33, Indians 31 and Bangladeshis 18, and ...the majority of ethnic communities live in cities.'
(Race in Britain - Observer 2001)

The above statements raise three key themes evident in the relationship between ethnicity and the development of youth services:

- Barriers exist which prevent BME communities from accessing services and information which meet their diverse needs
- Tensions are emerging within communities which face deprivation and socio-economic disadvantage
- The various BME groups are not homogeneous and are made up of a growing population of young people.

The issues facing British society are complex. Over recent years, many urban areas in particular have experienced tremendous change in their local populations. These changes have not always impacted positively on all sections of the community. Relationships between varying cultural communities have been deteriorating. However, racial tensions have not necessarily been greatest in the cities with the largest ethnic populations, but rather in those areas (particularly in the North West) which contain high levels of internal ethnic segregation.



The disturbances in the summer of 2001 in Burnley, Oldham and Bradford revealed huge divisions between communities. Such divisions are not unique to these particular areas. Government-commissioned reports into the causes of the civil unrest identified that in these areas there was very little interaction between individuals of different cultural, religious and racial backgrounds. These towns are in danger of becoming fragmented, as different communities lead parallel lives, unengaged with each other.

A ministerial group on Public Order and Community Cohesion examined how national policies might be used to promote better community cohesion. Community Cohesion was identified as being crucial to promoting greater knowledge, respect and contact between various cultures and to establish a greater sense of citizenship. The stress placed in the government reports (The Cantle Review of Oldham and the Ousley Review of Bradford) was the need for citizenship education, identification and recognition of shared values, rights and responsibilities. Racism and religious bigotry must be tackled in order to build cohesive communities.

A cohesive community has been defined as one where:

- there is a common vision and a sense of belonging for all communities;
- the diversity of people's different backgrounds and circumstances is appreciated and positively valued;
- those from different backgrounds have similar life opportunities;
- strong and positive relationships are being developed between people from different backgrounds in the workplace, in schools and within neighbourhoods.

However, evidence of what is actually working in transforming fragmented communities into cohesive ones is still scarce.

The McPherson Inquiry (named after the Chair of the Inquiry, Sir William McPherson of Cluny) was set up in 1997 to inquire into matters arising from the death of Stephen Lawrence. It reported in 1999. Its main purpose was to identify lessons to be learned from the investigation and the prosecution of racially motivated crimes. The Report describes a wide range of detailed measures to achieve institutional change within agencies that will ensure that they are providing an 'appropriate and professional service' to all sections of the community.

The McPherson report refers to multi agency partnerships that have been effective in combating racism. But the Report highlights the need for greater cooperation between agencies, especially in collating, recording and exchanging information. The Report acknowledges the key role that education can play in eradicating racism. It recommends that local authorities, in creating strategies under the Crime and Disorder Act 1998 should 'consider implementing community initiatives aimed at promoting cultural diversity and addressing racism, and the need for focused, consistent support for such initiatives.'



It is essential for any strategy developing work around these themes to identify which legislation and legal statute is particularly relevant to the issues facing Black and Minority Ethnic communities. The murder of Stephen Lawrence and the disturbances in 2001 in Burnley, Oldham and Bradford have highlighted both the level of institutional racism prevalent in some public services and the tensions that exist in many urban communities.

Recommendations from the Stephen Lawrence Inquiry Report persuaded the Home Secretary to implement The Race Relations (Amendment) Act 2000 Act. This Act outlaws racial discrimination in public authority functions not previously covered by the 1976 Race Relations Act. ('Public authority' has been defined widely for this purpose.) This means that, backed by a legal framework, the police, local authorities or tax inspectors are for the first time subject to race discrimination laws. Certain public appointments, the termination and the terms and conditions of public appointments are also subject for the first time to race discrimination laws, as is the implementation of Government policies and services across the board. The Act also places a general duty on public authorities to work towards the elimination of unlawful discrimination and promote equality of opportunity and good relations between persons of different racial groups. The Act came into force on April 2nd 2001.

Equally important is the Local Government Act 2000, the aim of which is to enable people to participate in shaping their local communities and to secure better provision and delivery of local services. This includes funding support for local groups. The Local Government Act gives councils new powers to promote or improve the socio-economic or environmental well-being of their area. Councils will be required to prepare community strategies with local strategic partnerships and fully to involve local people in the process. Therefore strategic multi agency working and greater cohesion and coherence at a local level are crucial.

Objectives of the community strategy are to:

- Allow local communities (based on geography and/or interest) to articulate their aspirations, needs and priorities
- Coordinate the actions of the council, and of the public, private, voluntary, and community organizations that operate locally
- Focus and shape existing and future activities of those organisations that effectively meet community needs and aspirations
- Contribute to the achievements of sustainable developments.



Asylum seekers and refugees

In analysing the political context for Black and Minority Ethnic communities, it is important to consider the issues facing asylum seekers and refugees separately.

There has been a significant increase in the number of separated asylum seeking children arriving in the UK in recent years, from 631 in 1996 to 8,500 in 2003. Once in England, the support and care these young people receive can be a lottery and separated children face many difficulties, including poor housing, emotional health problems, social isolation, difficulties in accessing mainstream services and confusion throughout asylum application procedures.

Policy governing the rights and welfare of asylum seekers and refugees in the UK is complex and ever changing. In 1999, the Home Office stated that: 'Integration is not only essential for refugees themselves, but also in the wider context of the Government's policies on social exclusion generally, community and race relations'. In the same year, however, a consultation paper on 'The Integration of Recognised Refugees' was dominated by themes of control and dispersal, with very little reference to social integration and support at all.

The UK Government has ratified the 1951 UN Convention on the status of refugees which binds it to provide protection to refugees. In 1991 the Government signed and ratified the UN Convention on the Rights of the Child (UNCRC). However, the Government has reserved the right not to apply the UNCRC to asylum-seeking and other non-citizen children. This reservation clearly discriminates against asylum-seeking and refugee children, and means that there are discrepancies in the Government's responsibilities towards asylum-seeking children and its commitment to social inclusion.

The most recent Act governing immigration and asylum policy is the Nationality, Immigration and Asylum Act 2002, which has substantially reformed nationality, immigration and asylum policy.

The main provisions of the Act are:

- To establish an effective and efficient asylum process with a system of separate induction, accommodation and removal centres.
- To tackle illegal working, people-trafficking and fraud.
- To raise the importance of citizenship.
- To set up Accommodation Centres which will support asylum seekers while their asylum claims are considered. This will only apply to children in families - unaccompanied asylum seeking children will continue to be the responsibility of Social Services.



The 1999 Immigration and Asylum Act also had a great impact on the services available to asylum seekers. It established the National Asylum Support Service (NASS), the Home Office agency responsible for providing support and accommodation for asylum seekers over the age of 18, and for children in families who otherwise would be destitute. The Act also formally established a system of dispersal of asylum-seekers across England;

'...to relieve the pressure on the local authorities, central government services and communities in London and the South East and provide coherent support for asylum seekers in the dispersal areas...'

This policy has had huge implications for asylum-seekers who have no say in where they end up, and has led to many feeling isolated and having problems accessing crucial services. It has also had a great impact on the host communities where the newly-arrived asylum-seekers are placed, and makes the co-ordination and development of effective integration policies increasingly important.

In April 2000, The Social Exclusion Unit published 'A National Strategy for Neighbourhood Renewal: a Framework for Consultation'. This report focused on Britain's deprived neighbourhoods - the areas most likely to be receiving asylum seekers and refugees under the new dispersal policies.

It is a source of consternation that asylum seekers are not mentioned in a single one of the report's 600 recommendations. Similarly the DfEE (and the Social Exclusion Unit) have issued a number of reports on the position of young people and specifically on the future shape of the Youth services. Here too, there is no mention of asylum seekers and refugees.

It is clear that there is a lack of joined-up policy for asylum-seeking and refugee children within central Government. Any decisions about the rights and welfare of this vulnerable group are passed onto the Home Office, and so little has been done to develop policies for the social integration of asylum seekers and those who have been given leave to stay.

Rights and entitlements of asylum-seeking and refugee young people

In UK legislation unaccompanied asylum-seeking children have the same legal entitlements as citizen children, including the right to a range of services under the Children Act (1989), the Education Act (1996) and other legislation. All unaccompanied asylum seeking children should be registered with the Social Services department of the local authority and looked after under the Children Act. Social Services make an initial needs-led assessment to establish if the applicant is a child and is 'in need' as defined under section 17 of The Children Act 1989. Once this is established the assessor will decide whether to provide services under section 20. Support under section 20 usually means foster care or a residential home placement, an allocated social worker and will qualify the young person for leaving care support (Leaving Care Act 2000). Accommodation provided under section 17 might mean anything from supported lodgings or a bed and breakfast to a privately rented shared house.



Unfortunately, many asylum-seeking and refugee children do not receive the level of care and protection that they need. Many receive inadequate support and have problems accessing services. The gap left by mainstream support is, in many cases, filled by charities and community organisations. The extent to which these services are developed varies regionally, and many dispersal regions have struggled under the pressure of a sudden influx of a vulnerable population with little government support.

The Newcastle case

In Newcastle, the Social Services Family Support Team are responsible for the support of unaccompanied asylum-seeking children. Numbers are relatively small compared to those in other areas, although there has been a steady increase, from 8 to 24 young people over the past two years. The vast majority are supported under Section 17 of the Children Act (1989) and are living in good-quality private rented and council properties. The quality and range of support for young separated refugees and asylum-seekers has improved over the past 12 months. However, concerns remain as to the appropriate level of Social Services support and the integration of the young people into mainstream services.

Despite these problems, some mainstream services are successfully supporting young refugees. Innovative projects have been established between statutory and voluntary sectors. A new directory has been created, of over 80 agencies supporting asylum seekers and refugees in Newcastle. However, a number of gaps in support are evident. Few projects are working directly with young asylum seekers and refugees, and professionals sometimes lack both the information and the confidence to engage. The working environment is also inhibited by misinformation and prejudice, which is reinforced by some elements of the media.

There are approximately 160 refugee and asylum-seeking pupils, aged 13-16 years, in Newcastle schools. The Local Education Authority (LEA) and schools have a duty to make provision for asylum seeker and refugee pupils and this equal provision means extra support and a multi-agency approach. Key LEA agencies in Newcastle are the Ethnic Minority, Traveller and Refugee Achievement Service (EMTRAS), the Education Welfare Team and the Education Psychology Service who work in partnership with housing, health, social services, the Refugee Council, the Police, Connexions and a range of voluntary agencies.

It is important to remember that while many of these children will have had little or no education in their home country, some will be extremely well-educated. Many or all have endured difficult situations and some may still be suffering the effects of severe trauma.



Good practice

In order to build stronger communities for all and to improve services to BME young people (including asylum seekers and refugees), it is crucial that some core principles are followed. The Government's Children and Young People's Unit have issued a useful guidance document 'Learning to Listen: Core principles for the investment of Children and Young People'.

Involving children and young people in the planning, delivery and evaluation of government services brings benefits. The effectiveness of services depends on listening and responding to customers. Giving children and young people an active say in how policies and services are developed, provided, evaluated and improved should ensure that policies and services more genuinely meet their needs. Listening to disadvantaged young people is a powerful means of persuading them that they count and can contribute.

The development of services to BME young people must include young people's views. In this way, services can be tailored to meet real, rather than presumed need.



Methods of Consultation

Definitions

Peer researchers For the purposes of this research, peer researchers are young BME researchers, who were peers of their research subjects, both in terms of race and age.

Participatory Appraisal (PA) is an interactive community research method. Research subjects may express their thoughts either in writing or pictures, on a variety of charts. Some PA methods were used in the course of this review.

Triangulation The combining of different types of data, methods and approaches within a single research project.

Spider diagram A diagram used in PA. The 'body' of the spider was drawn, with the issue being discussed written inside i.e. 'activities I enjoy'. The young people then drew 'legs' out of the body which led to responses, i.e. playing football. They could draw responses if they preferred this to writing.

H Form A diagram used in PA. A large 'H' figure is made out of paper. If the 'H' represented the feelings, for example, of young asylum seekers about Newcastle, the first vertical column might be 'positive', the second 'negative', and the horizontal bar might contain 'changes' which could occur.

Impact Ranking Exercise is a means whereby young people were able to place the changes they would like to see in positions of priority, level of impact on their lives and whether these changes were easy or difficult to achieve.

Verification The evaluation of research findings by the research subjects themselves.

Introduction

To gain as broad a picture as possible of services to BME young people, the review team employed a number of methods to gather information and views. We wanted to ensure that the full range of stakeholders, including young people, practitioners and managers, had the opportunity to raise issues, voice opinions and share concerns. To gather these views, we used questionnaires, focus groups, techniques from Participatory Appraisal, interviews with key professionals, and an open consultation day. Using this variety of methods, we were able to gather a considerable body of information to inform the review's final outcomes.

The concept of Triangulation is common in research. Combining different types of data, methods and approaches within a single research project is termed as Triangulation. Although this project is a review, and not a piece of classical research, we felt that by using Triangulation we would be better able to meet the objectives of the review brief. By using different methods and approaches we were seeking a practical rather than theoretical approach to the review.



The review team wanted to ensure that young people had a very strong voice throughout the process of the review. At the heart of the review has been the work of peer researchers drawn from the different minority ethnic communities in Newcastle. This young group of people were recruited through an advert sent to all the organisations in Newcastle which work directly with BME young people. We received 22 applications to be peer researchers, and all these young people then participated on a training weekend in Participatory Appraisal (PA) research techniques.

Following the weekend, the review team had to adapt their original plan for the peer research sessions, so that subsequently we also included the use of a questionnaire for street-based sessions. We felt that, in keeping with the concept of Triangulation, by combining different methods, we would be better able to gain a wider cross-section of young people's views.

Of the 22 young people who undertook the training, 21 were involved in delivering the peer research sessions. We used PA research techniques, as well as other participatory methods in the project sessions. For the street-based sessions, the questionnaire was the main tool, with some supplementary work carried out using PA tools. Each of the sessions that was carried out by the young peer researchers, was supported by one of the review team. Once the initial contact sessions had been carried out, we collated the information and presented the data on a series of flip charts. We then presented these flip charts to young people in a variety of settings, so that they could 'verify' the data, and add any additional views. We asked them to look at our analysis of what issues were important to them. They then gave us their views on which of the identified issues should be a priority. The purpose of this verification was to give the BME young people power over the research of which they were the subjects.

Our school-based sessions differed slightly from this process. We contacted all the identified schools in Newcastle in January. Unfortunately, we were unable to access the schools until June. This delay meant that we were unable to carry out 'verification' sessions on any of the data that we acquired during our school sessions. However, the school sessions did produce some very useful information, as seen in the later section.

For our work with organisations and practitioners, we used a questionnaire that was sent to over 100 organisations in the city. The questionnaire was complemented by more in-depth interviews with key practitioners in Newcastle. We interviewed fifteen practitioners and managers, who have a wealth of experience of working within BME projects, and of developing services in Newcastle over a number of years.

The final element of our review methods was a consultation day for practitioners, managers and members of the community. The aim of the day was to give feedback on our initial findings from the work with young people, and with practitioners. We also wanted to give space for people to contribute any other ideas or issues that they felt had not been covered by our work to date. The final part of the consultation day was for the participants to identify three key issues that they would want to the City Council to act upon. These recommendations are discussed later in this report, and are listed in the appendices.



Consulting Young People

This review of services to BME young people places BME young people at its very heart. A critical component of the work has been to listen to the views of BME young people. However, equally important has been the involvement of young people in researching the needs of their peers.

To ensure that the review reflected the diversity of the BME population in Newcastle, a number of issues had to be resolved. Our initial concern, therefore, was to recruit young researchers from as diverse ethnic backgrounds as possible. Secondly, we needed to acknowledge the Youth Service's target age group of 13 – 25 year-olds, with 13-19 year-olds being the priority group. We decided to recruit as researchers young people aged 16-25. We did not recruit 13-15 year-olds because of the complexity of the issues involved in the research, problems with availability if a young person was still at school, and additional Health and Safety issues pertaining to a younger age group.

The review team wanted to listen to the views of as many BME young people as possible, within the time scale (January-June 2003). Not all BME young people are in contact with existing services, so we had to find alternative ways of contacting BME young people beyond simply visiting existing projects.

Also, language problems might present themselves in the interviewing of young people. We decided to provide interpretation services where necessary. Young asylum seekers or refugees might be unwilling to talk because of anxiety about their asylum status. It was important that the review team were able to contact this vulnerable group. It was agreed, therefore, that we would contact BME young people in projects, schools and in the street settings where they lived, shopped or which they frequented.

Recruitment

In our tender to Newcastle Play and Youth Service, it was stated that we would recruit a 'maximum of 15 young people (to) carry out the research with other BME young people across the city'. We wrote to 100 organisations, having compiled a mailing list from Newcastle's Play and Youth Service and the guidance "Ethnicity in the North East – an overview" compiled by Home Office Drugs Prevention Advisory Service and Government Office for the North East. We asked each organisation to nominate two BME young people to be involved in the research.

We received 22 nominations, from a cross section of communities, who were fairly equally distributed in terms of gender, and fell into different age brackets. Although this number exceeded our original target, we decided that 22 was a workable number, and that it would be regrettable to turn away any BME young person who was keen to participate in the research. 8 of the young researchers were asylum seekers or refugees.



Table 1: Young Researchers

Ethnicity	No. of Young People	Male	Female	Age 13 – 15	Age 16 – 19	Age 19 – 25
Congolese	1		1		1	
Kenyan	2	1	1		2	
Rwandan	1		1		1	
Mixed Race	2		2			2
Pakistan	4	2	2		1	3
Croatian	2	1	1	1	1	
Bangladeshi	4	4			3	1
Indian	2	2			1	1
Chinese	1	1				1
Bolivian	2	1	1		2	
Palestinian	1	1			1	
Total	22	13	9	1	13	8

At the end of January 2003, a meeting was held which all 22 young people were invited to attend. At this stage, the young people were informed about the content of the review, the proposed training weekend and their role as young researchers. This meeting was held in order to bring the group together, enable us all to get to know each other a little before the training weekend, and also to discover how eager and committed the researchers might be. As coordinators of the review, we also needed to explore the dynamics of the group and establish a supportive and constructive environment in which to work.

Training for Researchers

A weekend training programme, designed specifically for BME young people and coordinated by Participatory Appraisal trainers associated with the PA Network and linked to the University of Northumbria (PEANUT) took place during the first week in February 2003. There had been some difficulties in finding an appropriate venue which offered halal food. Eventually we decided to use Millfield House Conference Centre in Jesmond, and to bring in halal food from an outside caterer. The purpose of the weekend was to bring the group together and to develop an understanding of a number of different possible research methods.

We envisaged that Participatory Appraisal would be the approach that we would use to consult with young people. Participatory Appraisal (PA) is 'a community based approach to consultation that prioritises the views of local people and encourages their direct or indirect involvement in action in deciding what happens in their community. The focus is on developing solutions.' It is an 'an interactive rather than an extractive process where members of the community carry out the research.' PA uses 'visual and flexible tools such as maps, spider diagrams and charts to enable people to start at their own level, and to ensure that everyone can participate regardless of their background.' This emphasis on visual research techniques made PA seem an appropriate approach in



working with BME young people, who might bring with them diverse languages and differing levels of literacy.

We anticipated that, by the end of the weekend, the young people would be equipped with the necessary skills and support structures to enable them to carry out the research with other young people. The researchers, by the end of the second day, were also able to practise the tools in the environment of Millfield House and Jesmond Dene. They formed themselves into groups of three or four, formations in which they would be working during the research. The young people were also able to contribute to the next stage of the process, and identify where groups of BME young people might be.

Following this weekend, however, a number of issues were still left unresolved. The group met once more and, at this juncture, we explored the ethics and values of carrying out research, and tested amongst each other the techniques that we had learned. We decided that although some of the PA techniques were appropriate for projects and small groups, approaching individuals in a street setting required a different method of research. We needed something that would produce very quick answers and be easy to use. The young researchers decided independently that, in street environments, they would supplement the PA research with a street questionnaire. Our strategy was to use techniques appropriate to a variety of settings.

The development of this team of BME young researchers has been significant in the success of the review. They enjoyed working together, interacted brilliantly, were committed to the task in hand, and were highly motivated. This group is keen to continue to work together as BME young people and as researchers. A formal link between this group and other young people's forums within the Play and Youth Service would be worth considering.

[Selection of which groups/youth projects to research](#)

During the final session on the training weekend, we asked the peer researchers to identify where it would be possible to make contact with other BME young people. They identified projects, places, schools and areas where specific communities lived. This list formed the basis of the locations used in the research. In addition, one of the researchers made contact with a large number of organisations across the city. These included those statutory youth services funded through the Play and Youth Service, organisations who were grant aided by the Play and Youth Service, the voluntary sector youth service via Newcastle Voluntary Sector Youth Forum, and any other community organisations identified as working with Black and Minority Ethnic young people.

It was not too difficult to identify which projects to research in the West End. However, there were few obvious facilities in the East or Outer West of the city. We rang all the Play and Youth Service Senior Officers and their staff and asked them to identify what provision young BME people in those particular areas were using. We also contacted voluntary sector youth organisations and support services (including drop-ins in churches) which work with asylum seekers and refugees. Many organisations in both



the statutory and voluntary sectors stated while there were BME young people living in their area, they were not using local provision.

We discovered that while there are a number of community associations, organisations and faith-based groups for BME communities, these tend to focus on the needs of adults, and pay little regard to the needs of the younger age range. This adult focus might stem from lack of funding and resources. Clearly, a huge amount of (mainly voluntary) time is spent simply in organising meetings and surviving as a group. There is often little time or money available for such organisations to be proactive and creative in their approach.

Our mapping of provision has been crucial in the identification of lack of facilities for BME young people. These findings should be considered in the development of a strategic approach towards new services across the city.



The Research

During the course of the research, the 22 researchers talked to 288 Black and Minority Ethnic young people from across the city.

We were able to contact 152 young people via the questionnaire in street settings and 136 people in projects, schools and some street sessions, using Participatory Appraisal techniques. There was an even gender balance, 144 young men and 136 young women, ages ranging between 10 – 29 years old. (In the questionnaire, there were 8 cases where gender was not recorded and 4 cases where age was not recorded.)

Table 2: Contact with BME young people

Method	10–15 age group	16–25 age group	26+ age group	Male	Female	Total
Questionnaire	66	78	4	80	64	152*
PA Approach	90	46		64	72	136
Total	156	124	4	144	136	288

*There were 8 cases where gender was not recorded and 4 cases where age was not recorded.

Research in the Projects and Schools

The peer researchers, accompanied by an experienced and qualified youth and community worker visited 12 projects. They used research techniques based on Participatory Appraisal. (See Appendix 1)

We encountered some difficulty in researching young people within the school environment. We wrote to 7 secondary schools in the early stages of the review asking for permission to carry out a number of sessions with BME pupils either in the playground or in a class room environment. This was followed up a letter from a member of the steering group from Newcastle City Council’s Social Policy and Strategic Team and then eventually by letter from the Director of Education himself. However, by this time we were almost at the final stages of the review. Eventually we were able to make contact with teachers at Westgate Community College and Heaton Manor, who arranged for us to research small groups of young people in a classroom setting.

Using Participatory Appraisal techniques and tools, we contacted 136 young people; 92 in projects, 22 in schools and 22 in street settings. Using this method, we contacted 90 young people aged 9-15 (66%) and 46 young people aged 16–25 (34%).

The majority of young people we contacted via this method were either from Pakistan (23%) or Bangladesh (39%), with 12% identifying themselves as Chinese. We contacted young people from 21 different Ethnic backgrounds in total. The majority of other BME young people are asylum seekers and refugees. (See Appendix 2: PA Sessions)



The researchers, working in groups of 3 or 4, spent 1-2 hours working in small groups within projects. First they asked the young people about the projects, places and activities they visited in their spare time, recording answers in the form of a Spider diagram.

Depending on whether the group came from one particular area, we asked them about the things they liked in their area, things they didn't like and things that they would like to change. In the case of asylum seekers and refugees, who were from across the whole city, we asked for their views on Newcastle in general. The researchers then honed in on the projects they were involved in, what they liked about them and what changes they would like to take place.

In a number of cases an H Form was used, where they evaluated the positive and negative aspects of a particular project. In some situations, we also completed an Impact Ranking Exercise where they were able to place the changes that they would like to see in positions of priority, level of impact on their lives and whether these changes were easy or difficult to achieve.

The next exercise was around ideal projects and what they would like to see develop in the future. Again we used spider diagrams, where people could write or draw their ideas together. (The outcome of this work is documented at Appendix 2.)

Positive and Negative Aspects of Local Areas

A number of themes can be identified from the answers that were given.

Safety was a key theme. The young people talked about safety when identifying both positive and negative aspects of their lives. Some young people talked about the benefits of 'feeling safe' i.e. living close to friends, that their area consisted of mostly Black people. They liked that fact that people came from diverse backgrounds and religions, and that they felt they lived in friendly and helpful neighbourhoods.

However, all of the groups, without exception talked about fear for their own personal safety and fear of violence, and experience of bullying and harassment was expressed many times.

Young people cited racism repeatedly as one of the most negative things in the area they lived in and in the city as a whole. BME young people talked about 'bullying from white kids', to the extent that they were afraid to walk home from school and couldn't play out on the streets for fear of 'charvas'. 'They call you Black and pick on your culture,' said one young man from Arthur's Hill. Some young women talked about not being able to wear their jewellery in the streets for fear of it being snatched or stolen by thieves and young people hanging around.

Young asylum seekers and refugees felt that racism 'especially from teenagers' was the most negative aspect of living in Newcastle, and identified a number of other types of anti-social behaviour, such as 'rude people,' 'too much crime' and 'thugs throwing empty bottles' in identifying difficulties that they faced.



Young asylum seekers and refugees also talked about isolation, not knowing any neighbours and feelings of being excluded from their community.

Changes that young people would like to see included making police officers more fair, as they 'do not hear you, they only see you'. They wanted CCTV cameras in streets and schools, and more effort to combat racism. Other wishes included more trips for people in the area, a greater variety of gigs and music events, including English and Bhangra music, more multi-cultural centres, a metro station in Fenham/Arthur's Hill, increased access to jobs and a football park.

Projects used by BME young people

The researchers asked BME young people which projects they used in their spare time. (See Appendix 3)

Apart from one or two obvious exceptions, almost all of the projects mentioned are specifically set up as separate provision to work with BME young people or asylum seekers and refugees. Young women are far more likely to use single-gender provision and tend to make little use of mixed (male/female) provision. Young asylum seekers and refugees are making use of and are being supported by specific support groups organised through the voluntary and the statutory sector.

What do you like about the projects that you attend?

While different groups have responded to this question in different ways, the following views were expressed by the majority of respondents:

- Meeting members of their own community is a prerequisite for BME young people's attendance at Projects. Meeting up and talking with friends was a priority.
- Particularly significant for the young women is the desire that parents should trust the worker and the group, and could feel that the young women were in safe hands. Some of the young women said that they could only attend single-gender groups.
- Safety is a key issue. Young people referred to the fact that there was no racism in the group and that they felt safe to go there. Many young women felt confident to visit the Angleou Centre on their own, whilst for other young women, the issue of transport to and from a youth club was crucial to their involvement. This was especially important during the winter months, when the evenings were dark.
- Workers and the relationship that the young people had with them was mentioned in all of the sessions. This relationship with workers was seen as more important than the activities in which the young people participated.



- Young people valued being able to talk freely and express their opinions. To 'chat about topics and understand opinions' was seen as very important.
- Learning was an important theme. Technology and IT facilities encouraged the use of existing projects. Some young people expressed that they would like the opportunity to learn new languages and learn about each other's cultures.

What would BME young people like to see develop?

Frequently young people identified barriers to them using existing services included inappropriate opening times, lack of resources in the area, limitations of age ranges, and unsuitable space and facilities available to them.

A number of young people were quite explicit about their desire to access some very normal activities; for example, organised trips, and residentials, arts and crafts, café food and cookery nights.

International and national exchanges were an idea that came up frequently from both Asian young men and Asian young women. This area may be more problematic for some of the young asylum seekers and refugees who may not have the freedom to leave the country.

Music came out as a central theme for all of the young people we researched in projects. Young people wanted to listen to music (R&B, hip hop, Bhangra, disco), learn to dance in an appropriate space, listen to DJs, DJ themselves and make music. They wanted the opportunity to attend gigs with live bands, either English and Bhangra, at events for the under 18s (soft drinks only). They also wanted more traditional dancing and music. A number of young people talked about the Mela and felt that this was a fantastic event, but it only took place once a year and was not specific to young people. Some of the Muslim young women requested one-off dance nights for Muslim young women.

Asian young men, in particular, expressed a strong desire to be involved in sporting activities. They wanted more opportunities to be involved in sport, and football and felt that some of the existing sports centres were either not open to them, or safe for them to use. Westgate Community Sports centre was somewhere that they were happy to use, but they felt that other facilities across the city were not welcoming to them. They wanted the opportunity to play handball and volley ball, swim, play tennis and cricket, and to be involved in contact sports. Some of the Chinese young women wanted to take part in high risk sports e.g. bungee jumping, sky diving and hiking, and felt that there were no sports facilities in the city which were open to or particularly welcoming of Chinese young people. Water sports such as canoeing and water-skiing were also mentioned.

Young people were generally talking about the lack of meeting places that were open to them. They would like to be able to go to internet cafes specifically for their community or 'identity' group, whilst others thought that a mixed race internet café



would be more appropriate 'cos if its not mixed it will be targeted as racist'. Some young people wanted job help and advice centres, and training and learning projects aimed at BME young people. One young Asian male said that '...if there was a club in Fenham when I was younger I would have been alright and not got involved in crime.'

BME young people want more BME-specific provision, so that they had more choice, and could attend projects on different nights of the week.

Asian young women wanted girls-only clubs, with Asian women workers to support and advise them, more funding for girls and women- only trips and residentials, and the opportunity to be involved in '...activities that are not just sightseeing! Asian girls don't get the chance to ride bikes horse ride, ice skate....Parents would let their daughters do this if it was organised and girls only'. They felt that involving parents in some of the activities was important '...so they are more confident in letting us Asian girls go out ourselves'.

Common to all of the responses was that racism and bullying in projects, schools and in the streets needed to be tackled. 'If bullying goes on, we don't use it,' said one young women. 'Racism from white kids.....this needs sorting,' commented a young man. One young woman said that she felt that white people should discipline their children, and that parents need to know that their children are safe before they let them get involved.

Key findings about BME young people's use of projects

- If projects bringing Black and white young people together are to successfully engage all young people equally, dealing with racism within the youth service has to be a priority.
- BME people are not accessing generic mainstream youth provision across the city. BME young people are using specific services that are established for their communities or will meet over an identified common issue. However, these resources are scarce and do not meet the needs of the growing minority populations.
- The majority of the projects identified by young people as the places that they frequent, are situated in the Elswick, Fenham, Benwell and Arthur's Hill areas of the city. Resources for BME young people are mainly situated in the West End of the city and there is little or no provision in the East End or the Outer West of the city specifically for BME young people. Therefore, BME young people who do not live in the West End of the city are not accessing any of the existing youth services unless they travel across the city to the West End. This disproportionate distribution of resources is not reflective of where BME communities are living.



- A community need analysis should be integrated into the work plan of existing youth projects based in the Outer West and East. This would enable projects shift resources in order to meet local need.
- In some cases, significant cultural changes may need to take place to ensure that projects can support the needs of BME communities in their areas.

Street Sessions

The young people were concerned about using Participatory Appraisal techniques in street settings. In street sessions we would only have a short period of time to hear the views of young people we were interviewing and, as it was winter, standing on street corners with flipcharts and marker pens in the pouring rain was not an attractive proposition. The young people themselves requested that we devised a questionnaire for them to use in this environment.

Using the questionnaire, we contacted BME young people outside various venues, coming out of schools at home time and in a number of neighbourhoods across the city. We varied the time that we carried out the research, and the research teams that we used. This was to ensure that we were able to contact as many BME young people as possible, who were not in contact with any existing youth provision. 16 street sessions took place across the city. (See Appendix 4.)

Analysis of Questionnaires

We interviewed 152 young people, ranging in age from 10–29 years old, using the questionnaire as a tool.

Table 3: Age range of BME young people contacted via the questionnaire

Age	10-12	13-15	16-19	20-25	26+	Total
Young People	16	50	57	21	4	148

There were 4 cases where age was not recorded.

Table 4: Gender and age range of BME young people contacted via the questionnaire

Age	10-12	13-15	16-19	20-25	26+	Total	% of Total
Male	3	27	34	13	3	80	56%
Female	13	23	22	6	0	64	44%

There were 8 cases where gender was not recorded.



The researchers asked to young people to identify their ethnicity. Young people therefore described how they would categorise themselves in terms of their ethnic background. Some of the categories are broad e.g. African, while other young people have identified themselves as being from a specific country e.g. Rwanda. Young people also identified themselves as belonging to religious groupings. We have left the list as young people have identified themselves rather than put them into groupings.

Table 5: Identification by young people of their own ethnic group

Ethnicity	Number	Percentage
African	7	4.6
Angolan	2	1.3
Arabic	2	1.3
Asian	8	5.2
Bangladeshi	37	24.3
Bolivian	3	1.9
Bosnian	1	0.7
Chinese	13	8.6
Congolese	2	1.3
Croatian	2	1.3
Black/English	5	3.3
Hindu	1	0.7
Iraqi	2	1.3
Indian	4	2.6
Iranian	1	0.7
Islamic	2	1.3
Lebanese	1	0.7
Libyan	2	1.3
Malaysian	2	1.3
Mixed race	1	0.7
Pakistani	31	20.4
Polish	1	0.7
Romanian	2	1.3
Rwandan	2	1.3
South American	1	0.7
Serbian	2	1.3
Thailand	3	1.9
Yugoslavian	1	0.7
Ethnicity not recorded	11	7.3
Total	141*	

*There were 11 cases where ethnicity was not recorded.

Young people identified themselves as coming from 28 different ethnic groups and although some of the categories e.g. Asian, African, South American are broader groupings, this self-identification has been interesting. It is reflective of what young people themselves feel comfortable with. It is also interesting that we have been unable to contact many young Indian people using the questionnaire. Despite having two Indian



young people involved in the research, we have had difficulty in contacting significant groups of Indian young people in either street sessions, schools or in projects. This may be due to the fact that many Indian young people in Newcastle are second-generation, from very tightly-knit and established communities, and organise activities within their own communities.

The researchers asked the young people where they lived. There were 3 young people who lived outside of the area, in Gateshead, Ryton and Sunderland, but were using the city centre, and 12 cases where their area of residence was not recorded. Even though the contact points for young people were spread across the city, the majority of young people that we made contact with came from the West End, with 115 cases. 46% of the young people who completed the questionnaire identified their area of residence as Fenham. 22 young people lived in the East End of the city. This figure suggests that while the majority of BME young people are living in the West End, they are accessing schools, libraries and other resources in the East End of the city.

In order to identify which facilities were used by BME young people, we asked them to state which places, projects or activities they involved in, during their spare time. 21 young people (13 male and 8 female) stated that they were not involved in any project or activity at all. 36% (54 cases) of the sample said that they used Mill Lane Youth Centre – 38 male and 16 female. As Mill Lane is also home to UBYA Boys' Group, and Mill Lane Girls' Group, one has to assume that the young people are referring to these groups rather than the generic Mill Lane Youth Club.

37 of the sample group said that they used Westgate Community Sports Centre (23 male and 14 female) and 30 cases stated that in their spare time they were involved in sports activities, but did not state a particular venue. Therefore, in our sample group, 67 cases stated that they were involved in sport and leisure activities in their spare time (39 male and 26 female).



Table 6: By Gender, Top 10 places used (What do you do in your spare time?)

Rank	Venue	Total	% of sample	Male	Female	Gender not recorded
1	Mill Lane	54	36%	38	16	
2	Westgate Sports Centre	37	24%	23	14	
3	Sport & Leisure	30	20%	16	12	2
4	Nuns Moor Play Centre	24	16%	13	11	
5	Cinema	19	12%	4	15	
6	Go to Library	15	10%	2	9	4
7	WEYES, West End Youth Enquiry Service	14	9%	5	9	
8	Angelou Centre	13	9%	0	13	
9	Newcastle College	8	5%	5	2	1
10	Brinkburn Centre	7	5%	1	3	3

Significant differences can be identified here between the leisure activities preferred by girls, and those preferred by boys. Boys are more likely to be playing sport: girls, on the other hand, are less likely to be using Mill Lane and Westgate Sports Centre, and are instead visiting the library and the cinema.

We asked young people what stopped them using the facilities in their areas and a number of key reasons were identified. 22% of the sample said that they had other priorities. Issues which prevented them from getting involved included: parents disapproving of them engaging in activity perceived as non-educational, having to look after younger siblings, having too much homework, and safety.

Young women were more likely than young men to say that they had household chores to perform after school. Young women may be expected to spend weekends with their family, and therefore have less available leisure time.



Table 7: Barriers to using facilities by gender

Barriers to using facilities	Total	% of sample	Male	Female	Gender not recorded
Other priorities	34	22%	16	14	4
Lack of information	21	14%	10	10	1
Racism in project	13	9%	4	6	3
Lack of facilities	12	8%	4	7	1
Racism in area	12	8%	4	5	3
Cost	8	5%	2	5	1
Safety	8	5%	3	3	2
Environment	7	5%	5	2	0
Access	4	3%	2	1	1
Staffing issues	4	3%	1	2	1

There appears to be little difference between male and female here, in our sample group. After 'other priorities', the main reason given for not using facilities was 'lack of information'.

The young researchers reinforced the view that information about provision was not readily available. One of the positive outcomes of this BME review has been that young people have taken the opportunity to share amongst themselves information about what is available for them in the area.

We asked our sample group what it is they like about the projects that they use.



Table 8: What do you like about the projects that you use?

Positive aspects of projects	Total	%	Male	Female	Gender not recorded
Talking/meeting with friends	53	34	24	25	4
Getting involved in sports	43	28	33	10	
No reply	41	27	25	16	
Getting involved range of activities	33	22	22	19	1
Access to ICT/computers	18	12	6	9	3
Staff and workers	9	6	6	5	1
Multi-cultural	3	2	0	1	2
Meeting English people	3	2	1	2	
Near by/close to home	2	1	2	0	
No trouble	1	1	0	1	
Free	1	1	0	1	
Other reasons/miscellaneous	8	6	2	4	

The top answer was talking and meeting with friends. Over 40 % of the young women interviewed from our sample group felt that the most important thing about the projects that they used was talking and meeting with friends, whilst for young men, getting involved in sport was the most important activity. This finding was reinforced by the work in the project sessions. In the projects, young men, in general, were keen to access more sports facilities, while young women wanted to be involved in discussions, forums, meeting with their peers and more social/talking activities.

What sort of activities would you like to be involved in?

The following questions were more subjective, in that we asked young people what sort of project, organised activities etc they would like to be involved in and what would their ideal project look like. There was a huge range of responses.

However, there were a number of key themes that can be drawn from these questions.

- Improved access to sports facilities for BME young people was a central theme, with 52 requests (33% of our sample group) for more indoor and outdoor football facilities, the opportunity to be involved in rock and mountain climbing, basket ball and swimming. A number of young people wanted improved access to facilities that were already there, and other young people said that existing facilities were too expensive for them to use. They would like



cheaper access to sports facilities in the area. Girls also wanted to be involved in more active things. 'We want to windsurf and climb too ...this should not be just for the boys to do.'

- 32 respondents (21%) said that they would like to see more facilities for BME young people, cultural and community centres, opportunities to meet and have discussions, to 'hang out and chill out', and for it to be a place to go where parents would not be worried about them. One 13 year-old female from Bangladesh stated that she would like to be 'educated about different races'. Another respondent said that she would prefer '...clubs for Black young people. I feel more confident there. I would like opportunities to go somewhere with my child.'
- 27 of the sample group or 18% of young people interviewed requested that they would like to see more opportunities to meet young people from other cultural backgrounds, to go on trips together, camping and have fun. 'My ideal club would be a union between different people,' said one respondent. 3 of the respondents here specifically requested international exchanges. One young woman who attended Nuns Moor Play Centre said that she would like to see more foreign people come to her club.
- 27 (18%) of the respondents said that their ideal project would involve music, dancing, Bhangra, and hip hop. They wanted city-wide music events for the under 18's with DJs, DJing and discos.
- 16 (10%) of the respondents requested they would like to be involved in a project where 'racism is not an issue'. One young woman from the Congo said: 'I would like to see projects that treat me like any other person, and not a Black person. If people's attitudes change, things will be better'. A 17-year-old female asylum seeker from Africa made the plea: 'I would like to be treated equally as a person and not discriminated because of the colour of my skin'. Another young person said, 'No matter where we come from, we should be treated equally.'
- A number of BME young people (14 respondents) said that they would like a project where Black and white people mix together where they could learn about different cultures. A young woman from Byker said that she would like a project that 'mixes Black and white people together'. Another young man said that he would like 'less racism... and more people working with Asian people... and Black and white people working together...more projects that are mixed race projects.'
- 7 (5%) of the young women stated that they wanted to be involved in women's and girls' groups only. One young Asian woman stated that they '...needed transport to pick us up and collect us...if we are going to be back late this is important...and it must be a girls-only session otherwise our parents will not let us go'.



- A small number of the respondents said that they were concerned about racism and that concern would prevent them from using facilities that were mixed race. A 22-year-old young woman from Malaysia who had been in England for 8 weeks, stated that she would like a project with 'Black people and Chinese people, anything but English people'. Another young person said 'English people cause trouble.... (There would be) racist comments from English people'.
- 7 young people asked for improved access to internet facilities, with the opportunity to design software and learn IT skills.
- 10 young people had no opinion as to what their ideal project would be. This may have been because they had had no experience of youth services and had little expectation of what types of opportunities were available.

There were a number of other requests from individual BME young people:

- A Chinese Youth Project with Chinese music
- A place where young mothers from BME communities can meet with their children
- More Black staff and workers working with BME young people
- An African club for young people with an African Peoples' Forum
- Fashion shows and the opportunity to make and design clothes
- More opportunities to be involved in drama - to create and act in plays.



Experience of young researchers

The use of peer researchers in this review led to many positive outcomes, some of which were entirely unexpected. These included:

- Researchers were able to inform their interviewees about projects and organisations in the area
- Increased confidence and self esteem was expressed by some of the researchers, in particular by the young women
- Researchers gained increased awareness of other BME people outside of their own groupings. Many felt they had formed significant friendships with people from different ethnic backgrounds
- Researchers gained increased information about what was available to them.
- A group has been formed of BME young people who are committed to continuing to work together on new projects
- The team of BME researchers far exceeded our expectations in their level of involvement, their ability to take on the task, their effectiveness in carrying out their review and their commitment. This positive outcome should be supported, and the young people should continue to be involved in other reviews or consultations.

One female Asian researcher commented:

'I am doing community work already. I found this job from my mum who is a Community Worker. I thought I would get a job out of this, but then I came to the first meeting and found out more about it.

I am already working with lots of groups. It has been good. I have more experience of community work. It is more me working with young people. I have never known Black young people before. I have mixed with Pakistani, Asians, English and Chinese, but never known anyone who is Black. I used to think negatively about them.

Once you get to know different people, it is different. The group has been the biggest help to me ... lots of people from different backgrounds, and the workers are really helpful and friendly.'

One 16-year-old young woman talked about her nervousness when she first got involved in the research. It had been a huge step for her to attend the training weekend.

'I found out about the peer research project as my mum was studying at Westgate Community College, and had gone to see a Careers Advisor about me getting a job. She made an interview for me; she couldn't find anything to suit me so she gave me the information about this project.

I wasn't interested in it at first, but she couldn't find anything else. The woman was really excited about this ... I thought it would be about sitting behind a computer, researching on the internet.

It has been really good. I have enjoyed myself. After this I have become more confident. I couldn't ring anyone up, like BT or anything, but now I can talk to anyone.



It has been really good talking to other young people and getting to know about their backgrounds. Before I have just mixed in with Asians and Whites, but now I know about asylum seekers and issues that other Black people face.'

Although we had anticipated that there would be a greater need, translation and interpretation services were only required in one setting. This was because the young people themselves (the researchers or the young people being researched) had the ability to interpret for each other. One young researcher wrote about his experience of interpreting for a young woman who spoke Mandarin, while his second language was Cantonese.

Monday, March 24th 2003

'My day at Cragside House was an over-whelming experience. I had to translate from English to Cantonese for a girl called Ling*. Ling is an asylum seeker and comes from Mainland China, her main language is Mandarin but luckily she understood Cantonese.

It was my first time trying to translate and it felt very weird and strange because I didn't know what was required of me. I had to listen and communicate very carefully. Whilst translating, I had to remember what English had to be translated and interpreted. Then I had to communicate with Ling and make sure she understood what I was saying and then everything made sense.

During the day I felt I was more competent at translating but also I felt Ling was more relaxed as the day progressed. I felt at the beginning she must have been shy and scared of what was going on and happening. Later in the day she was more comfortable and able to communicate with others much more freely.

Overall it was a good experience. I feel that if I was to come across a similar scenario in the future, I would be much more relaxed and prepared for the task. I'd be competent at communicating with others, helping them with their language difficulties/barriers.'

*We have changed the name to protect the identity of the young woman.



Summary of Findings

Our researchers discovered that there are a multitude of needs across the city from different communities of young people. No single project or initiative will encompass the views and aspirations of all BME young people. A range of initiatives, therefore, must be developed across the city – initiatives that take note of differing wishes and needs.

1. Projects specifically established for BME young people in Newcastle are major sources of support for their communities.
2. BME young people would like the opportunity to be involved in groups that are mixed in terms of ethnicity. The proviso was given that anti-racist work with white young people would be carried out, and that BME young people should feel safe from racist abuse.
3. Provision for BME young people is fairly limited in terms of opening times, accessibility, type of provision and location. BME young people would like to have the opportunity to participate in more groups and Projects across the city.
4. Provision is mainly located in the West End. BME young people who live in the East End and in other parts of the city would like to be involved in projects near to where they live.
5. There is a lack of information about what is available to BME young people and they would like to see improved publicity about resources.
6. Asian young women and girls are keen to be involved in girls-only projects. They would like to be dropped off and picked up in order to secure them safe access to a venue. Winning the support and confidence of their parents is essential.
7. The needs and interests of BME young people are very similar to those of many other young people. BME young people would like to access a similar level of resources.

These included:

- The need for more meeting places to meet with friends and have fun
 - The desire to be involved in sporting activities, and for young women to be able to be involved in some of the more adventurous outdoor activities
 - Dance and music-making (playing and listening) and the chance to enjoy musical activities from both their own and other cultures
 - The chance to go on trips together: international, national and local
 - Internet and computer facilities, including designing software.
8. Tackling racism and racial harassment is essential. Young people throughout the review spoke of experiencing racism and racial harassment. This racism was experienced on the street, but there was also a fear that mainstream provision was dominated by white young people, and that racism might be experienced within projects. This fear was more perceived than experienced, but 3 of the young people surveyed said that they had experienced racism in projects.



Consulting Practitioners and Managers

Introduction

Gathering the views of practitioners and managers was an essential part of this review. Three methods were used: a questionnaire, interviews and a consultation event. We sent questionnaires to 102 Projects that are either working directly with BME young people or which provide support services to them. We decided which Projects to contact on the basis of information from Newcastle City Council, The Regional Youth Work Unit, voluntary sector networks and the young peer researchers. Due to an initial low response rate from organisations, a second copy of the questionnaire was sent out three months after the first. A total of nineteen questionnaires were completed, sixteen from voluntary sector projects and three from the statutory sector.

Thirteen interviews were conducted with key workers and managers at places of work, each one lasting on average one hour. Interviewees were assured that their comments would be anonymised in the final report.

The Consultation Event, held at Pendower Hall Education Development Centre in June 2003, was open to practitioners and managers from both the statutory and voluntary sectors in Newcastle. Emerging findings were presented and participants were asked to contribute to the research through workshop discussions. They also debated with the research team, including the peer researchers.

Current Provision

Most respondents felt that whilst some good provision existed for BME young people, the general picture was patchy. Some organisations work in isolation. The majority of projects which successfully engage with BME young people are in the Inner West area. Some organisations are disadvantaged in terms of staff and funding.

'There are now some services for BME young people in comparison to the past; however things have not progressed as much as they should have.'

Refugee workers and managers highlighted that between 30 and 35 new refugee community organisations had been recently established in the region. Yet few young asylum seekers and refugees are accessing Play and Youth Services. One young refugee project worker said that some local authority youth services, such as youth club-type provision, were not appropriate to young people seeking asylum. Young asylum seekers, because of uncertainty about their immigration status, may lack the confidence to visit a youth club.

One respondent was sceptical about the previous commitment of the Play and Youth Service towards promoting provision for BME young people:

'They have never prioritised work with BME young people, despite there being numerous proposals put forward by the voluntary and statutory sectors.'



'If Newcastle/Gateshead are to be true cities of culture, they need to go further than having black people drumming and dancing.'

Another respondent felt more positive about the future:

'There is a genuine commitment (from the Play and Youth Service) to developing services for BME young people – and we should build on what is already there.'

Issues in developing work with BME young people

Funding and Resources

15 out of 19 projects said that funding and access to resources was a concern. This included specific funding for BME groups, funding for youth work sessions, including single-gender and outreach work and funding for activities. One project felt that funding criteria restricted work in less deprived areas. Another felt that faith-based community organisations experienced difficulties in acquiring funding. One respondent felt that funding regimes create gaps in provision, because of their strict criteria about the ages of young people who can participate and the geographic areas of work.

Work with BME young people can be resource-heavy. As one respondent stated:

'There is a lot of leg work to do in working with BME groups as you have to go out and meet people within their own community.'

Language support was seen as essential to inclusive work and in engaging with 'hard to reach' groups. Language support, i.e. the cost and availability of translators, was a concern of 3 projects.



Venues

7 projects felt there is a lack of safe and accessible venues in Newcastle and one group had 'no meeting place to call home'.

'Young Black people fear going to youth projects. They fear racist attacks. Afro-Caribbean youth do not live in one area of the city and so need a central base. Councils need to pool their resources as BME youth travel to meet each other.'

'Young people from BME communities do not feel safe in other places to start with. A lot more has to be done to gain their trust in order for them to start using other projects.'

One manager stated that a particular group could dominate existing provision, unless particular effort was made to include a cross-section of the local population:

'Much provision is territorial and can become owned by a particular group. This way it doesn't become inclusive. For example, community organisations can be dominated by older people. It may be hard for young people to have a role, unless there is something specifically set up for them.'

Strategic planning

Our respondents felt there was a lack of service co-ordination and access to information on BME events and projects. One respondent felt there was a lack of commitment to equality.

'Policies and procedures are racist. Job descriptions, recruitment selection procedures are written to support white institutions and a white work force. Child protection policies are written from a white perspective.'

One project was frustrated at the lack of support for new community-based organisations:

'New groups need a lot of support and assistance with even the very basic things like constitutions, child protection policies, funding applications and funds to hire premises.'

Some respondents felt that the lack of strategic planning hindered the development of new and innovative work within existing projects.

Staffing and training

6 projects highlighted the negative effects of the low numbers of Black (including refugee) workers and managers in the service:

'There are not enough workers. And there are no detached workers working in the Black community.'

Where projects do have BME staff, they are often working part-time sessions which can impose limitations on the work undertaken:



'It's frustrating not having the resources to deliver a full programme. Sessional workers don't have time to develop work in only very few hours.'

Existing BME workers often experience a lack of support and opportunity to progress. There is, for instance, no forum where Black workers can meet, discuss issues and campaign for change.

Many respondents expressed that anti-racist training was essential. This should be on-going training, provided to all workers, both full and part-time. The training better equips workers to challenge racism within projects and the community. The existence of such training creates a supportive environment for BME workers.

'In 1989 there was anti-racist training over four consecutive weekends. This created solidarity for Black workers. We need to get back to basics. We need to identify what was good and modernise it.'

Integration versus separate provision

This review has identified few examples of racially-integrated mainstream youth provision.

'Black young people are not welcome and are not using generic youth provision.'

Respondents felt that white workers might lack sufficient understanding of cultural issues. One respondent felt that most face-to-face work is done by sessional staff, who may not best-equipped to challenge racism. Tensions between BME groups were also highlighted:

'Each community has had to fight for its own cultural heritage to be recognised and acknowledged. So they've had little opportunity to come together with different community groups to share their similarities.'

Asylum seekers and refugees

The numbers of asylum seekers coming to live in Newcastle rose approximately ten-fold during the 1990s. Children and young people seeking refuge in the UK have the right to a range of services, yet they often find it difficult to access these services. Work with young asylum seekers and refugees can be resource-heavy. It may involve the extra costs of interpreting services and home visits to reassure parents. Just as there are few Black workers in Newcastle, there are few from refugee backgrounds.

'Asylum seekers exist in exceptional circumstance. Much provision is focussed on a settled population.'

Despite the problems, some mainstream services are successfully supporting young refugees. Innovative projects have been established in the statutory and voluntary sectors, or as partnerships between the two. One voluntary refugee project, however, said they had found it difficult to develop a meaningful partnership with the Play and Youth Service.



Few projects work directly with young asylum seekers and refugees. The influx of asylum seeker/refugee families has been recent and rapid. Services are struggling to catch up with demand. Refugee/asylum seeker families face many difficulties, and young people's issues are low on the agenda. Professionals may lack the information or the confidence to engage with young asylum seekers and refugees.

Other issues identified

- No opportunity for young people from BME backgrounds to be involved in the development of their own services
- Cultural barriers, e.g. young Black people may not want to be seen accessing sexual health services
- Lack of work with parents and community leaders.

Recommendations from practitioners

Resources/Funding

Financial support from the City Council is vital for the future of BME projects. Practitioners and managers suggested that support be increased and that funds be made available for development work.

Venues for BME provision

Practitioners and managers called for more suitable venues across the city to become available for community organisations and projects.

Some proposed the idea of a multicultural youth centre or centre for diversity, a project that would bring all BME communities together. This would be a place where, 'lots of different communities could meet and share resources together - education, training, open weekends and evenings, contemporary and traditional events.' Black and white youth projects could be involved, but BME groups would lead the project. Services would include mixed and separate provision (single-gender sessions), and information on immigration and welfare rights for asylum seekers and refugees.



Strategic planning

An agreed plan for the future that links BME work into all youth-related strategies is a priority. This would require a commitment to 'gain trust, go to their patch and make a full hearted effort to understand and respect the cultural diversity within BME projects'. This support would help enable existing providers to raise the standard of existing BME work and develop more provision across the city. However, the autonomy of individual projects must be respected.

'The local authority have a responsibility to allow groups to develop their own direction and sense of social cohesion. You can't enforce it.'

Specific recommendations included:

- The Play and Youth Service should be more open. It should work alongside the voluntary sector in a proactive manner. Ideally, it should bring workers together in a forum and encourage networking.
- Newcastle Council should draw on the resources of other local authorities within the region to link up dispersed BME communities.
- The Play and Youth Service should develop more effective links with organisations such as the North East Centre for Diversity and NCVS.

Staffing and training

Practitioners and managers felt that more Black workers were needed in the service. Extensive support was necessary to retain and develop existing staff.

'There needs to be an integrated service, staffed by Black and white workers with integrated management. The council needs to adopt a strategy to put that in place. The strategy needs to include young people, managers, and part-time and full-time workers.'

Respondents recognised that most BME staff were employed part-time and therefore on-going support was required to enable them to progress to all levels, including strategic positions. Greater numbers of Black workers would provide solidarity to existing BME staff and offer positive role models to young people.

One project suggested promoting the role of informal education within BME communities, 'where formal education is seen as very important, informal not.'

Specific recommendations included:

- Target potential workers for the part-time Certificate in Youth and Community Work and other qualifications
- Create trainee posts
- Recruit paid workers and volunteers with language skills
- Improve supervision and career structure
- Improve support for voluntary workers.



Young people and community involvement

Workers and managers felt that there are few opportunities for BME young people to get involved in decision-making, both in individual projects and within the strategic planning of services. Valuing the opinions and participation of young people was seen as key for the future of the service. All parties would benefit from the experience.

Specific recommendations were:

- Support for BME young people to come through the system as workers and management committee members
- Continue the dialogue with young people this survey has started
- Develop contact/working with parents and community leaders.

Needs of asylum seekers and refugees

Young asylum seekers and refugees are a diverse group. They either experience or have or have experienced a variety of problems. These include: interrupted education in countries of origin; horrific experiences in home countries and during their flight to the UK; parents or carers who are emotionally absent (because of trauma suffered); bullying, racism and isolation. Young asylum seekers and refugees express the need for friendship and a place to belong. They need resources for a range of activities, both to combat loneliness and boredom, and as an opportunity to learn more about this country. The Play and Youth Service is well placed to provide support to this vulnerable group. Local communities have a lot to gain from the integration of asylum seekers and refugees.

Specific recommendations included:

- Awareness-raising work on refugee issues and anti-racist work for staff. Young people and communities to counteract urban myths and the negative portrayal of asylum seekers and refugees.
- Incorporate proactive measures to attract young asylum seekers and refugees to mainstream services. Such measures could include providing transport, outreach work, and home youth project links. Reassure parents that their children's attendance would be safe and worthwhile.
- Provide language support. Some young asylum seekers and refugees may find it difficult to take part in services because they do not speak much English. Allow those with less English to communicate in other ways such as drama and music. This could help build their confidence. Translators, bilingual workers, ESOL (English for Speakers of other Languages) support are also essential.
- Establish asylum seekers/refugee-only provision if appropriate, and be sensitive to cultural considerations.
- Be sensitive to immigration status and try to understand individual circumstances.



- Provide emotional support. Young asylum seekers and refugees may have specific problems to overcome. They may receive a negative decision and be concerned about deportation. They may turn 18 and be dispersed to another part of the country. Workers must support young refugees through these difficulties. Other young people need to be made aware that newly-made friendships may come to an end at short notice.

Integrated versus separate provision

Practitioners and managers emphasised the need to create a supportive environment for BME young people in mainstream provision.

Specific recommendations include:

- Anti-racist/cultural awareness training for staff and young people
- Raising awareness of separate provision
- Working with partner agencies in the voluntary and statutory sectors
- Proactive work to involve BME young people
- Employing mixed staff teams (Black and white/male and female workers)
- Black workers to work with BME groups and white young people.

The Consultation Event

The Consultation Event was a vital part of the review. The event provided the review team with an opportunity to present emerging findings. But, just as importantly, it enabled practitioners, through debate and workshop sessions, to contribute further to the review process. With these aims in mind, the event took place in June 2003, towards the end of the research phase of the review. Over 100 key organisations, groups and individuals were invited. A total of 48 people attended on the day.

The review team and the Play and Youth Service presented background information on the review, placing it within recent strategic developments. The peer researchers then delivered a progress report on their findings, and talked about what they had gained from their involvement in the review. The review team then presented the initial findings from the interviews with practitioners and the research undertaken with BME young people.

After these presentations, we held two workshops. During the workshops, the participants, in three groups, discussed the issues involved and came up with a list of priorities.

During the first workshop, participants were asked if the presentations were an accurate reflection of the current provision for BME young people in Newcastle. The purpose of this debate was to help verify the review findings, and identify any gaps in provision.

The theme of a second workshop was the development of future services to BME young people in Newcastle. Participants were asked what services they would like to see developed and factors might hinder such development.



Each of the three groups agreed on their own list of priorities for service delivery. The priorities from each group were as follows:

Group 1 – Priorities

The Play and Youth Service should:

1. Challenge institutional racism within the service and be proactive in placing black workers into strategic positions.
2. Organise more events like the consultation event. Such events give workers from all over the region to discuss issues and decide on strategies for resolving problems.
3. Establish a Diversity Centre by 2004.
4. Train more BME workers.
5. Change perceptions and proactively challenge racism. Look into practices. Work in partnership with schools, as well as other voluntary and statutory organisations to raise awareness around culture, religion and the diversity within BME communities.

Group 2 - Priorities

The Play and Youth Service should:

1. Understand and explore the opportunities for common ground.
2. Ensure safety and security of BME groups – i.e. by providing transport and a secure location.
3. Ensure workers are well-trained, experienced and qualified.

Notes

Integrated work would provide opportunities for BME young people to interact with the wider community. Separate provision should be maintained. BME young people would be offered a choice.

Group 3 - Priorities

The Play and Youth Service should:

1. Plan a clear strategy which
 - increases resources for BME projects/young people
 - is shaped by BME workers and (particularly) young people
2. Increase training opportunities for workers and ensure training is consistently funded and supported
3. Provide a choice/range of services

Conclusions from Consultation Event

The event provided an excellent opportunity for practitioners and managers to air their views. The workshops validated many of the research findings. They also created a useful forum in which practitioners could network and voice their opinions. The event was a useful indication of the strength of commitment of practitioners across the City. It would be helpful to hold similar events in the future, so that workers can continue to offer each other support and information.



Key Findings from Research with Young People and Practitioners

From the extensive work we have carried out with practitioners and young people during this six-month-long review, these are our key findings:

- BME young people want to be involved in mixed provision. The young people who took part in the research were keen to access services that bring together both BME and white young people. However, many BME young people do not currently use mainstream provision because they perceive it as racist and inappropriate to their needs. Mainstream provision must be made accessible to BME groups.
- Young Asian girls require special consideration in the development of services. Cultural issues mean that separate single-gender provision is essential. Their communities need to be reassured that provision is safe and appropriate.
- The Play and Youth Service needs to direct a specific strategy for working with young asylum seekers and refugees. This needs to include specific services which recognise the complex issues that affect young asylum seekers and refugees. Language support and informal educational programmes are essential.
- More provision needs to be provided for BME young people in the East End of the city, including young asylum seekers and refugees.
- Racism and the experience of racial harassment have a detrimental effect on the activities in which BME young people engage. Although anti-racist training can address this in youth projects, on a wider city level, the Local Authority needs actively to challenge racist attitudes. This could be achieved through educational and awareness-raising programmes in schools and within the Council. Closer liaison with police and other services may help to form a coherent anti-racist strategy.
- Action needs to be taken to recruit and train more BME youth workers.
- Anti-racist training needs to be available for white youth workers in the city. There also needs to be training in racial awareness and methods for combating racism. These programmes need to be a regular part of training schedules, not just a one-off event.
- The experience of the young researchers has demonstrated that young people from a variety of different ethnic backgrounds can work together very effectively. The Play and Youth Service needs to find resources to fund this group and offer further training opportunities.



Recommendations

The Play and Youth Service commissioned this review with the aim of it having an impact on future service delivery. There is an opportunity now to act upon the findings from the review. The review team have made the following recommendations:

- The Play and Youth Service should appoint a lead officer to oversee the development and implementation of a strategy for service development with BME young people.
- Practitioners in the city have a wealth of experience and understanding, and they need to contribute fully to future service development.
- The possibility of establishing a Centre for Diversity in the city should be explored.
- The Play and Youth Service should identify several projects in the city, which could be used as pilots for developing integrated mainstream provision. These pilot programmes could involve anti-racist training for staff, mixed staff teams (in terms of ethnicity), development of appropriate youth work initiatives, and a community needs analysis.
- All Play and Youth Service projects need to carry out a community audit to ensure that their services are reflective of their local population.
- BME young people have been at the heart of this review process. We recommend that they continue to be involved in strategy development, consultation and further research.



Appendix 1 Projects Visited by the Researchers

- Mill Lane - UBYA Boys' Group
- Mill Lane Girls' Group
- Angelou Centre – UBYA Girls' Group
- Millin Centre - Urban Girls' Group
- West End Youth Enquiry Service – Children Society Group with Asylum Seekers and Refugees
- Nuns Moor Play Centre – Monday evening group
- Cragside House, Social Services and Save the Children Group for unaccompanied minors, asylum seekers and refugees
- Sino-Anglo Group
- North East Refugee Service (NERS) Drop-in for asylum seekers and refugees
- St James' Study Group
- West End Youth Enquiry Service Drop-In
- Racial Harassment Project Girls' Group – Wednesday evening



Appendix 2 Participatory Appraisal Sessions

2A. Breakdown of Young People Involved in P.A. and Verification Sessions

I. Participatory Appraisal Sessions

Gender	Male	64
	Female	72

Age	9 – 15 Age Group	90
	16 – 25 Age Group	46

Ethnic Group	Angolan	5
	Arabic	1
	Bangladeshi	53
	Bolivian	6
	Chinese	16
	Columbian	2
	Congalese	3
	Croatian	3
	Georgian	1
	Chinese	1
	Iranian	2
	Iraqi	1
	Kenyan	3
	Kurdish	1
	Libyan	1
	Malaysian	1
	Mixed Race (Pakistani /English)	2
	Pakistani	31
	Polish	1
	South American	1
Zimbabwean	1	

Area of Contacts	Projects	92
	Schools	22
	Street	22

Total of Young People Consulted		136
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II. Verification Sessions

Gender	Male	33
	Female	16

Age	9 – 15 Age Group	19
	16 – 25 Age Group	30

Ethnic Group	Bangladeshi	27
	Pakistani	6
	Polish	2
	Croatian	7
	Serbian	1
	Turkish	2
	Bolivian	1
	Ugandan	2
	Chinese	1

Area of Contact	Street	49
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2B. Young peoples comments about their own area

Elswick: 'our area' - young Asian people

Good things	Negative things	Changes we would make
<ul style="list-style-type: none"> • Friends, family live nearby • Area is mostly Black/Asian • Mill Lane Youth Club • Youth Associations • Facilities for young people • Good shopping facilities (clothes & food) • There is a police station • There is CCTV • Good plans for new houses • No racist people • Friendly people • Good atmosphere • Easy to make friends • Security • Very close relationship with neighbours • Hospital • New people coming into area 	<ul style="list-style-type: none"> • Too much crime – vandalism – car crime • Poverty • People don't learn – not inspiring area • Houses built too close together • Boys playing football • Litter • Too many Asian people • Fights on the street • Racism • Bullying from white kids • Bengali ladies complaining about us playing football in street • Drinking in Elswick park • Too many drug dealers • People taking drugs • Aggressive people (white) when taking drugs • Racist graffiti (Kingsley Terrace – 'No Asians') • Charvas • No trips • No projects – only Mill Lane • Not nice people • No jobs • Bad schools in area • Can't play football • Gangs • Pimps in area • Smack heads and crack heads • Thieves • No one cares 'cos it's a dump 	<ul style="list-style-type: none"> • Police officers – make them more fair • Do more to tackle crime • Cut down on racism • More regular educational activities • Have a local jobcentre • Create more jobs • Football park • Make people keep their streets and back alleys clean • Have dogs on leads • Have more girls' groups for Asian girls - not just white • Stop boys playing on the street • Get rid of some Asians (fights on same street) • Stop graffiti (racist) • More cleaners to tidy area • Community Centre (mixed groups – white, Asian, male, female) • Organised trips in the summer



2B. Young peoples comments about their own area

Elswick: 'our area' - young Asian people

Points highlighted during verification sessions

Good things

All of the issues in the left hand column on the previous page were cited by Asian young people in Elswick as being 'good things' about their area. In verification, they particularly highlighted the good facilities for young people, including Mill Lane Youth Club. They liked the shopping facilities for clothes and food, the proximity of a hospital, and found it easy to make friends in this mainly Black/Asian area.

Negative things

All of the issues in the middle column on the previous page were viewed as significant negative aspects of living in Elswick. The verifiers gave great emphasis to racism and racist graffiti, and the feeling of threat from 'charvas' (young white men up to no good.) Crime, drugs and unemployment were also cited as particularly negative aspects of the neighbourhood.

Changes we would make

The verifiers particularly wanted fairer policing, a football park, cleaner streets, more organised trips and better job opportunities.



2B. Areas

Fenham/Arthur's Hill: 'our area' - young Asian people

Good things	Negative things	Changes we would make
<ul style="list-style-type: none"> • Hospital • Information points • Police station • Fire station • Clubs and youth projects • Communities understand each other • Clubs – sport • Schools • Temples • Good multi-cultural community • Loads of shops – good Asian clothes shops • Swimming pool • Friendly people • Good parties/functions • Near town/cinemas • Westgate Sports Centre • Angelou Centre • Diverse backgrounds – like from different religions • Libraries nearby 	<ul style="list-style-type: none"> • Crime • Drug taking • Drug dealing • Litter • Too much traffic • Some areas are too quiet • Arson in back lanes • Bus service not good • No interesting places to go for young people • Racism in schools • Racist abuse on streets 'They call you black & pick on your culture' • Most groups are for white kids (Elswick girls' group/ project) • Noisy people around • Too many people gossip • Bad news gets out more than good news • Smoking • Drinking on streets (white kids) • Not safe at night time (like the back lanes) • Can't wear expensive jewellery – get it snatched/stolen • Area looks untidy • Too dangerous in school • Dog/pigeon poo • Bullying on street 	<ul style="list-style-type: none"> • Metro Station • Latin community organisation project • More bins • Discos • Better shops • Big supermarket • Better bus service, more frequent/bigger buses • Library • Make the area safer • Do something about bullies (white kids) • Get rid of burglaries • Better projects & activities – more rights – similar to UBYA • More variety – projects, gigs, music (English & Bangra) • More places for young people to play (swings) • More parks • Less traffic • Football/netball facilities • Do something about racism • Dog waste bins • Swimming pool • More doctors nearby • Put cameras in street and schools • Fewer pubs



2B. Areas

Fenham/Arthur's Hill: 'our area' - young Asian people

Points highlighted during verification sessions

Good things

Verifiers particularly agreed that the hospital, police station, fire station, shops and the Angelou Centre were good things about the area.

Negative things

The verifiers felt that out of the issues mentioned, racist abuse on the streets and drug taking/crime were overwhelmingly deprecative of their standard of life.

Changes we would make

The verifiers were all very keen to have a metro station in their area. While this may not be practical, their desire does highlight a need for improved transport in general.

They also wished to emphasise a need to get rid of bullies. Several wanted a swimming pool, a greater variety of projects, and a feeling of greater safety in the area.



2B. Areas

Newcastle - young asylum seekers and refugees

Good things	Negative things	Changes we would make
<ul style="list-style-type: none"> • Sports Centres (Westgate, Benwell) • Libraries (Moorside, Byker) • Internet access • It's calm • Discos/nightclubs/bars • Police service is good • College/education is good (Newcastle College, Westgate Com. School) • Shops are good (Eldon Square) • Cinemas • Church groups • Pizza restaurants • Peaceful for work and study • No factories • People communicate well • Good support from professionals (Social Services) • Bridges • A lot of people are very friendly • People are polite – people wait in line for the bus & don't push in • People are very kind • People are very helpful • Area is very good in terms of climate, not hot & not cold • Can find places to sort out problems • Swimming pools (Elswick, Byker) • Bus service to Byker • Good neighbours • Resource Centre in Byker • Flat / a home to live in • Foreigners who speak French and Lingala • People that take us on visits 	<ul style="list-style-type: none"> • Transport is too expensive • Racism (especially from teenagers) • Attitudes • Violence • Drink problems • Gardens • Graveyards • Rubbish • Weather • Bus service • Businesses/shops close too early – when shops close there's nowhere to go • Animals - dogs and cats • Too many people smoking • Too much litter • Don't know any neighbours – feel left out • Not many public doctors – too far away • Places are very quiet after 5pm • Too much crime • A lot of thugs throwing empty bottles • Byker Wall • Dirty, horrible people where I live (Byker) • Rude people where I live (Byker) • Dogs (Byker) • Noisy kids (Byker) • Insecurity – car crime • Abuse from locals (Byker) • Lack of African food 	<ul style="list-style-type: none"> • Get rid of all the rubbish – clean the city • Dogs (too many) and dog mess all over • More effort to fight racism • Improve the bus service • More places to visit • More places for children to play (parks) • More multi-cultural Community Centres • More bins & dog litter bins • More police • Have hospital nearby my house • Something for kids in Byker (they are too noisy) • Stop people smoking too much • Stop people drinking too much • Higher gates outside houses • An African shop • An African hairdresser's



2B. Areas

Newcastle - young asylum seekers and refugees

Points highlighted during verification sessions

Good things

The young asylum seeker/refugee verifiers especially loved internet access, cinemas, education, nightlife and the support they received from professionals. They liked Newcastle's shopping, pizza restaurants, transport and police.

Negative things

Overwhelmingly, the verifiers hated the racism that was directed at them, and they identified this as the most important issue. They also expressed particular dislike for litter, crime, isolation, feelings of insecurity, and the weather.

Changes we would make

Our verifiers wished very strongly for more efforts to fight racism. They also wanted the city cleaned up, more places to go, and more multi-cultural community centres.



2C. Projects and Places

Used by Asian boys

Projects	Activities	Places
<ul style="list-style-type: none"> • West End Youth Enquiry Service (computers) • Murray House, Arthur's Hill - 'not open now someone's set fire to it' • UBYA – Mill Lane • Mill Lane (Black Boys Group, Monday nights) 	<ul style="list-style-type: none"> • Football • Gym • Basketball • Hanging out 	<ul style="list-style-type: none"> • Elswick Park (football) 'not many people use Elswick Park due to racism and violence' • Westgate Sports Centre • Moorside Library • Nuns Moor Park • The Square (Kingsley Terrace) • Hull Street, Durham Street and Mill Lane back lane 'Back lanes, everybody's there all the time – Marbles, smoking tabs, mainly lads'. 'Girls not as much 'cos parents kick off!' • Near Netto's • Spot White Snooker Club (China Town)

Of the above projects, our verifiers particularly visited the West End Youth Enquiry Service and the UBYA on Mill Lane. Of the places, they highlighted Westgate Sports Centre, Elswick Park, The Back Lanes, and Nuns Moor Park.



2C. Projects and Places

Used by Asian girls

Projects	Activities	Places
<ul style="list-style-type: none"> • Millin Drop in Centre • Elswick Park & Pool (Friday Girls Group) • Sunday Club at Mill Lane – Girls' Club • Urban Girls' Grup, Millin Centre (Thursdays) • Nuns Moor Park – Project Arts/Crafts • After School (Westgate Hill) Club • Study Club at St James' Park • Girls' Club in Gateshead • UBYA Girls Group - Angelou Centre • Stephenson's Library Girls Group • Roshni • Stanton Street Lounge Drop-in (Wednesdays) 	<ul style="list-style-type: none"> • Trampoline • Tennis • Dance • Netball • Violin • Basketball • Choir • Arts and Crafts • PCs • Reading • Homework • Finding out information • Women's Group 	<ul style="list-style-type: none"> • Mosque at Newcastle University • Fenham Library (Homework Club) • Westgate Community College • Mosque • Moorside Library • Westgate Library • St Mary's Library • Metrocentre

The verifiers particularly visited the UBYA Girls' group at the Angelou Centre and the Sunday Girls' Club at Mill Lane, and the Urban Girls' Group at the Millin Centre. They enjoyed all the above activities, particularly dance and trampoline. They stated that they visited all the above places with equal regularity.



2C. Projects and Places

Used by young refugee and asylum seekers

Projects	Activities	Places
<ul style="list-style-type: none"> • Cragside House • Save the Children • Mobex • Brinkburn Centre • Young Refugees Project (Lynnwood) • Young Asylum Seekers' Support Project (Heaton) • WEYES (West End Youth Enquiry Service) • Nuns Moor Park Play Centre Group • Mill Lane (Tuesday night) • Moorside Park (School) club • Westgate Sports Centre 	<ul style="list-style-type: none"> • Beech • Iceskating • Horseriding • Music • Singing • Dancing • Volleyball • Making Clothes • Football • Clubbing • Swimming • Gym • Basketball • Computing • Drama Group • Cricket • Cinema 	<ul style="list-style-type: none"> • Whitley Bay • East End Library • Fenham Pool • East End Pool • Benwell Sports Centre • Northumbria University Sports Centre • Westgate Road Computer Centre • Elswick Pool • Ship Nightclub • Nuns Moor Park • The Gate • Metrocentre • Cuba Cuba Nightclub • Ikon

At least some of our verifiers made use of all the above facilities and participated in all the above activities. Music, gym and the cinema were the most popular leisure activities. The Gate, East End Pool, the Metro Centre were the most frequently visited places, with the beach at Whitley Bay and the East End library were also popular. All the above projects were used by the verifiers, particularly Save the Children, the Brinkburn Centre, the Young Refugee Project (Lynwood) and WEYES. Projects/nights specifically for asylum seekers and refugees were mentioned frequently.



2C. Projects and Places

Pupils from Westgate Community College

Projects	Activities	Places
<ul style="list-style-type: none"> • UBYA Project – Angelou Centre • Mill Lane UBYA • Nuns Moor Park Project • Keyfund • Millennium Volunteers • St James' Park Study Support • Gifted & Talented trips • WEYES • Contact project 	<ul style="list-style-type: none"> • Football on Westgate field • Shopping in town • Cricket with friends • Movies • Going out • Trips with New Deal 	<ul style="list-style-type: none"> • Elswick Pool • Leo Snooker Club • Centre for Sports – Westgate Community College • Mosque • Westgate Community College swimming pool • City Learning Centre • Library



2C. Projects and Places

Pupils from Heaton Manor Comprehensive School

Projects	Activities	Places
<ul style="list-style-type: none"> • Nuns Moor Play Centre • Westgate Community College Sports Centre • Lightfoot Centre • Ouseburn Youth club • Ravensworth Club 	<ul style="list-style-type: none"> • Ride bikes in street • Play cricket • Play football in the street and teams • Cinema 	<ul style="list-style-type: none"> • Wet 'n' Wild • Nuns Moor Park to play football and cricket • Snooker Club – Spot White & Riley's • The Gate • Heaton Hawks football team • Moorside Library • West End Library • Elswick Pool



2D. Projects (Likes and Changes)

Sino-Anglo Group

What do you like about the project?	What would you like to change?
<ul style="list-style-type: none">• Trips - Yorkshire, Beamish, Wet 'n' Wild, Lake District, bowling• Activities - sports, crafts, drama and acting, music• Workers• Parents support it as they know the workers• Times - Sunday morning• Feel safe• Like meeting friends and making friends• Stops me getting bored.	<ul style="list-style-type: none">• Wider age group• Get more young people involved• To interact with other cultural groups, but still keep this group• More exciting trips e.g. Edinburgh, Manchester, zoos, theme parks• Traditional English activities e.g. strawberry picking, visit a dairy farm and the countryside• Somewhere to play football• Less pressure from staff• More DVDs• More indoor games• Bad behaviour from the boys• Too far to travel<ul style="list-style-type: none">- bus journey makes us sick- nothing to do on the bus• Teachers force us to do things we don't like• Boys!!!!• Singing• Girls forcing us to do things.



2D. Projects (Likes and Changes)

MILLIN CENTRE – Urban Girls' group

What do you like about the project?	What would you like to change?
<ul style="list-style-type: none">• Meeting our friends• The Girls' Group• Activities<ul style="list-style-type: none">- painting, cooking, sewing• Fun project• Kind people• It's girls-only• Learning new skills - cooking, sewing• Learning languages.	<ul style="list-style-type: none">• Less - killing, bullying, vandalism and criminal violence in the area• More - projects like this. Fund projects with lots of activities and people (same gender)• More city events – Mela etc.• Help for people who get bullied• Computers – IT• More homework clubs.



2D. Projects (Likes and Changes)

Nuns Moor Park – Monday evening

What do you like about the project?	What would you like to change?
<ul style="list-style-type: none">• I like playing football• Sport – cricket/badminton• Homework• I like it very much• Music• Dance• Games/pool• Park to go into - big field to play freely• I like people who come here• Meeting friends• Friendly people• I like music and girls• Great choice of games• EVERYTHING	<ul style="list-style-type: none">• It is expensive for me to get there (by bus)• Go on trips more frequently• Better football pitches• Have quad-biking, basketball and bike riding• Local swimming pool close to Nuns Moor• More activities• Clean up the surrounding area• Less crime in the area• Young people's club for 'all types'• Disco• More time - open more often and for longer• Bigger and better clubs for young people• DJ studios• Have a club for Croatians and a Croatian restaurant• Open to all



2D. Projects (Likes and Changes)

Angelou Centre

What do you like about the project?	What would you like to change?
<ul style="list-style-type: none"> • We feel safe • It's somewhere to go during the week • It's girls-only (would not be able to go otherwise) • It brings out your personality • It's in our area • Meeting friends • We are confident to go alone • My friends are nearby • It's easy to make friends • Our parents trust the workers and trust us when we're there • Lots of different activities • You can chat about topics and understand opinions • Workers • Being able to express your feelings in different ways • Fun • Drama - Open Clasp • Trips - rock climbing, ice skating, London, Manchester, Keilder, beach. 	<ul style="list-style-type: none"> • More places to go to/more girls' groups • Our own club! - Not use some else's building • Extra money for trips/residentials • Flexible dates and times – open at weekends • Funds to go abroad • Music and gigs with famous people for under 18s (without a bar) and without hassle from community • Cyber café and internet facilities for Asians • More dance • Able to go to gigs – English and Bangra • Organise Fashion Shows at our own centre • More trips • Swimming



2D. Projects (Likes and Changes)

West End Youth Enquiry Service: Children Society Group -
Thursday group (for asylum seekers and refugees)

What do you like about the project?	What would you like to change?
<ul style="list-style-type: none">• Listening to music• Workers• The people that go• Crisps, pop and chocolate• Computers• Making friends	<ul style="list-style-type: none">• Small room - noisy• Not enough space• More girls and boys to go• More computers• Sport trips/activities (snooker, tennis, basketball, football)• Have more nights for us to come – open more frequently• More organised games• More trips to places• Music projects, making music• Dance classes.



2D. Projects (Likes and Changes)

West End Youth Enquiry Service: General drop-in session

What do you like about the project?	What would you like to change?
<ul style="list-style-type: none">• Access to information• Internet access• Relaxed• Health service/advice• It is local• Somewhere to go• Help with homework	<ul style="list-style-type: none">• Not many young Asians go – MORE Asians to go• The workers don't know everyone who goes• Employ a black worker• Get involved with projects (UBYA etc)

The verifiers particularly valued the project as somewhere to go that was local, provided internet access, and provided health services/advice. The changes they most wanted to make was that a Black worker should be employed, and that more young Asians should visit the project.



2D. Projects (Likes and Changes)

Study Club at St James' Park

What do you like about the project?	What would you like to change?
<ul style="list-style-type: none">• Lots of new facilities to use• We learn to work together• Very welcoming• Fun• Learn new things• Lots of activities• Make new friends• Good because Newcastle United play there• Lots of technology• We get to use the internet• Get picked up and dropped off• Parents like it	<ul style="list-style-type: none">• More Asian people to go• Send out invitations• Not just for 6 weeks at a time• Longer hours



2D. Projects (Likes and Changes)

Mill Lane UBYA Boys' Club

What do you like about the project?	What would you like to change?
<ul style="list-style-type: none"> • Meet with friends • Play pool • Play snooker • Keeps us out of trouble • It's open in winter • Make new friends • Raise money for charity • Instead of 'chilling out' on the streets, I come to Mill Lane 	<ul style="list-style-type: none"> • Open the gym • Provide more facilities • More trips • Workers need to respect young people – not just give orders • Closes too early – need better opening hours • Have more options than pool and table tennis • Youth worker being more helpful and confidential • Do more projects – music, sport

The verifiers particularly liked meeting friends and making new ones, playing pool and keeping out of trouble. They particularly wanted the gym to open, and more trips to be organised.



2D. Projects (Likes and Changes)

Mill Lane Girls' Group (Sunday Project)

What do you like about the project?	What would you like to change?
<ul style="list-style-type: none"> • Activities • Trips • Help with homework • Good people • No racism • Learn well • Computers • Fun activities • Helpers • Party (EID party/birthday) • Art and Crafts 	<ul style="list-style-type: none"> • Sewing classes • Craft projects • Paint/art projects • E-mail people (talk about the club activities) • Send out letters, get more people to come • Get stuff that we need • Organise trips • Better toilets • More computers • More staff • More toilets • More equipment • Paint the building • More rooms • Renovate the building – make it look good

The verifiers particularly liked the lack of racism and the organised trips. The changes they wanted were higher attendance/publicity, better equipment and facilities.



2E. Ideal Project

Ideal Project for Young Asian Boys in Newcastle

Activities/features

- Organised football
- Football park/5-a-side
- Gym
- Computer games/Play Station 2/Games Cube
- Bicycle ramp
- Exchange programmers/other areas in UK/abroad
- Music/DJ courses/decks
- Disco
- Films/TV/DVD
- Café/food and drinks/snack bar
- Organised activities/trips
- Den/Chill-out room
- Martial arts group
- Boxing
- Rally cars
- Learning about cars – mechanics courses, car systems/music systems
- Pool/snooker
- Smoking area
- Basketball facilities/court
- Table tennis
- Tennis
- Shops/clothes
- Cyber café (mixed race) – ‘cos if it’s not mixed it will be targeted as racist.

The verifiers wanted organised football, a football park, DJing courses, a disco, boxing, a smoking area, rally car racing, a mixed cyber café, martial arts, a gym, a chill-out area, courses on car mechanics and pool/snooker facilities.



2E. Ideal Project

Ideal Project for Young Asian Boys in Newcastle (continued)

Other issues that are important

- Racism from white kids – ‘This needs sorting’
- Make police officers more fair to Black kids
- Racism from older white people - ‘When we play football at the back lanes we get racist abuse’
- Prevent fighting
- Black workers
- Better transport (like metro system around Elswick or the whole West End)
- Police do not hear you, they only see you
- Asian gigs (boys & girls) - ‘Boys coming late (8pm) don’t do anything bad in the evening. Club should be open early for girls because they have to go home early.’
- Multi-lingual assistants at projects
- Lads in Fenham /Gosforth don’t know about projects – Spice FM radio station or posters to advertise project
- ‘If there was a club in Fenham when I was younger I would have been alright (not got involved in crime)’

The verifiers identified racism and fairer policing as particularly important.



2E. Ideal Project

Ideal Project for Young Asian Girls in Newcastle

Activities/features

- Cyber café for Asian young people
- Fashion shows
- Drama group – young Asian people only
- Textile/craft sessions
- Nail art
- Hairdressing
- Organised trips/residentials
- Music – different styles (R&B, hip-hop, Bangra)
- Dance – learn to dance from dance teachers
- Café/food/cookery nights
- Meeting areas
- Disco nights (Bangra night every Friday 5-9pm)
- Sewing area
- Sports activities – trampoline, badminton, horse riding
- Computing classes
- Dance area
- Film nights/DVD player
- Smart board
- Chill-out area
- Library
- Disco ball
- Gigs/music – live for under 18's with no bar
- One-off dance nights – Muslim girls
- Help in school work
- Art

The verifiers were particularly interested in cookery, disco nights, sporting activities, trips and residentials, fashion shows and IT facilities.



2E. Ideal Project

Ideal Project for Young Asian Girls in Newcastle (continued)

Other issues that are important

- Girls-only club
- Lots of workers
- Asian women workers/supervisors
- We need our own club
- Mixed gender groups
- Only Asians club
- Able to express feelings
- Being able to go to gigs (English/Bangra)
- To be safe going to club at night times
- Project to be welcoming
- No alcohol (at gigs). A lot of gigs have Indian singers/bands so it's mixed Indian and Muslim security at gigs
- Not being bullied by white kids
- Don't pay to get in
- Able to wear 'bling bling' (gold) without being scared of it being stolen
- Not having gossip/bitching (Gossip is calming down as compared to 5-6 years ago)
- We need more funding for girls activities/trips
- Activities that are not just sightseeing! Asian girls don't get the chance to ride bikes, horse ride, ice-skate (Parents would let daughters do this if it was organised and girls-only)
- Transport provided at appropriate times/sessions (Parents like us to be collected/taken home)
- Workers need to meet/talk to parents to get trust
- Opening times (inc. weekends & evenings till 8pm)
- Improve teaching equipment
- No bullying in Projects (If bullying goes on, we don't use it)
- We decide opening times
- Security cameras in places
- Projects need advertising – we don't know about stuff what's going on
- Involve parents in some things we do, so they are more confident in letting us Asian girls go out ourselves

Our verifiers felt that it was overwhelmingly important that there should be girls-only clubs, with female Asian workers. Transport to and from the venue would reassure parents about safety. The young women wanted more adventurous physical activities, and a firm resolve to tackle bullying.



2E. Ideal Project

Ideal Project for Young Refugees and Asylum Seekers in Newcastle

Activities/features	Other issues that are important
<ul style="list-style-type: none"> • Internet café • Handball team • Organised trips • Advice Centre – workers • Information point – leaflets • Club meeting point / venue • Dance floor area • African shop • African nights • Football team • Volleyball team • Music /DJ courses /Decks • Pop music 	<ul style="list-style-type: none"> • Mixed race club (50% ethnic minorities) • Workers should be young people • Club(s) should be located in poor areas • Job help • Language help • Equal opportunities • No racism • No sexism • Age group – club for 16-30 year olds • Younger children night (under 16 years)

The verifiers particularly wanted organised trips, a dance floor, a football team, and music-making/DJing facilities. The most important issues to them were no racism, help with jobs and language, integrated provision, and separate provision for different age groups.



2E. Ideal Project

Ideal Project for Sino Anglo Group

Activities/features	Other issues that are important
<ul style="list-style-type: none"> • Trips/outdoor expeditions • Bungee jumping, sky diving, hiking • Karate/Tae kwondo/Judo • Sports – football, tennis • Justin Timberlake dance workshops • Chinese dancers • International exchanges/trips • Singing/Karaoke • Video making, filming and editing • Games/computer games • Parties • Discos • Art – painting, drawing • Animals • DJ workshops • Funfairs (Lightwater Valley) • Swimming/water sports • Boys’ and girls’ cooking • Residentials • Textiles • Food • Fencing • Archery • Self defence lessons • Competitions with prizes 	<ul style="list-style-type: none"> • Prefer mixed groups rather than single-gender • Alternative times/days • Need Chinese workers to feel secure and easy to communicate • Mixed language skills, so need language support • Racism in other projects • Parental support • Only one Mandarin - speaking group • Lack of information about projects in the area • No sports projects for Chinese young people

The verifiers particularly wanted sports, extreme sports, parties, computers/computer games and international exchanges/trips.



2E Ideal Project

Ideal Project for Young People at Heaton Manor Comprehensive School

Activities/features

- Asian project
- More races involved
- Black staff – to talk to
- Mixed Black & White young people – as long as the white people are not racist
- Translation if necessary
- Mixed race staff
- Staff who will treat everyone the same
- More projects for Black young people
- Organise trips
- Discos with dancing and food
- Bangra 'n' Bollywood nights
- Swimming pool
- Quasar
- Games, computer games
- Football
- Netball
- Camping
- Water sports (skiing, canoeing)
- Homework help club
- Multi-racial
- Multi-racial workers/staff
- Awareness of different cultures
- Trips/educational
- Music – R&B, Reggae, Garage, African, Iranian, Indian rap music
- Disco
- Dance – teach break dance, Arabic dance
- Snooker/Pool

The verifiers particularly wanted more projects for BME young people, Bangra and Bollywood nights, a swimming pool, organised trips, netball, football, Quasar, discos, games/computer games and various music events.



2E Ideal Project

Heaton Manor Comprehensive School

Other issues that are important	Solutions
<ul style="list-style-type: none"> • Too far away • Lack of information • Too much homework • Not enough time • Parents don't allow us to go (especially girls) • Parents don't allow us to go in case something happens to you • Parents think we might get spoiled – make us stay at home, don't let us play out • Cultural differences • Travel costs • Bullying and gangs • Discrimination e.g. girls, disabled, weaker peers • Nothing in our area (Fenham) • Rough areas • Have to be in for 9-10 o'clock • Banned from Lightfoot – other kids messing around 	<ul style="list-style-type: none"> • Supply information • Homework help club • Change times, security. • Separate girls from boys • Tell them not to be sexist • Organise trips with staff • Do something good so you can go as a reward • Teach about other cultures • Make travel arrangements • Look for permanent ways to stop bullying • Tell police about bullies • Make projects close to home • Make projects in better areas • Go through the day • Ban just the naughty kids



2E. Ideal Project

Ideal Project for Young People at Westgate Community College

Activities/features	Other issues that are important
<ul style="list-style-type: none"> • Cafes • Food outlets (e.g. pizza, kebab etc) • More sport - basketball, tennis, badminton, trampolines, swimming, aerobics • Music • Snooker • Zoo • Mountain bikes • Football • Camping • Education (AIDS, drugs, health, languages) • Shopping • Computers • Theme Park • Centre where kids of the same age can go – from different areas and schools • Trips • Supermarket • Weight lifting • Boxing • Mini bus (Pick up/drop off service) • Learn about English culture issues • Drop-in Centre, talk about problems, socialise, chill out • International, national and local travel (projects that takes people out) • Groups which take you on outings • More opportunities for black & white people coming together 	<ul style="list-style-type: none"> • Lack of information about other services • Asian only • All races • Asian staff • Mixed groups • Opening times (Sat. mornings, holidays) • More information/better communication • Too dark after school • Not too far away • Get parents involved • Workers who can talk to parents • More girls' groups • Leaflets about services • A warning sign in street about bullying people • White parents should discipline their children • Free to use • No bullying • Parents need to know it is safe • Kids from different schools • Parents don't allow us to go because it is not educational • Parents fear we might go elsewhere

The verifiers particularly wanted more sport, travel (national and international) and outings.



Appendix 3 Projects used by BME Young People

Projects used by BME young men included:

- West End Youth Enquiry Service (computers)
- UBYA - Mill Lane
- Sino Anglo Group
- Mill Lane Black Boys' Group
- Murray House (although some young people thought it was not open any more due to fire damage to the building)

Projects used by BME young women included:

- Millin Drop-in Centre
- Millin Centre – Urban Girls' Group
- Elswick Park and Pool (Friday evenings)
- Mill Lane Girls Club (Sunday afternoon)
- UBYA Girls Group (Angelou Centre)
- Nuns Moor Play Centre
- Westgate Hill School After School Club
- Study Club at St James' Park
- Roshni
- Stanton Street Women's Coffee/Tea Group
- Elswick Library Girls' Group
- Sino Anglo Group

Projects used by young asylum seekers and refugees included:

- Cragside House, Newcastle Social Services
- Save the Children
- Mobex
- Brinkburn Centre
- Young Refugee Project (Lynwood Centre)
- Young Asylum Seekers Project (Heaton)
- West End Youth Enquiry Service
- Nuns Moor Play Centre
- Mill Lane Youth Club (The Children Society, Tuesday evening)
- Westgate Community Sports Centre



Appendix 4 Research in Street Settings

Street sessions took place in:

- Eldon Square
- Monument
- Haymarket
- Stowell Street area
- Elswick area, - the Triangle, outside Mill Lane and on Westgate Road
- Adelaide Terrace, Benwell
- Byker Pool and Shields Road
- Outside Morrison's in Byker
- Chillingham Road, Heaton
- Outside Westgate Community College
- Outside and inside Westgate Sports Centre
- Outside Heaton Manor Comprehensive School
- Moorside Ward, on the terraces and around Stanhope Street



Appendix 5 Questionnaires Returned from Practitioners

Respondents by sector	No
Voluntary sector	16
Statutory Sector	3
Total	19

What age are the young people you work with?

Age range	No of Projects
11 – 25	13
11-19	2
5-13	2
11-16	1
11-13	1

Where is your project based?

Area	No of Projects
Inner West	8
City Centre	7
East End	3
Outer West & North	1

What areas do BME young people come from to take part in your project?

Area	No of Projects
City-wide	9
City-wide & outside city	5
Inner West & East End	2
East End	1
Inner West	1
Inner West, Outer West & outside city	1



What groups of BME young people do you work with?

BME Groups	No of Projects
All	5
Asylum Seekers and Refugees	3
Bangladeshi, Indian, Pakistani,	3
Asylum Seekers and Refugees, Bangladeshi, Indian, Pakistani	2
Afro/ Caribbean, Asylum Seekers and Refugees	1
Afro/ Caribbean	1
Bangladeshi, Chinese	1
Chinese	1
Bangladeshi, Pakistani,	1
No answer	0

Services offered?	No of Projects
Services to specific BME Groups	14
Integrated services to BME and white young people	10
Gender-specific services (female)	5
Gender-specific services (male)	2

Gaps in service provision for BME young people living in Newcastle

- Outdoor activities/ outdoor arts
- Youth club for Hindu children
- Single gender work
- Sexual health awareness and access to mainstream sexual health services
- Work with travellers
- Work with refugees and asylum seekers
- Young Black people do not seem to use council run services
- Lack of bilingual workers
- Few services for BME young people
- Youth clubs have limited resources
- Networking
- Most provision concentrated in the West End
- Support for new community groups, constitution, policies (child protection), funding, premises
- Integrated work



Are there any specific initiatives/projects for BME young people that your service would like to develop?

- Exchanges between BME projects
- Homework club
- Sports and play/outdoor sports
- Youth forum
- Multicultural centre
- Drama work
- Social and cultural activities
- Saturday/Sunday club
- Cookery, arts, crafts
- Multicultural activities
- Cultural awareness
- Single gender sessions
- Youth club
- Racial awareness sessions with schools and community groups
- Outdoor activities/arts
- Provision for Black women

Examples of projects working well

- Black family days – North East of England African Community Association
- Bollywood dance classes – North East Hindu Cultural trust
- Racial awareness days
- Forum Theatre - Mobex North East
- Integrated arts & crafts work (asylum seekers and refugees and white young people) – Kids Kabin and Mobex North East
- Children's Society Young Refugees' project
- Recruitment of Black male youth workers at Streetwise
- Save the Children Young Refugees' Project
- Survivors PANAHA
- Urban Girls' Group/ IT Youth Sessions – Millin Centre
- Girls' Group – Mill Lane Youth Centre
- Learning mentors at Heaton Manor School
- Nuns Moor Play Centre
- Angelou Centre Girls' Group
- Allotment Project – Sino-Anglo Cultural Exchange Centre



Appendix 6 Consultation Event

Workshops

1. Feedback on Workshop Session 1 – General Discussion

- Lack of access and lack of services, although knowledge exists of services.
- Gap – services for disabled people.
- Trafficking of young people is increasingly an issue in Newcastle. Need services to deal with this.
- Need to build trust with parents in order for young women to access services. Parents fear their daughters being 'westernised'.
- Valuing contribution/commitment of volunteer BME workers (community organisations doing lots of good work for free)
- Need to ensure this review results in action – feeling that people have been consulted over and over again and little action has followed
- Findings are nothing new – issues same as 20 years ago.
- Why is the review team all white?
- Security of venues important
- Previous consultations not acted upon
- Targets/timescales must be clear in order to commit people to action
- Lack of information promoting the Play and Youth Service.
- Not one BME community – there are many with different needs.
- Lots of other groups not consulted (wide range of nationalities).
- Need for translators
- No ESOL for young people
- Need for decision makers to receive the recommendations
- Security of buildings
- Lots of BME young people don't know what Equal Opportunities actually means – need for issue-based work to explore this issue.

Barriers exist:-

- Racism in projects – need for in service training.
- Need for more BME workers in the service and need to look at ways of retaining them.
- Need to make the service a more attractive career.
- Young people need choice over service provision – some need for separate integrated provision.



2. Feedback on Workshop Session 2

- Challenge racism in Play and Youth Service.
- Appointing/retaining/training BME staff.
- Centre for Diversity to be started 2004.
- Challenging Perceptions: working with schools on diversity issues.
- More events like today's.
- Understand and explore positives of existing work.
- Separation of provision and choice so that there may be separate or integrated services (older/younger/lesbian/gays as well as different BME groups).
- Well trained staff/qualified. On-going training required for white staff on antiracist practice.
- Clear strategy needs to be developed which increases resources to BME communities.
- Strategy must involve BME young people in shaping the strategy and provision.
- Existing group of 22 BME young researchers should be developed and input into above 2 points.



Appendix 7 Statistics

Sex and Age by Ethnic Group

	All People	White: British	White: Irish	White Other: White	Mixed: White & Black Caribbean	Mixed: White & Black African	Mixed: White & Asian	Mixed: Other Mixed	Asian or Asian British: Indian	Asian or Asian British: Pakistani	Asian or Asian British: Bangladeshi	Asian or Asian British: Other Asian	Black or Black British: Caribbean	Black or Black British: African	Black or Black British: Other Black	Chinese or Other Ethnic Group: Chinese	Chinese or Other Ethnic Group: Other Ethnic Group
Newcastle All People	259537	235259	1735	4692	392	404	912	579	3097	4843	2608	824	136	733	91	1871	1361
Age 10 - 14	15951	14166	29	160	45	33	94	60	235	516	323	54	8	47	3	98	80
Age 15	3146	2809	7	29	16	4	13	15	47	106	48	3	0	8	3	28	10
Age 16 - 17	6038	5382	7	49	14	16	37	14	90	185	128	19	3	13	0	53	28
Age 18 - 19	9130	8173	58	167	20	18	62	28	114	187	113	14	6	36	0	91	43
Age 20 - 24	24814	21175	229	1232	47	48	119	104	360	418	236	112	15	110	9	418	182

MALES

Total Males	125475	113062	856	2367	214	215	451	295	1563	2470	1287	518	70	405	42	943	717
Age 10 - 14	8170	7299	18	77	29	21	47	29	130	251	148	32	3	20	0	41	25
Age 15	1619	1459	3	21	8	4	4	4	21	58	16	0	0	4	0	11	6
Age 16 - 17	3078	2741	3	29	6	6	16	8	46	92	69	10	3	5	0	32	12
Age 18 - 19	4214	3788	27	80	11	7	27	13	60	73	41	7	3	13	0	40	24
Age 20 - 24	12344	10443	105	657	24	26	60	55	183	206	116	67	3	65	4	223	107

FEMALES

Total Females	134062	122197	879	2325	178	189	461	284	1534	2373	1321	306	66	328	49	928	644
Age 10 - 14	7781	6667	11	83	16	12	47	31	105	265	175	22	5	27	3	57	55
Age 15	1527	1350	4	8	8	0	9	11	26	48	32	3	0	4	3	17	4
Age 16 - 17	2960	2641	4	20	10	21	6	44	93	59	9	0	8	8	0	21	16
Age 18 - 19	4916	4385	3	87	9	11	35	15	54	114	72	7	3	23	0	51	19
Age 20 - 24	12470	10732	124	575	23	22	59	49	177	212	120	45	12	45	5	195	75



Sex and Age and Economic Activity by Ethnic Group

	All People	White: British	White: Irish	White Other: White	Mixed: White & Black Caribbean	Mixed: White & Black African	Mixed: White & Asian	Mixed: Other Mixed	Asian or Asian British: Indian	Asian or Asian British: Pakistani	Asian or Asian British: Bangladeshi	Asian or Asian British: Other Asian	Black or Black British: Caribbean	Black or Black British: African	Black or Black British: Other Black	Chinese or Other Ethnic Group: Chinese	Chinese or Other Ethnic Group: Other
Newcastle All People	191135	173329	1485	3992	247	230	543	348	2374	3091	1545	628	99	572	58	1560	1034
Aged 16 - 24	39980	34730	295	1453	81	84	211	142	564	790	477	148	21	157	12	562	253
Economically Active	20122	18317	118	377	37	42	93	46	209	345	216	54	4	50	6	160	48
Employee - Part Time	2121	1916	9	41	6	3	4	7	18	40	50	0	0	7	0	13	7
Employee - Full Time	9028	8462	49	133	15	13	44	19	78	102	46	11	0	7	3	38	8
Self Employed - Part Time	61	52	0	3	0	0	0	0	3	3	0	0	0	0	0	0	0
Self Employed - Full Time	242	149	0	8	0	0	0	0	11	57	11	0	0	0	0	6	0
Unemployed	2423	2209	9	22	6	8	15	0	15	51	42	20	0	7	0	5	14
Full-time Student	6247	5529	51	170	10	18	30	20	84	92	67	23	4	29	3	98	19
Economically Inactive	19858	16413	177	1076	44	42	118	96	355	445	261	94	17	107	6	402	205
Retired	23	23	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Student	16682	13636	165	1000	33	36	109	86	328	344	172	75	14	97	6	398	183
Looking after home/family	1291	1126	6	19	4	3	6	0	10	53	45	8	3	0	0	0	8
Permanently sick or disabled	599	575	0	6	0	0	0	0	6	6	3	3	0	0	0	0	0
Other	1263	1053	6	51	7	3	3	10	11	42	41	8	0	10	0	4	14
MALES																	
Total Males	93306	84152	752	2022	121	119	277	189	1194	1534	790	399	47	329	30	792	559
Aged 16 - 24	19630	16972	136	766	39	38	99	77	288	371	226	84	6	84	6	295	143
Economically Active	10365	9417	56	195	16	19	47	25	118	195	109	32	0	26	3	78	29
Employee - Part Time	805	726	3	11	3	0	0	3	14	13	21	0	0	3	0	4	4
Employee - Full Time	4943	4645	22	82	7	9	23	11	42	49	20	3	0	7	0	20	3
Self Employed - Part Time	34	31	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Self Employed - Full Time	188	107	0	5	0	0	0	0	11	51	11	0	0	0	0	3	0
Unemployed	1694	1562	6	14	6	4	12	0	9	31	18	17	0	4	0	0	11
Full-time Student	2701	2346	25	83	6	12	12	11	42	48	39	12	0	12	3	51	11
Economically Inactive	9265	7555	80	571	23	19	52	52	170	176	117	52	6	58	3	217	114
Retired	11	11	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Student	8271	6683	74	535	19	19	49	42	164	162	95	44	6	55	3	217	104
Looking after home/family	54	48	0	6	0	0	0	0	0	0	0	0	0	0	0	0	0
Permanently sick or disabled	373	358	0	3	0	0	0	0	3	3	3	3	0	0	0	0	0
Other	556	455	6	27	4	0	3	10	3	11	19	5	0	3	0	0	10
FEMALES																	
Total Females	97829	89177	733	1970	126	111	266	159	1180	1557	755	229	52	243	28	768	475
Aged 16 - 24	20350	17758	159	687	42	46	112	65	276	419	251	64	15	73	6	267	110
Economically Active	9757	8900	62	182	21	23	46	21	91	150	107	22	4	24	3	82	19
Employee - Part Time	1316	1190	6	30	3	3	4	4	4	27	29	0	0	4	0	9	3
Employee - Full Time	4085	3817	27	51	8	4	21	8	36	53	26	8	0	0	0	18	5
Self Employed - Part Time	27	21	0	3	0	0	0	0	3	0	0	0	0	0	0	0	0
Self Employed - Full Time	54	42	0	3	0	0	0	0	0	6	0	0	0	0	0	3	0
Unemployed	729	647	3	8	0	4	3	0	6	20	24	3	0	3	0	5	3
Full-time Student	3546	3183	26	87	10	12	18	9	42	44	28	11	4	17	0	47	8
Economically Inactive	10593	8858	97	505	21	23	66	44	185	269	144	42	11	49	3	185	91
Retired	12	12	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Student	8411	6953	91	465	14	17	60	44	164	182	77	31	8	42	3	181	79
Looking after home/family	1237	1078	6	13	4	3	6	0	10	53	45	8	3	0	0	0	8
Permanently sick or disabled	226	217	0	3	0	0	0	0	3	3	0	0	0	0	0	0	0
Other	707	598	0	24	3	3	0	0	8	31	22	3	0	7	0	4	4



Ethnic Group by Wards in Newcastle upon Tyne

Ward	All People	White: British	White: Irish	White: Other: White	Mixed: White & Black Caribbean	Mixed: White & Black African	Mixed: White & Asian	Mixed: Other Mixed	Asian or Asian British: Indian	Asian or Asian British: Pakistani	Asian or Asian British: Bangladeshi	Asian or Asian British: Other Asian	Black or Black British: Caribbean	Black or Black British: African	Black or Black British: Other Black	Chinese or Other Ethnic Group: Chinese	Chinese or Other Ethnic Group: Other Ethnic Group
Benwell	7184	93.78	0.45	0.97	0.31	0.1	0.19	0.24	1.18	1.43	0.31	0.18	0.04	0.33	0	0.17	0.32
Blakelaw	11911	95.78	0.28	0.73	0.2	0.21	0.15	0.17	0.31	0.44	0.24	0.17	0	0.11	0.05	0.8	0.38
Byker	8201	93.24	0.56	1.62	0.1	0.05	0.38	0.21	0.72	1.05	0.55	0.3	0.05	0.3	0.04	0.32	0.51
Castle	11436	94.75	0.49	0.96	0.09	0.14	0.3	0.23	1.17	0.28	0.13	0.52	0.03	0.1	0.04	0.29	0.46
Dene	15498	89.5	0.77	1.77	0.08	0.19	0.34	0.23	1.77	1.72	0.85	0.42	0.06	0.3	0.03	1.26	0.71
Denton	9932	97.25	0.39	0.5	0.06	0.07	0.12	0.04	0.51	0.22	0.21	0.07	0	0.22	0.04	0.19	0.09
Elswick	8124	72.27	0.52	1.74	0.28	0.2	0.6	0.36	1.87	7.62	11.72	0.68	0	0.38	0	0.62	1.16
Fawdon	9971	95.73	0.38	0.69	0.12	0.31	0.15	0.14	0.51	0.62	0.33	0.08	0.06	0.15	0	0.36	0.36
Fenham	11447	87.73	0.6	1.56	0.1	0.07	0.35	0.04	1.59	5.1	1.44	0.2	0.04	0.18	0	0.75	0.23
Grange	12031	88.65	0.9	1.94	0.08	0.18	0.47	0.42	2.24	1.1	1.4	0.37	0.03	0.46	0.06	1.01	0.69
Heaton	10503	87.89	1.4	3.09	0.27	0.2	0.49	0.33	1.35	2.37	0.86	0.29	0.1	0.36	0.07	0.5	0.43
Jesmond	11849	87.23	1.47	4.08	0.09	0.22	0.64	0.51	2.21	1.11	0.29	0.32	0.1	0.18	0.03	0.83	0.7
Kenton	10177	91.75	0.53	1.4	0.12	0.04	0.46	0.04	1.59	1.72	0.6	0.28	0.05	0.48	0	0.71	0.25
Lemington	10057	97.33	0.51	0.48	0.17	0.06	0.18	0.07	0.4	0.24	0.22	0.08	0	0.08	0	0.2	0
Monkchester	8200	96.79	0.27	0.57	0.27	0.06	0.11	0.11	0.45	0.51	0.06	0.09	0	0.17	0	0.45	0.09
Moorside	10682	75.66	1.03	7.09	0.27	0.6	0.6	0.58	1.82	2.38	2.27	1.52	0.15	1.17	0.07	2.76	2.04
Newburn	8631	98.02	0.25	0.53	0.14	0	0.19	0.03	0.22	0.16	0.09	0.06	0.05	0.05	0	0.13	0.08
Sandyford	11458	86.87	1.16	4.41	0.24	0.25	0.49	0.39	0.94	1.13	0.68	0.43	0.04	0.42	0.04	1.95	0.57
Scotswood	6532	95.33	0.47	0.41	0.15	0	0.21	0.12	0.86	1.52	0.4	0.08	0.06	0.06	0	0.17	0.15
South Gosforth	10267	88.65	1.33	3	0.13	0.22	0.54	0.32	2.05	0.92	0.37	0.3	0.1	0.22	0.03	0.6	1.22
Walker	7725	96.35	0.27	0.47	0.1	0.04	0.08	0.19	0.54	0.8	0.18	0.22	0	0.35	0.04	0.14	0.22
Walkergate	10207	96.7	0.35	0.39	0.14	0	0.14	0.08	0.72	0.61	0.25	0.05	0.03	0.09	0	0.27	0.19
West City	6334	87.35	1.33	3.17	0.25	0.19	0.54	0.27	0.68	1.66	0.55	0.43	0.16	0.66	0.11	1.47	1.18
Westenhope	12670	97.82	0.24	0.47	0.06	0	0.13	0.02	0.62	0.15	0.02	0.09	0.02	0.02	0	0.25	0.06
Woolington	7929	96.72	0.15	0.76	0.1	0	0.3	0.14	0.52	0.53	0.1	0.04	0	0.11	0	0.37	0.16

Source: National statistics website www.statistics.gov.uk
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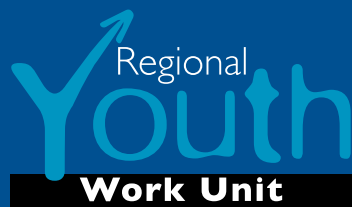
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