

community cohesion for children, young people and their families

a rapid review of policy, practice
and research in local authorities

Local Government Analysis and Research programme



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a rapid review of policy, practice and research in local authorities

*'...community cohesion depends upon breaking down the
"fear of difference"... and promoting trust between different groups'*

Professor Ted Cantle, 2006

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Pauline Benefield
Anne Lines
Catherine Paterson
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INVESTOR IN PEOPLE

Contents

Acknowledgements	v
Key findings	vi
1 Introduction	1
1.1 The context	1
1.2 Definition	2
2 Key national documents	3
3 Key players and key contributions	4
3.1 Audit Commission – local government	4
3.2 Commission for Racial Equality (CRE)	4
3.3 Department for Communities and Local Government (DCLG)	4
3.4 Home Office	5
3.5 Learning and Skills Council (LSC)	5
3.6 Local Government Association (LGA) and the Improvement and Development Agency (IDeA)	5
3.7 Joseph Rowntree Foundation	5
3.8 National Youth Agency	6
4 Key research reports	8
4.1 Community cohesion	8
4.2 Ethnic minorities	8
4.3 Gypsy and traveller communities	9
4.4 Refugees and asylum seekers	9
4.5 Different faith communities	9
4.6 Sexual orientation	10
5 Local authority policy and practice	11
5.1 Best practice	11
5.2 Examples of initiatives, schemes and other practice	11

6	Conclusions and recommendations	14
	Appendix 1 – How the review was conducted	15
	Appendix 2 – List of players from research establishments and third sector organisations	16
	Appendix 3 – List of responding authorities	17
	Appendix 4 – Acronyms	18
	Appendix 5 – Search strategy	19
	References	27

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Key findings

- There is a wealth of policy, guidance and information about community cohesion from central government and other organisations.
- To date, there appears to be a paucity of research on community cohesion. For this reason, it is not possible to identify definitive evidence of good practice in community cohesion in the research reports found for this review.
- The majority of research studies on community cohesion are concerned with adults.
- There is a limited research focus on the role of children and young people in community cohesion outside of school.
- Little research was found on the relationship between community cohesion and faith communities or refugees and asylum seekers.
- Some local authorities have gained Beacon status or won other awards for their practice in promoting community cohesion, particularly in relation to different cultural and faith communities.
- Examples of specific local authority community cohesion strategies that it has been possible to identify for this review are: Barking & Dagenham; Bristol; Calderdale; Coventry, Luton and Northamptonshire.
- Racism may be an issue in rural areas.
- Local authority policy documents such as social inclusion, anti-bullying and local preventative strategies for children at risk from social exclusion address strands of community cohesion, but these are not necessarily identified as such.
- From the studies surveyed, there was little recent evidence of research focusing on community cohesion in relation to sexual orientation or political extremism in young people.

Additional note

On 5 December 2006, after the cut-off date for this report, the Children's Services Network (CSN), part of the Local Government Information Unit, issued an announcement regarding the formal consultation about to be undertaken by the Commission on Integration and Cohesion exploring the current relationships between different communities and places in England and what more needs to be done to develop a feeling of belonging and shared purpose. The interim report is due in February 2007 and the final report in June 2007. (Ref. PB 1284/06C) see www.csn.info/login.jsp.

The same day, a CSN briefing on *Refugees, Asylum Seekers and Migrant Workers – Recent Resources* from the same source was published covering England (Ref. PB 1283/06C).

1 Introduction

The Improvement and Development Agency (IDeA), through Local Government Analysis and Research (LGAR), requested the National Foundation for Educational Research (NFER) to conduct a rapid evidence review in the area of community cohesion as part of the Local Government Analysis and Research Educational Research Programme. The focus of the review was from an education and children's services perspective.

This scoping and mapping exercise provides a snapshot of guidance, policy and practice as at November 2006. It highlights research, best practice, current initiatives in community cohesion and identifies gaps in knowledge.

Systematic searches of 61 websites, at least 120 website areas, 8 databases, plus requests for information via EMIE networks, were conducted as part of this review. In total, 175 documents, press notices and other pieces of information were consulted.

Due to the tight timeframe, the focus of this report is primarily England. Wales, Scotland and N. Ireland have been represented but more detailed mapping of these areas was not possible within the timescale.

1.1 The context

The publication of the Local Government Association's (LGA) *Representing the People: Democracy and Diversity* was published in July 2001, when the riots occurred in Oldham, Burnley and Bradford. In April 2003, the Community Cohesion Pathfinder Programme was launched and came to an end in November 2004. It enabled both the full pathfinders and shadow pathfinder authorities to explore and learn from the reasons for fractured communities. Six authorities, including two pathfinders, were chosen to disseminate best practice on community cohesion through the Beacon scheme round four which concentrated on strong leadership and effective partnership working – see www.communities.gov.uk/index.asp?id=1503056.

The landscape has shifted from a multi-cultural focus to one of breaking down barriers to produce cohesive communities. In this complex environment, a 'one size fits all' approach is inappropriate. The recent White Paper's focus is about empowering communities to become more cohesive and this depends on interconnectivity, interdependence, and taking collective responsibility to achieve sustainability (GB. Parliament. HoC, 2006). A more holistic view of models of delivery is being taken in local authorities and the school is seen at the heart of the community. Local authorities are expected to play a key role in civil renewal, becoming 'civic pioneers' and demonstrating creative and innovative thinking and outcomes, and to show demonstrable impact – see www.togetherwecan.info/pioneers. The guidance for leaders (LGA and IDeA, 2006) mentions championing cohesion, the bonding and bridging of communities and leading by example.

For education and children's services, the Every Child Matters agenda has also been a key driver in the integration of children's services, children's trusts, local strategic partnerships, joint area reviews, children's centres, and extended schools, to name but a few examples. Issues facing both schools and local authorities include extremism or reacting to 'differences' (of race, faith, age, gender, sexual orientation, special educational needs or disability) in any social group or individual.

The *Education and Inspections Act* (England and Wales. Statutes, 2006) places a duty on authorities to provide opportunities for young people, and there is now a duty for maintained school governing bodies to promote the well-being of pupils and community cohesion. Since 2003, new schools have also been required to include a description of how their proposals will deliver in terms of community cohesion and what mechanisms will help promote racial equality and encourage good citizenship.

1.2 Definition

For the purposes of this review, the definition outlined in *Guidance on Community Cohesion* (ODPM *et al.*, 2002) will be used. This states 'a cohesive community is 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; and
- strong and positive relationships are being developed between people from different backgrounds and circumstances in the workplace, in schools and within neighbourhoods.'

2 Key national documents

A chronological list of examples of key national documents is given below.

Table 2.1 Examples of key national documents

Date	Published by	Title
2001	LGA	<i>Representing the People: Democracy and Diversity</i>
2002	ODPM Citizens Advice Bureau/ Commission for Racial Equality (CRE)	<i>Guidance on Community Cohesion</i> <i>Community Cohesion: Our Responsibility</i>
2003	Home Office	<i>Building a Picture of Community Cohesion</i>
2004	LGA Home Office Home Office Home Office	<i>Community Cohesion – an Action Guide</i> <i>Community Cohesion Education Standards for Schools</i> <i>Facilitating Community Involvement: Practical Guidance for Practitioners and Policy Makers</i> (see Larsen in references) <i>Strength in Diversity: Towards a Community Cohesion and Race Equality Strategy</i>
2005	Home Office Joseph Rowntree <i>Refugee People Seeking Asylum</i> Home Office/ODPM	<i>Improving Opportunity: Strengthening Society</i> <i>Learning to Live Together: Developing Communities with Dispersed</i> (see Temple <i>et al.</i> in references) <i>Community Cohesion: Seven Steps. A Practitioner’s Toolkit</i>
2006	LGA/IDeA Department for Communities and Local Government HM Government Department for Communities Local Government Audit Commission	<i>Leading Cohesive Communities: a Guide for Local Authority Leaders and Chief Executives</i> <i>2005 Citizenship Survey: Community Cohesion Topic Report</i> (see Kitchen <i>et al.</i> in references) <i>Togetherwecan: Annual Review 2005/06</i> <i>Strong and Prosperous Communities: the and Local Government White Paper</i> (see GB. Parliament. HoC in references) <i>More Than the Sum: Mobilising the Whole Council and its Partners to Support School Success</i>

3 Key players and key contributions

Figure 3.1 provides a development of a working overview map that was used whilst doing this project. It attempts to map out the main players and provides examples of how education and children's services feed into the overall community cohesion agenda. Eight key players and some of their contributions are identified below, many of which do not focus specifically on children and young people. Appendix 2 provides further details on research establishments and the community and voluntary sector (the third sector). Appendix 5 provides more information about key player websites.

3.1 Audit Commission – local government

- *Knowing your Communities Toolkit* (2006a)
Enables councils to conduct self-assessments, evaluate and improve their services, particularly to those marginalised or disadvantaged. The community engagement section helps the council identify the extent it is engaging the range of people and communities in their area and requires detailed data and an understanding of the needs and aspirations of these communities.
- *More Than the Sum: Mobilising the Whole Council and its Partners to Support School Success* (2006b)
This report provides examples of good practice and case studies in relation to school success and the community. It looks at what local authorities, across all their functions, in partnership with schools and with other agencies, might do to address the wider socio-economic and infrastructure issues which can contribute to school success and failure.

3.2 Commission for Racial Equality (CRE)

Key reports cover attitudes towards asylum seekers and refugees, tackling racism, gypsies and traveller communities, and community cohesion.

- *Attitudes Towards Asylum Seekers, Refugees and Other Immigrants* (Finney and Peach, 2005)
A literature review for the CRE which looks at the characteristics of attitudes and their development, and provides examples of campaigns and initiatives designed to influence attitudes towards these groups.
- *Common Ground: Equality, Good Race Relations and Sites for Gypsies and Irish Travellers* (2006)
Covering England and Wales, this report examines whether local authorities are consulting, conducting race equality impact assessments and monitoring their policies to meet the needs of gypsies and Irish travellers.

See also case studies on tackling racist far right activity http://www.cre.gov.uk/downloads/SCI_04_CaseStud.pdf.

3.3 Department for Communities and Local Government (DCLG)

- *Strong and Prosperous Communities: the Local Government White Paper* (GB. Parliament. HoC, 2006a and b)
Sets out how local government and its partners will help and enable local areas to capture the full potential of their citizens and communities and tackle barriers to community cohesion.
- *Togetherwecan. Annual Review 2005/06* (HM Government, 2006)
Looks at this programme a year on from its launch.
- *2005 Citizenship Survey: Community Cohesion Topic Report* (Kitchen *et al.*, 2005)
Findings from the 2005 citizenship survey are presented. It contains questions about a number of topics including: family networks, views of the local area, fear of crime, local services and political institutions, volunteering and charity, civil renewal, racial and religious prejudice and discrimination and views about rights and responsibilities.

Also sponsored by the DCLG are the nine **Regional Centres of Excellence (RCEs)**. They are the lead change agents for local government efficiency. They match the areas covered by the nine **Government Offices (GOs)** which support ten Whitehall departments, including the DCLG and the DfES. The East Midlands GO, for example, runs the '**Connecting Communities**' programmes which aim to empower minority ethnic communities. The programme, which is now in its second round, hopes 'to combat racism and negative stereotyping, creating models of good practice in the voluntary sector and for service providers.' – see <http://www.gos.gov.uk/goem/psc/comm-cohesion/prom-race-equ/connect-comm/>.

3.4 Home Office

Driving strategy and policy making at a national level, some key documents include:

- *Community Cohesion Education Standards for Schools* (2004a)
Covers the aims and objectives of four community cohesion standards and contains guidelines for pupils, staff, family, community and partnership.
- *Improving Opportunity: Strengthening Society* (2005)
This outlines the government's strategy for increasing race equality and building a strong and cohesive society.
- *Civic Pioneers: Local people, Local Government, Working Together to Make Life Better* (Gaffney, 2005)
Provides examples of local communities and public bodies working together to tackle local issues.
- *Community Cohesion: Seven Steps: a Practitioner's Toolkit* (2005)
The toolkit draws on the experiences of the 14 Pathfinders and 13 Shadow Pathfinders that took part in the Community Cohesion Pathfinder programme.
- *Community Cohesion Pathfinder Programme: Encouraging Difficult Debates* (2004b)
This report looks at how to develop greater

understanding between communities, including lessons learned and a case study from Rochdale.

3.5 Learning and Skills Council (LSC)

A key player in post-16 education and learning, it has published a toolkit to support LSC work with the voluntary and community sector in delivering best practice, plus a report on their equality and diversity work, *Diverse Voices* (LSC, 2003).

3.6 Local Government Association (LGA) and the Improvement and Development Agency (IDeA)

These two organisations work together to promote the interests of local authorities and, through the Beacon scheme, to promote best practice in the area of community cohesion. The Leadership Academy offers courses for developing different aspects of leadership skills, particularly community leadership and cohesion.

Two main reports are:

- *Community Cohesion: an Action Guide* (2004)
A guidance document for local authority practitioners, including application of community cohesion in key policy areas, pointers for implementation and case studies.
- *Leading Cohesive Communities: a Guide for Local Authority Leaders and Chief Executives* (2006)
Produced specifically for those in a leadership role, it draws together different themes and approaches and provides practical advice.

3.7 Joseph Rowntree Foundation

A key player from the third sector that funds research programmes and disseminates the findings to influence change in policy and practice. The following reports concern community cohesion but are not specifically focused on children and young people.

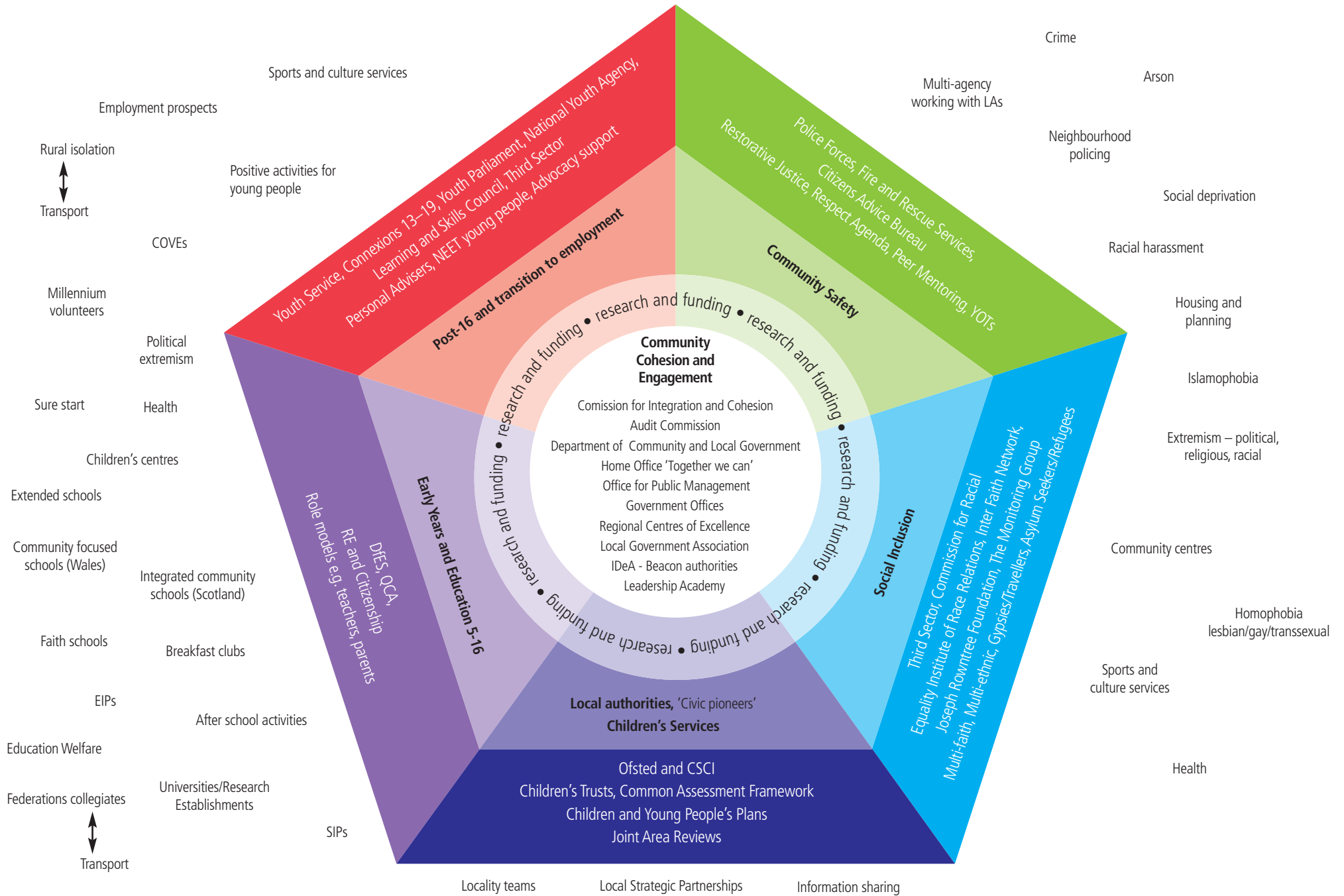
- *Learning to Live Together. Developing Communities with Dispersed Refugee People Seeking Asylum* (Temple *et al.*, 2005)
Conducted by the University of Salford, this report has a focus on Manchester and Salford communities.
- *Tackling the Roots of Racism: Lessons for Success* (Bhavnani *et al.*, 2005)
Examines what the causes of racism are and how successful policy measures are in addressing these.
- *Capacity Building: Black and Minority Ethnic Voluntary and Community Organisations: an Evaluation of CEMVO's London Pilot Programme* (Ellis and Latif, 2006)
A review of a five-year programme that aims to build the skills, knowledge, structures and resources of black and minority ethnic voluntary organisations in London.
- *Community Participation: Who Benefits?* (Skidmore *et al.*, 2006)
This report examines whether policies to involve people in making decisions about their own communities are effective in building strong social networks.

3.8 National Youth Agency (NYA)

The NYA aims 'to advance youth work to promote young people's personal and social development, and their voice, influence and place in society'. It has produced briefings, guides, reports and resources in the area of community cohesion.

- *Justice, Equality, Our World: Supporting Young People's Active Involvement in Strengthening Communities* (Hingorani, 2004)
Guide bringing together examples of young people's active involvement in strengthening communities. A CD-Rom, including reading lists, activities and video clips, accompanies the guide.
- *Building Community Cohesion and Safety Through Access to Youth Work Opportunities* (2005)
Article which looks at the central role youth work has in the government's race equality and community cohesion strategy and how this work promotes a sense of common belonging among young people from different communities.

Figure 3.1 Community Cohesion – an overview map showing examples of contributions from education and children’s services



4 Key research reports

4.1 Community cohesion

The majority of recent research studies on community cohesion are not specific to a particular age group. However, there is one major study which has already been mentioned earlier in this report (p. 4), *More Than the Sum: Mobilising the Whole Council and its Partners to Support School Success* (Audit Commission, 2006b) which addresses school success and failure, with particular reference to the community dimension.

A few research studies are directed towards children, young people and community cohesion.

- *Cohesion in the Capital: A Report on the Community Cohesion Facilitation Programme in London 2002-2004*. (Government Office for London, 2005). This evaluative study examines the various projects set up to promote community cohesion in London in the aftermath of the social disturbances in 2001. It explores the outcomes of each project and reflects on their aspirations and achievements.
- *2005 Citizenship Survey: Community Cohesion Topic Report* (Kitchen *et al.*, 2006). This survey is the third in a series of surveys carried out previously in 2001 and 2003 to inform the work of the Home Office Communities Group. The third phase of the study focuses on public service delivery, philanthropy, volunteering, building strong communities, and social enterprise. The study does not focus primarily on children, but is a general survey of people's attitudes including young people.
- *Neighbourhood Play and Community Action* (Kapasi, 2006). The study examines the experience of five community groups which were supported in the development of local play areas.

Within the school curriculum, learning related to community cohesion forms a major part of

citizenship education. The National Foundation for Educational Research (NFER) has carried out extensive research on citizenship education in schools, in further education and also in basic skills courses for young offenders. This research, much of which has been commissioned by the Department for Education and Skills, continues with the eight-year longitudinal study of citizenship education in schools in England which runs from 2001 to 2009. Information on the NFER citizenship projects can be found on <http://www.nfer.ac.uk/research-areas/citizenship/>.

4.2 Ethnic minorities

The largest proportion of recent research on ethnic minorities is not precisely geared towards children and young people. Few studies focus on issues related to children and young people from ethnic minorities and the majority of these are mainly concerned with the educational experiences of these groups. These studies can be classified into two types: exploratory (mainly surveys) and evaluative research of the initiatives undertaken by the British government. Key examples of these studies are as follows:

- *Evaluation of Aiming High: African Caribbean Achievement Project* (Tikly *et al.*, 2004). The study assesses the attempt to develop a whole school approach to raise the attainment of African Caribbean pupils.
- *'Sleep-Walking Towards Segregation?' The Changing Ethnic Composition of English Schools, 1997-2003: an Entry Cohort Analysis* (Johnston *et al.*, 2006). The study uses a data set released by the Department for Education and Skills which indicates the ethnic identity for every student in the entry cohorts for all English primary and secondary schools between 1997-8 and 2003.

Tackling the Roots of Racism: Lessons for Success (Bhavnani *et al.*, 2005)

Conclusions from this report include:

- Government community cohesion debates focus on faith and intercultural understanding and are less likely to address structural segregation and poverty.
- Elements of the media and some politicians have contributed to racism.
- Successful interventions tend to be educational.
- Anti-racist activists and watchdog groups are important in combating racism.
- Schools, colleges, universities, museums and sports venues help in combating racism.

4.3 Gypsy and traveller communities

Recent research on young people in gypsy and traveller communities focuses mainly on education issues particularly with regard to ensuring access to educational opportunities and promoting integration and inclusion.

- *The Reintegration of Children Absent, Excluded or Missing from School* (GHK Consulting *et al.*, 2004). This report examines strategies used by local authorities to reintegrate children, including gypsies and travellers, who have been excluded from school due to a range of different circumstances.
- *Final Scrutiny Report on Access to Education for Gypsy/Traveller Children* (Essex County Council, 2004). A review carried out by Essex County Council on gypsy and traveller children's access to education, including examples of good practice.
- *Traveller Children's Experiences in Mainstream Post-Primary Schools in Northern Ireland* (Knipe *et al.*,

2005). Describes a research project that assessed the educational needs and experiences of traveller parents and children to provide evidence of integration and inclusion.

Two further publications are worthy of mention:

- *The Education of Gypsy and Traveller Children: Towards Inclusion and Educational Achievement* (O'Hanlon and Holmes, 2003). This is a book, based on research, case studies and the authors' experiences, which provides guidance for teachers on the provision of equal opportunities for gypsy and traveller children.
- *Elective Home Education: Research and Advice Commissioned by the DfES* (Ivatts, 2006). This report is critical of local authorities that allow gypsy and traveller families to educate their children at home. It questions the ability of many gypsy and traveller families to provide adequate home tuition and advocates a more inclusive strategy.

4.4 Refugees and asylum seekers

Research on refugees and asylum seekers tends to focus on their integration into the 'host' community and improving educational achievement:

- *Early Intervention: Children at Risk* (Mott, 2006). Included in this report are details of an action research project involving a multi-agency approach which aimed to improve educational achievement in a Mirpuri community (people of Pakistani origin) in the Borough of Telford & Wrekin.
- *The Education of Asylum Seekers in Wales: Implications for LEAs and Schools* (Reakes and Powell, 2004). This study examined the strategies and range of educational provision offered by local authorities and schools.

4.5 Different faith communities

Two examples of research studies on faith that involved young people are shown below.

- *Diversity and Dialogue: Building Better Understanding Between Young People Living in a Multi-Faith Society* (Hatch, 2006). This research examined the perceptions of Muslims, Christians and Jewish young people including their views on their relationships with those of other faiths and the role of schools in the integration process.
- *The Burnley Project: Evaluating the Contribution of Interfaith Dialogue to Community Cohesion. Interim Report* (Holden, 2006). The study includes an empirical investigation of faith attitudes among young people in Burnley and in Blackburn; an exploration of interfaith initiatives in local schools and colleges; a review of an interfaith project aimed at young people aged 18 to 30 years, and an analysis of faith leadership and interfaith chaplaincy.

4.6 Sexual orientation

Only one study was found which focused on homophobia, sexual orientation and schools.

- *Homophobia, Sexual Orientation and Schools: a Review and Implications for Action* (Warwick et al., 2004). This research used both literature reviews and key informants' views to explore the extent of homophobic bullying in schools, its impact, and ways of addressing homophobia and bullying. Issues of equity and diversity in relation to sexual orientation and how this is addressed within the school workforce were also examined. Key findings included an estimate that '30-50 per cent of same-sex attracted young people in secondary schools will have directly experienced homophobic bullying' (p. 22). The authors conclude there is a need for action to tackle homophobic bullying of young people and to enable all members of the school community to make a positive contribution.

5 Local authority policy and practice

5.1 Best practice

The Home Office funded 14 pathfinders to pioneer community cohesion programmes which were launched in April 2003. Two of these, Leicester and Rochdale, have achieved Beacon status and case studies are on the IDeA site – see <http://www.idea-knowledge.gov.uk/idk/core/page.do?pagelid=1000052>.

Other examples of award-winning authorities are: Barnsley – Neighbourhood Management Board; Bradford – Faith Forum, and Sheffield – Personal Award for a Resident (New Deal for Communities and Neighbourhood Management Awards 2005); Pendle Borough Council (LARIA Excellence in Research Award 2005); Milton Keynes – winner, and Bristol – highly commended (LGC Community Involvement Achievement Award 2006).

Funding (£4 million) has been put forward by CRE in order to encourage local organisations to tackle community cohesion and race relations issues (31 August 2006), and there is the MJ 2007 Promoting Active Communities Achievement Award. In authorities, Bradford, winner of the Cohesion and Diversity Award, has created Community Harmony Awards to encourage community engagement, whereas Salford has developed Gold Standards in community involvement.

5.2 Examples of initiatives, schemes and other practice

Figure 5.1 displays some examples of current policy and practice which involve children, young people and their families. Three key areas are shown: multi-ethnic/multi-faith; asylum seekers/refugees; gypsies and traveller communities.

Examples of local authority strategies specific to community cohesion that it has been possible to identify for this review are: Barking & Dagenham; Bristol; Calderdale; Coventry, Luton and Northamptonshire. Luton Borough Council (2006), for example, includes an appendix of 'best practice' examples of how the

authority sees itself promoting community cohesion, some of which are shown in Figure 5.1 on p. 12.

Some local authority policy documents address strands of community cohesion, such as social inclusion, anti-bullying and local preventative strategies for children at risk from social exclusion. Examples are: London Borough of Newham (2003) *Local Preventative Strategy for Children and Young People at Risk from Social Exclusion*; Plymouth City Council (2004) *Best Practice Guide on Consulting with People from 'Hard to Reach' Groups* and Gloucestershire County Council (2005) *Tackling Bullying in Gloucestershire is Everyone's Responsibility*.

A flavour of the necessary ingredients for driving community cohesion forward and evidence of impact are highlighted overleaf.

Vision and leadership are crucial in driving forward community cohesion as seen in *Taking Forward Community Cohesion in Leicester* which identified the need for:

- a vision for community cohesion shared by the City Council and its partners in the wider business, public, voluntary, sport and faith sectors which is inclusive of groups known to experience social exclusion
- involvement of the three main political parties [in Leicester] and to get these parties to sign up to the vision
- responsibility for community cohesion to be 'clearly vested in the Local Strategic Partnership' (IDeA, 2003, p. 8).

Darlington's recent APA notes the following in relation to traveller groups. The authority has achieved Level 3 of the Equality Standard for Local Government.

'...innovative schemes such as the lending of laptops to support pupils when away from Darlington improves their learning'

(Hadley and Phillips, 2006a, p. 4).

Gloucestershire has been judged by the NYA as a 'high performing service' and has won the National Customer

Service Award 2006 for 'front line services team of the year' and is described in its APA this year as:

'...providing an equitable service to children from Black and minority ethnic communities who are in need or need protection'

(Hadley and Phillips, 2006b, p. 4).

Figure 5.1 Examples of local authority policy and practice – children, young people and their families

Multi-ethnic/multi-faith	Asylum seekers/refugees	Gypsies and travellers
<p>Bristol</p> <ul style="list-style-type: none"> • Young people’s interfaith questionnaire • Democracy week 2005 to encourage young people to participate in civic life • Developing partnerships: mainstreaming supplementary schools support project – impressive gains in attainment for minority ethnic children • Eronda Foundation – focus on attainment of African Caribbean and Dual Heritage Children • Highly commended by Race ActionNet for its anti-racist and conflict resolution work • ‘48 Streets’ theatre project • Schools in top quartile nationally – support for tackling racism; Black History Month <p>Calderdale</p> <ul style="list-style-type: none"> • Calderdale Cares (joining up business and community sectors) • Youth Citizenship Programme • School Twinning <p>Devon</p> <ul style="list-style-type: none"> • North Devon’s continued integration of the drug and crime agendas at local level <p>Dudley</p> <ul style="list-style-type: none"> • Forums against extremism <p>Dumfries and Galloway</p> <ul style="list-style-type: none"> • Heartstone Flight for Change and Descendants of all workers – challenging racism, xenophobia and intolerance <p>Luton</p> <ul style="list-style-type: none"> • ‘Luton’s Alright by Me’ publicity campaign to celebrate diversity and ‘United Colours of Luton’ poster campaign <p>Northamptonshire</p> <ul style="list-style-type: none"> • Supplementary schools – learning pupils’ mother tongue, plus cultural activities involving Arabic, Bengali, Chinese, Punjabi, Urdu, African Caribbean and other communities • ‘Step by Step’ support for Asian women in Wellingborough • Waddajirna (Somali After School Club) <p>Redcar and Cleveland</p> <ul style="list-style-type: none"> • The Impact Theatre Company workshops for local people exploring issues in relation to racism, disability and gender <p>Southwark</p> <ul style="list-style-type: none"> • Global partnership with Sierra Leone to help authority understand its own residents and their backgrounds; this external framework is integrated into the authority’s community strategy <p>Waltham Forest</p> <ul style="list-style-type: none"> • Tackling street gang culture (Highly Commended LGC Innovation Award) 	<p>Birmingham</p> <p>Impact on learning, pupil mobility and decisions about housing allocations</p> <p>Bristol</p> <ul style="list-style-type: none"> • Refugee week involving cultural events and sport <p>Middlesbrough/University of Teesside</p> <ul style="list-style-type: none"> • Asylum Seekers and Refugees Skills Audit <p>Plymouth</p> <ul style="list-style-type: none"> • Refugee Awareness Project and DVD <p>Wrexham</p> <p>Part of the SCI Five Cities project – work with gypsies and travellers and asylum seekers</p>	<p>Bristol</p> <ul style="list-style-type: none"> • Ethnic stereotyping/prejudices affecting gypsies and travellers <p>Luton</p> <ul style="list-style-type: none"> • Gypsies and Travellers Exhibition 2006 in museums across the authority <p>Plymouth</p> <ul style="list-style-type: none"> • Play programmes for young gypsy and traveller children and families <p>Northamptonshire</p> <p>Findings of Forward Planning and Evaluation exercise/future capacity BME and New Arrivals Integration Strategy, July 2006</p>

6 Conclusions and recommendations

Presentation of material from this scoping and mapping exercise is largely descriptive. The timeframe has allowed very limited opportunity for analysis and the main focus was on England. Further analysis and evaluation of the material collected could feed into the overall knowledge map of community cohesion.

The following general observations are also made:

- The majority of surveyed research geared towards children and young people focused primarily on education. Little evidence of research on children's social experiences and interactions outside of the school environment was found.
- Many of these studies included only a small sample of children and young people.
- Some studies lacked a clear and rigorous methodology.
- Little research was found on the relationship between community cohesion and faith communities or refugees and asylum seekers.
- Based on documentation received from the request to local authorities, it appears that only a few have specific community cohesion strategy documents in place, although there is evidence of work taking place and being included in community plans and other initiatives.

- There is evidence of best practice which is being conducted by award-winning authorities or those which have gained Beacon status. Examination of local authority annual performance assessments and joint area reviews inspection reports could be an additional means of identifying good practice.

Recommendations are as follows:

- There is scope for more detailed, evaluative research and review of current local authority practice in community cohesion given the new requirements in the Education and Inspections Act.
- There is a need for more empirical research on identified target groups and their perceptions of community cohesion, focusing on children and young people.
- There is scope to do similar reviews in Wales, Scotland and Northern Ireland.
- There is scope to provide an international dimension.
- Areas that this review has identified as less well covered, in relation to research and documented practice in community cohesion, are rural racism, sexual orientation and political extremism in young people. These may be topics suitable for development work by the IDeA in the future.

Appendix 1 – How the review was conducted

The process

During the process of conducting this scoping and mapping exercise a massive amount of information has been sourced, collected, and systematically documented. In order to produce this short report, the information was then filtered to crystallize out key information, research and activity relating to children, young people and their families. It was conducted in three parts:

- systematic scanning and collection of information and documents from appropriate websites
- systematic scanning and collection of research, guidance and policy and practice documents from a variety of academic databases, including the EMIE document database
- the collection of current policy and practice documents from local authorities via the EMIE link network and via a specialist discussion group, eddie.

An excel spreadsheet was set up for systematic recording of websites visited, search terms used, type of information collected and usefulness for the review. In total, 61 websites, and at least 120 sections of websites were visited and searched using the search terms shown in the search strategy document which accompanies this report.

Figure A1.1 shows the types of information collected via the web searches.

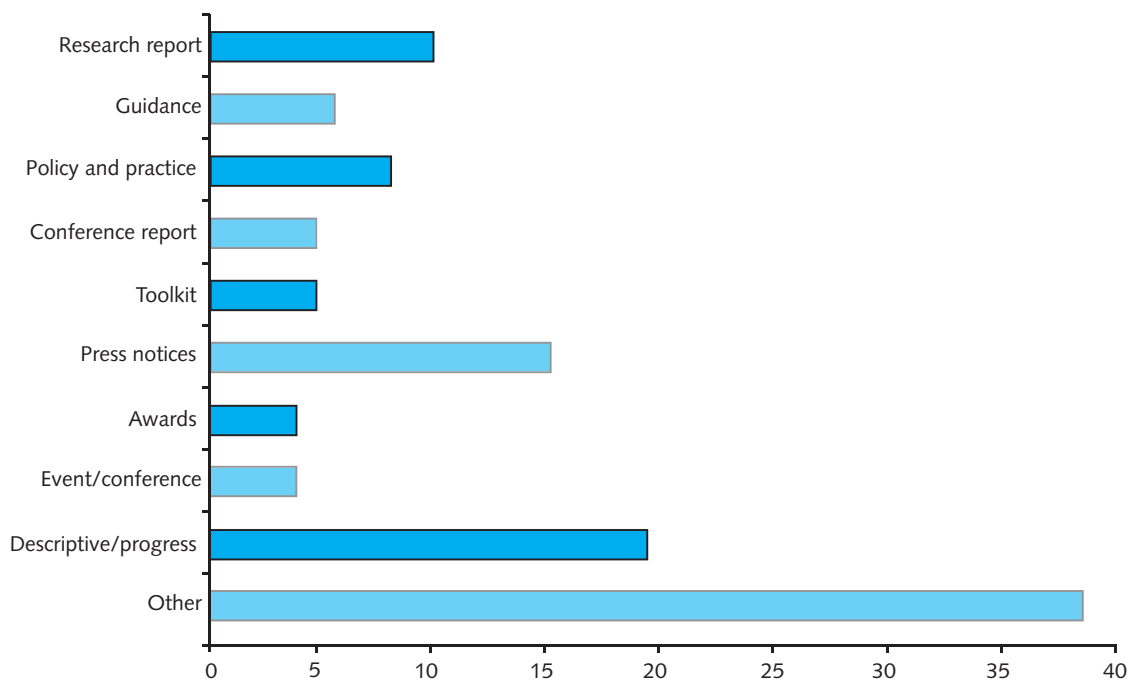
In total, 175 documents, press notices and other pieces of information were consulted.

Terminologies: defining 'Research':

In conducting this review, the following definition of what constitutes research was used. It must:

- be structured
- and have a clear methodology.

Figure A1.1 Website information by type



Appendix 2 – List of players from research establishments and third sector organisations

Research establishments (some examples)

Centre for Markets and Public Organisation, University of Bristol
Centre for Research on the Wider Benefits of Learning, Institute of Education, University of London
Centre for Urban & Community Research, Goldsmith College, University of London
The Centre on Migration, Policy and Society, University of Oxford
ESRC Centre for Neighbourhood Research, University of Bristol
Institute of Community Cohesion, Universities of Coventry, De Montfort, Leicester and Warwick
Institute of Education, University of London
Institute for Public Policy Research
Lagan College, Northern Ireland
Lancaster University
London Metropolitan University
Middlesex University
National Foundation for Educational Research
Queen's University, Belfast
Social Futures Institute, University of Teesside
University of Salford

Third sector organisations (some examples)

Association for research in the voluntary and community sector
Church of England
Community Matters
The Daycare Trust
Friends, Families and Travellers
Inter Faith Network and Scotland Inter Faith Council
Liberty & The Civic Liberties Trust
Joseph Rowntree Foundation
The Monitoring Group
Muslim Council
National Association of Councils for Voluntary Services
National Council of Voluntary Organisations
Oxfam
Professional Council for Religious Education
The Runnymede Trust
Save the Children

Public bodies/agencies

Commission for Racial Equality
National Youth Agency

Appendix 3 – List of responding authorities

The following authorities responded to a request for information via the EMIE link network. Documentation, information on initiatives, links to website information and contact details of personnel with responsibilities for community cohesion were received and these are gratefully acknowledged.

* Those authorities with an asterisk beside their name submitted documents.

England

Barking and Dagenham*
Bracknell Forest
Bradford*
Bristol*
Calderdale*
Cornwall
Coventry*
Devon
Dorset
Durham
Ealing
Hampshire
Havering
Kirklees
Lancashire
Luton*
Northamptonshire*
Nottinghamshire*
Plymouth*
Rochdale

Wales

Swansea

Scotland

Dumfries and Galloway*
Glasgow

Northern Ireland

Belfast Education Library Board

Appendix 4 – Acronyms

APA	Annual Performance Assessment
CEMVO	The Council of Ethnic Minority Voluntary Sector Organisations
CoVES	Centres of Vocational Excellence
CSCI	Commission for Social Care Inspection
CSN	Children’s Services Network
DfES	Department for Education and Skills
EIP	Education Improvement Partnership
JAR	Joint Area Review
KS	Key Stage
LARIA	Local Authorities Research and Intelligence Association
LGC	Local Government Chronicle
LSC	Learning and Skills Council
MJ	Municipal Journal
Ofsted	Office for Standards in Education
QCA	Qualifications and Curriculum Council
RE	Religious Education
SCI	Safe Communities Initiative
SIP	School Improvement Partner
YOT	Youth Offending Team

Appendix 5 – Search strategy

A range of different educational and sociological databases were searched. Search strategies for all databases were developed by using terms from the relevant thesauri (where these were available), in combination with free text searching. The same search strategies were adhered to as far as possible for all the databases. The NFER Library's own internal databases were also searched, as well as EMIE's document database. The team also searched relevant websites and downloaded documents and publications lists.

The key words used in the searches, together with a brief description of each of the databases searched, are outlined below. Throughout, * has been used to indicate truncation of terms, and (ft) to denote free-text search terms. All searches date from 2004 onwards.

Applied Social Sciences Index and Abstracts (ASSIA)

ASSIA is an index of articles from over 600 international English language social science journals. The database provides unique coverage of special educational and developmental aspects of children.

- #1 Community cohesion
- #2 Community relations
- #3 Faith school* or Faith communities or Integrated community school*
- #4 Communities
- #5 Integration
- #6 Migration
- #7 #4 and (#5 or #6)
- #8 Neighbourhood renewal
- #9 Ethnic minorities or Ethnic groups or Multicultural education or Racial equality or Race equality or Race relations or Racial discrimination or Racial harassment or Racism or Racial hatred or Race riot*
- #10 #9 and #4
- #11 Refugees or Asylum seekers or Travellers
- #12 #11 and #4
- #13 Social exclusion and #4

British Education Index (BEI)

BEI provides bibliographic references to 350 British and selected European English-language periodicals in the field of education and training, plus developing coverage of national report and conference literature.

- #1 Community cohesion (ft)
- #2 Community strategies (ft)
- #3 Voluntary schools
- #4 Integrated school* (ft)
- #5 Communities
- #6 Social integration or Racial integration
- #7 Migrations and Immigrants
- #8 Neighbourhood improvement

- #9 Neighbourhood renewal (ft)
- #10 Ethnic minorities (ft) or Ethnic groups or Multicultural education or Multiculturalism or Racial relations or Racial discrimination or Racial harassment (ft) or Racism (ft) or Racial bias or Racial attitudes
- #11 #10 and #5
- #12 Refugees or Asylum seekers (ft) or Travellers-Itinerants or Transient children
- #13 #12 and #5
- #14 Social exclusion (ft) or Social cohesion (ft)

British Education Internet Resource Catalogue

The Catalogue provides descriptions and hyperlinks for evaluated internet resources within an indexed database. The collection aims to list and describe significant information resources and services specifically relevant to the study, practice and administration of education at a professional level.

- #1 Community cohesion (ft)
- #2 Community strategies (ft)
- #3 Integrated school* (ft)
- #4 Migration
- #5 Ethnic groups or Multicultural education or Racial relations or Racial discrimination or Racial harassment (ft) or Racial integration (ft) or Ethnic discrimination
- #6 Refugees or Asylum seekers (ft)
- #7 Social exclusion (ft)

ChildData

ChildData is produced by the National Children's Bureau. It encompasses four information databases: bibliographic information on books, reports and journal articles (including some full text access); directory information on more than 3,000 UK and international organisations concerned with children; Children in the News, an index to press coverage of children's issues since early 1996; and an indexed guide to conferences and events.

- #1 Community cohesion (ft)
- #2 Faith schools (ft) or Integrated schools (ft) or Faith communities (ft)
- #3 Communities (ft)
- #4 Integration (ft)
- #5 Migration (ft)
- #6 Neighbourhood renewal (ft)
- #7 Race relations or Racism or Racial harassment (ft) or Racial discrimination (ft)
- #8 Ethnic groups and #3
- #9 Multicultural education and #3
- #10 (Refugees or Asylum seekers or Travellers) and #3

Current Educational Research in the United Kingdom (CERUK)

CERUK, which is sponsored by the National Foundation for Educational Research and the Department for Education and Skills and supported by the Eppi-Centre, covers current and recently completed research in education and related fields.

- #1 Community cohesion (ft)
- #2 Community involvement
- #3 Integrated schools or Community schools or Faith schools
- #4 Migration
- #5 Neighbourhood renewal
- #6 Ethnic minorities or Ethnic groups or Race equality or Race relations or Racial discrimination or Racial attitudes or Racial integration or Racial harassment or Racism
- #7 Refugees or Asylum seekers or Travellers
- #8 Social exclusion

EMIE Document Database (Local authority policy and practice documents)

- #1 Community cohesion
- #2 Community strategies
- #3 Ethnic minorities
- #4 Faith schools
- #5 Faith communities
- #6 Integrated community schools
- #7 Integrated schools
- #8 Integration
- #9 Migration
- #10 Multi-cultural education
- #11 Neighbourhood renewal
- #12 Race equality
- #13 Race relations
- #14 Racial discrimination
- #15 Racial harassment
- #16 Racism
- #17 Refugees
- #18 Social exclusion
- #19 Traveller children

PsycInfo

This is an international database containing citations and summaries of journal articles, book chapters, book and technical reports, as well as citations to dissertations in the field of psychology and psychological aspects of related disciplines, such as medicine, sociology and education.

- #1 Community cohesion (ft)
- #2 Community strategies (ft)

Social Policy and Practice

This database covers public and social policy, public health, social care, community development, mental & community health, homelessness, housing, crime, law & order, families, children and older people. Content is from the UK with some material from the USA and Europe. A significant number of the references are to grey literature and UK government publications.

- #1 Community cohesion
- #2 Community strategies
- #3 Social cohesion
- #4 Communities
- #5 (Faith schools or Integrated schools or Community schools) and #4
- #6 (Integration or Migration) and #4
- #7 Neighbourhood renewal
- #8 Ethnic minorities or Ethnic groups or Multicultural education or Racial discrimination or Racism
- #9 #8 and #4
- #10 (Refugees or Asylum seekers or Travellers) and #4
- #11 Social exclusion and #4

Websites

Action for Social Integration

<http://www.afsi.org.uk/>

Association for Research in the Voluntary and Community Sector (ARVAC)

<http://www.arvac.org.uk/>

Audit Commission

<http://www.audit-commission.gov.uk/>

BBC

<http://www.bbc.co.uk/leicester/faith/>

Burnley Borough Council

<http://www.burnley.gov.uk>

Centre for Market and Public Organisation, University of Bristol

<http://www.bris.ac.uk/Depts/CMPO/>

Centre for Urban and Community Research, Goldsmith College, University of London

<http://www.goldsmiths.ac.uk/cucr/>

Centre on Migration, Policy and Society, University of Oxford

<http://www.compas.ox.ac.uk/>

Church of England

<http://www.cofe.anglican.org>

Church Urban Fund

<http://www.cuf.org.uk>

Citizens Advice Bureau

<http://www.adviceguide.org.uk>

City of Westminster

<http://www.westminster.gov.uk/CommunityandLiving/>

Commission for Racial Equality
<http://www.cre.gov.uk/>

Communities and Local Government
<http://www.communities.gov.uk/>

Community Matters
<http://www.communitymatters.org.uk>

Community Relations Council
<http://www.community-relations.org.uk/>

Department for Education and Skills
<http://www.dfes.gov.uk/>

Department for Trade and Industry
http://www.sbs.gov.uk/SBS_Gov_files/phoenix/leading_lights_download.pdf

Department of Education, Northern Ireland
<http://www.deni.gov.uk>

Education Evidence Portal
<http://www.eep.ac.uk>

EKTA Kettering (Philip Lawrence Award Winners 2004)
<http://www.ektakettering.org/>

EMIE
<http://www.nfer.ac.uk/emie/>

Fata he
<http://www.fatahe.com>

Government Offices (x 9)
<http://www.gos.gov.uk>

Greater London Authority
<http://www.london.gov.uk>

HM Inspectorate of Constabulary for Scotland
<http://www.scotland.gov.uk>

Home Office
<http://www.homeoffice.gov.uk/>

Home Office Active Citizenship Centre Together We Can
<http://www.togetherwecan.info/transfer.asp>

Improvement and Development Agency for Local Government (IDeA) and Leadership Academy
<http://www.idea-knowledge.gov.uk>

Inter Faith Network for the UK
<http://www.interfaith.org.uk/>

Institute of Community Cohesion (ICoCo) Coventry University
<http://www.coventry.ac.uk/icoco/a/264>

Institute of Governance, Public Policy and Social Research, Queens University
<http://www.governance.qub.ac.uk>

Institute of Public Policy Research
<http://www.ippr.org.uk/>

Institute of Race Relations
<http://www.irr.org.uk/>

Joseph Rowntree Foundation
<http://www.jrf.org.uk/>

Lagan College
<http://www.lagancollege.com/>

Learning and Skills Council (LSC)
<http://lsc.gov.uk/>

Local Government Association (LGA)
<http://www.lga.gov.uk>

Local Government Information Unit
<http://www.lgiu.gov.uk/index.jsp>

London Councils
<http://www.londoncouncils.gov.uk>

London Metropolitan University
<http://www.londonmet.ac.uk>

Metropolitan Police Authority (MPA)
<http://www.mpa.gov.uk/default.htm>

The Monitoring Group
<http://www.monitoring-group.co.uk>

National Foundation for Educational Research (NFER)
<http://www.nfer.ac.uk>

National Youth Agency (NYA)
<http://www.nya.org.uk/>

North Devon
<http://www.northdevon.gov.uk/>

Norwich and Norfolk Racial Equality Council
<http://www.nnrec.org.uk>

Office for Standards in Education
<http://www.ofsted.gov.uk/>

Office of Public Management
<http://www.opm.co.uk>

Office of the First Minister and Deputy First Minister of Northern Ireland
<http://www.ofmdfmi.gov.uk>

Peace Mala
<http://www.peacemala.org.uk>

Professional Council for Religious Education
<http://www.pcfre.org.uk>

Qualifications and Curriculum Authority (QCA)
<http://www.qca.org.uk/>

The Refugee Council
<http://www.refugeecouncil.org.uk/>

Regional Centres of Excellence (x 9)
<http://www.rcoe.gov.uk>

Runnymede Trust
<http://www.runnymedetrust.org/>

Save the Children
<http://www.savethechildren.org.uk/scuk/jsp/index.jsp>

Scotland Inter-Faith Council
<http://www.interfaithscotland.org/>

Social Futures Institute, University of Teesside
<http://www.tees.ac.uk/socialfutures/>

Tower Hamlets Partnership
<http://www.towerhamlets.gov.uk>

Welsh Local Government Association
<http://www.wlga.gov.uk>

Website search terms used

community cohesion / local authorities / multi-faith communities / leadership academy and community cohesion / migrant workers / Irish travellers / rewind racism / Muslims Bradford / asylum seekers / gypsies and Irish travellers

Search engines

Google

Search terms

community cohesion **AND** asylum seekers
extremism
multi-faith
multi-ethnic
traveller
refugees
young people
migrant workers
beacon authorities
police
Scotland
Wales
Northern Ireland

community **AND** Devon

Institute of community cohesion

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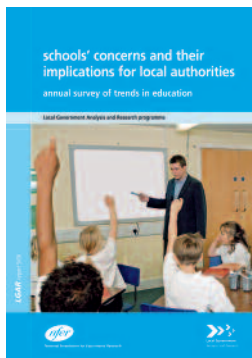
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