

Improving Outcomes for Young Black Men

Cllr Anntoinette Bramble and Sonia Khan – developing theory of change and brief overview of workstreams

Deji Adeoshun – putting young people at the heart of the work

Jake Ferguson / Sonia Khan – institutional and cultural change and learning for other local areas / authorities

- Programme overview and ambitions
- Theory of change
- Challenges and lessons learnt so far

Long term ambitions

Outcomes

- Within 10 years:
- Outcomes and opportunities for black boys and young black men should be the same as the wider population.

Individuals and community

- Within 15 years:
- We start to see cultural changes in terms of aspirations and in terms of trust of the state

Wider society

- With 15 years:
- Working with other authorities, central government and the state, we also want to see changes in media representation and portrayals

Background to programme

- Set up in 2015 by the Local Strategic Partnership which is chaired by the directly elected Mayor of Hackney, following initial engagement and scoping
- The steer was to be bold and think about change needed in:
 - Institutions and services
 - Individuals and the wider community
 - Attitudes in wider society
- A cross sector partnership is led by Cllr Bramble, Cabinet Member for Children and Young People to over see the work
- This is focused on why outcomes for black boys and young black men are disproportionately worse across a range of outcomes
- An initial phase of engagement was completed last year, with partners, young people, parents and businesses, as well as some pilot work
- This has informed a Theory of Change

The challenge- a snapshot

- Education: In 2014, 48% of black boys achieved 5+ A*-C GCSEs including English and Maths, compared to 59% for all pupils in the borough.
- In the 2013/14 year black pupils comprised 20 out of 30 permanent exclusions and 120 out of 230 fixed period exclusions
- 47% of black residents had a gross annual income below £15,000, compared to 31% of white residents.
- 44% of looked after children are black
- The proportion of offences committed by the white ethnic group was 22.9% in 2010 and 10.5% in 2012. The proportion for the black ethnic group is significantly higher and remains fairly static between 2010 at 53.2% and 2012 at 54.8%.
- In City and Hackney in 2013, of 2,691 people with a serious mental health condition, 1,050 were black (39%).
- In 2011, according to the Census, the unemployment rate for black, male 16-24 year olds in Hackney was 42%. This compares to 35% for young black women, 28% for all young men, 24% for all young people,

Our Theory of Change

The **context** in which this work operates:

- the narrative overview of data

- an overview of what provision is in place

- an account of contextual issues that have been identified through the engagement activity

The **assumptions** that show why you think one outcome will lead to another

The **evidence** that shows that your activities achieve your desired outcomes

The **internal and external enablers** that need to exist for your theory of change to happen

This is very expansive – we will need to distil and prioritise

See programme summary handout

Theory of change – overview

Improving life chances for black boys

Critical Intervention points – co-ordinating support

Focus on education: achievement and exclusions

Improving family health and wellbeing

Focus on early years help

Empowering young black men and the wider community

Empowering the community:

Youth led programmes

Community led programmes

Parent led programmes

Culture and identity

Celebrating success

Valuing heritage

Challenging negative behaviour, culture and lifestyles

Improving outcomes for young black men

Reaching young men at risk and support for ex offenders

Mental health – earlier help

Engagement about regeneration and creating employment opportunities

Cross cutting enablers

Building trust between the community & the statutory sector
Addressing institutional culture & cultural competency
Honesty about how racial identity & culture drives inequality
Involving the whole community – not just the black diaspora

Putting young people at the heart in shaping & delivering solutions
Long term commitment from partners
Common approach to youth development & empowerment
Continuous evaluation

Where we are now: Testing assumptions

In seeking to understand what is driving the disproportionality of outcomes, we need to adopt an approach which is multi-dimensional and what might be linked to:

- Direct or indirect discrimination based on gender, age, ethnicity and the intersection of all three
- Contextual or cultural drivers e.g. lack of trust between the community and state, cultural barriers
- Poverty and socio-economic inequality – the black community is more likely to be in low income households in Hackney and experience other socio-economic inequalities

We therefore need to examine data which helps us to understand outcomes compared with the wider population, and also outcomes compared with other young men, and to analyse data by different sections of the black diaspora

The key issues identified to date are summarised in the programme summary

Where we are now : Developing responses

In responding to the drivers of inequality we need to understand what changes are needed within:

- Individuals and the community
- Institutions
- Wider society

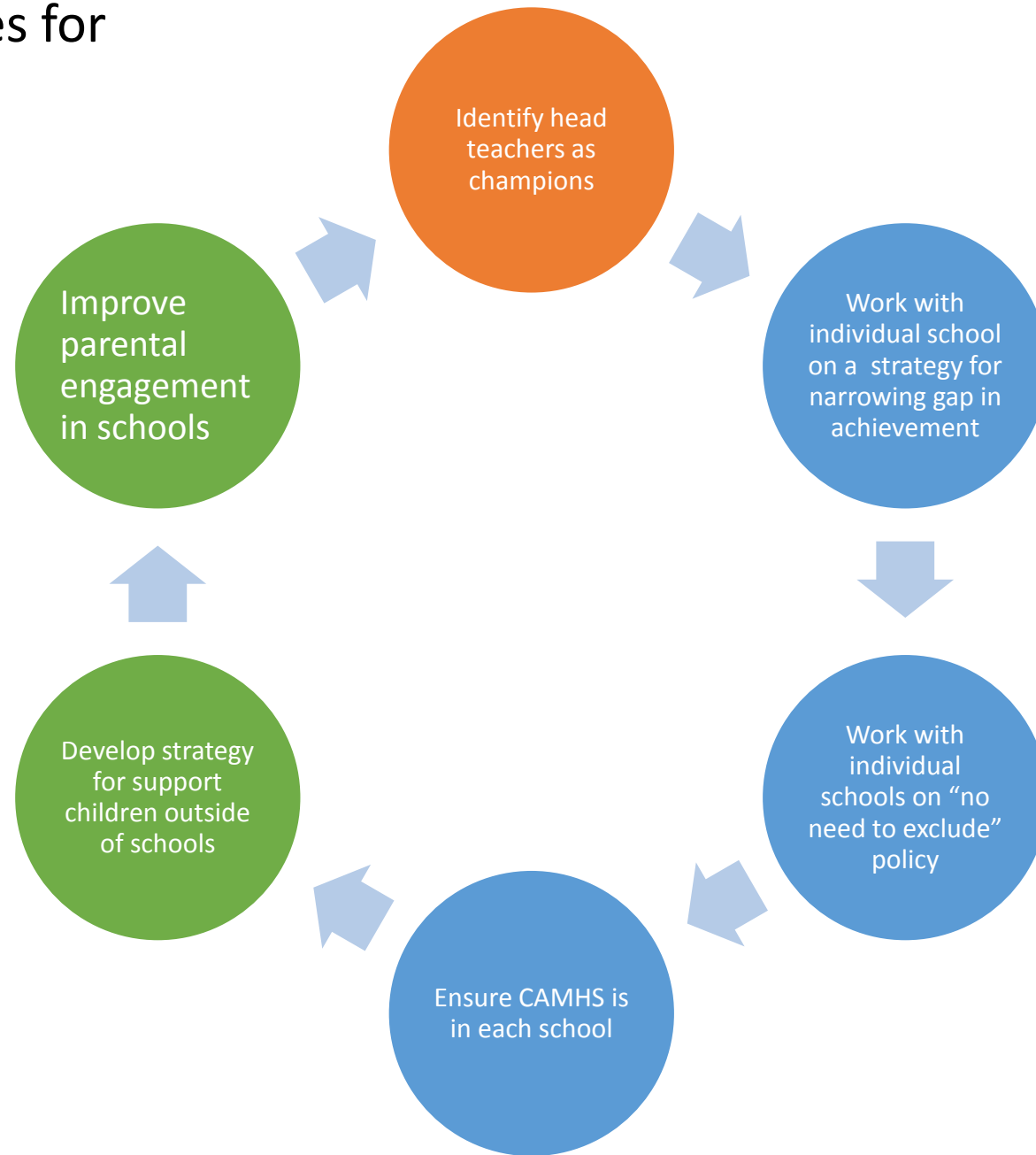
We expect recommendations to include changes which are:

- Universal- bringing about changes for everyone
- Making an offer or service more inclusive
- Targeted to address a specific cohort by ethnicity, gender, age, socio-economic group or an intersection of these

For each workstream we will need to:

- Collect further evidence of what works
- Prioritise actions and identify quick wins
- Identify resources or gaps
- Agree implementation, lead roles and resources

Improving life chances for black boys: focus on education



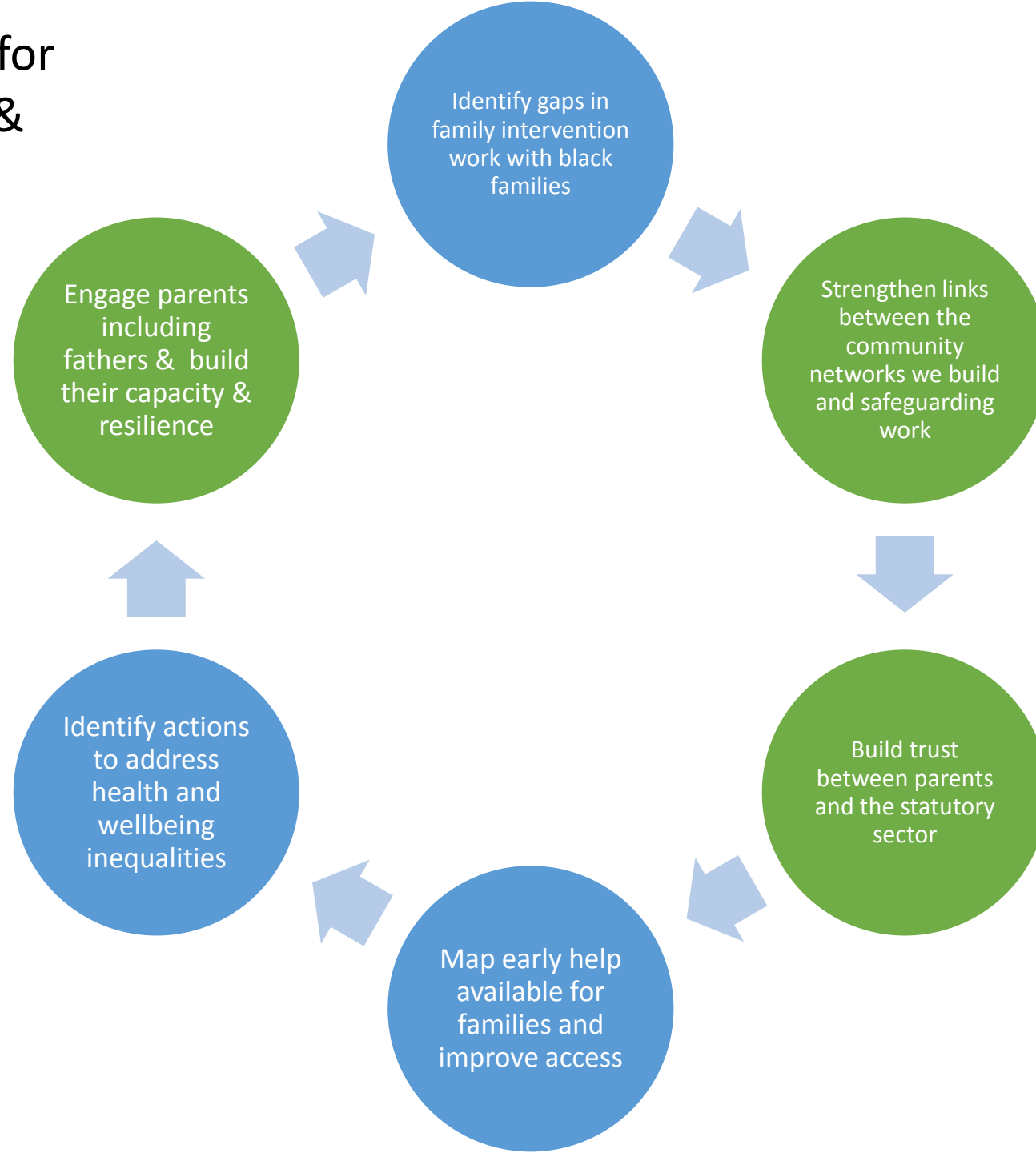
Improving life chances for black boys – critical points

Understand what is driving the over-representation of black boys & young black men in critical points such as exclusions & first time offences

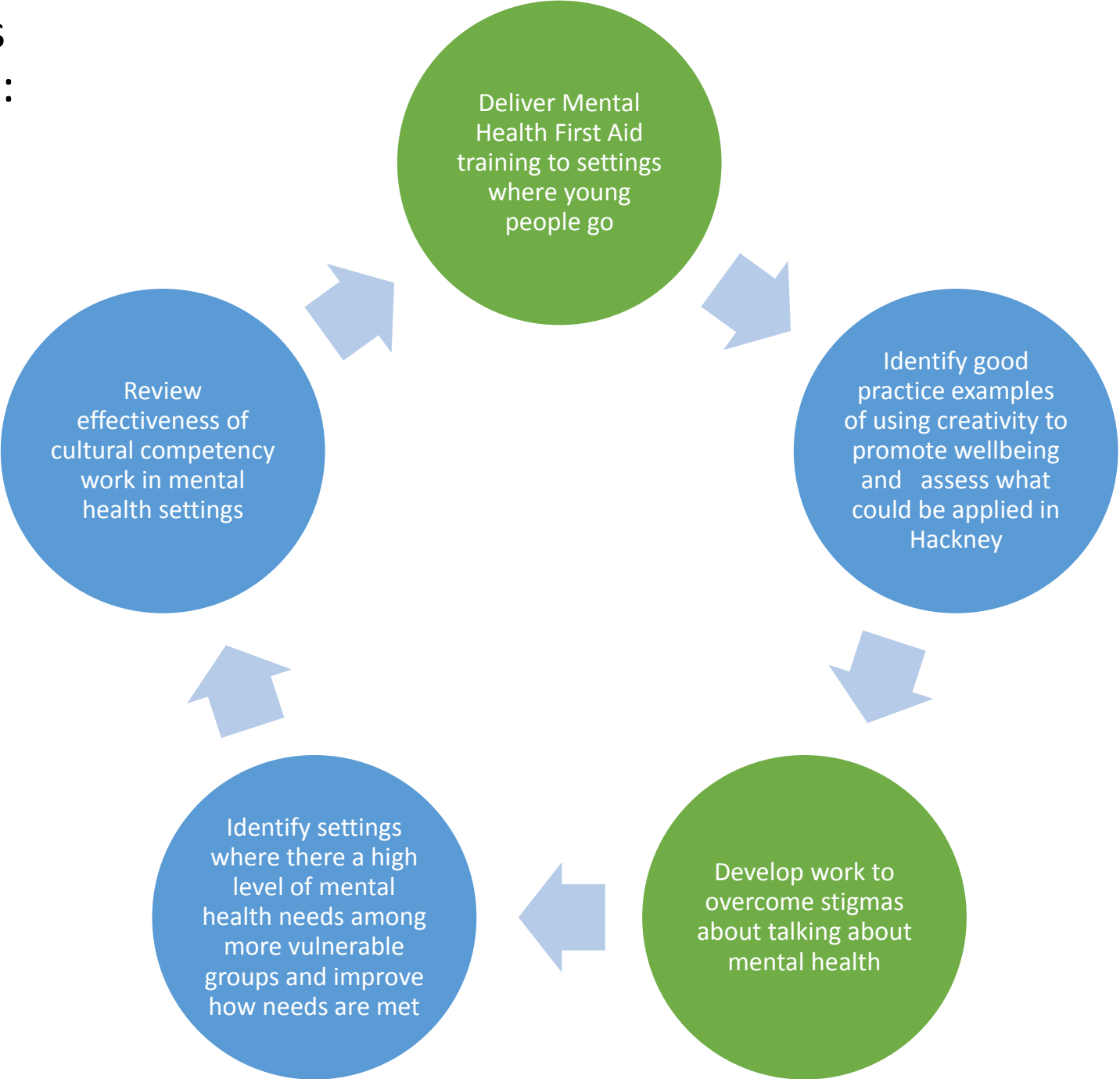
Identify gaps in current strategies and interventions that support critical points

Identify the institutional or cultural change required to address the disproportionality

Improving life chances for black boys - Early help & family wellbeing



Improving outcomes for young black men: Mental health – earlier help



Improving outcomes for young black men: Reaching young men at risk and support for ex offenders

Co-ordination of services:

- Undertake mapping and gapping of early help available for children and young people
- Facilitate partnerships between probation and organisations that have a more holistic approach to support the transition from young offending to probation
- Identify opportunities to co-ordinate services to support young people with more complex needs, focusing on long term interventions

Preventative work – wider community

- Work with the police to review preventative approaches to knife crime in place
- Work with the police to understand current levels of trust between Police and community

Targeted engagement

- Develop shared strategy to support those on periphery of gangs

Improving outcomes for young black men: Engagement about regeneration and creating employment opportunities

Tackling inequality in employment outcomes by addressing:

- Access to employment support and opportunities
- Targeted resources (e.g. careers resource/ role models)
- Employer engagement

Local business engagement

- To build links between local communities and local businesses

Housing need

- Work with Housing Strategy and Better Homes partners to identify actions to address housing inequalities for young black men- housing advice, innovative ideas, shared housing and shared ownership.

Empowering young black men and the wider community

Map, build and strengthen Black diaspora community organisations

Develop a community of practice to share insight and develop collaborations

Identify ways to encourage young black men to become more active in civic life - opening up existing opportunities or creating new opportunities

Expand the youth advisory board to:
engage young people
influence all workstreams
deliver peer led work

Develop community led parental support

Culture and identity

Work led by young people to:

- Explore and critically challenge gender stereotypes
- Identify ways to promote positive identity, challenge negative behaviour and lifestyles and break down barriers between young black men and wider society
- Increase visibility of successful young black men
- Develop programmes that celebrates heritage and explores black identity and culture

Youth leadership

This is the proposal which has been agreed with young people, HCVS and the Council:

- Support a group of Inspirational Leaders to deliver peer-led workshops focusing on inspiring young men,
- Develop a peer-led research framework with LBH Policy Team so that insights gained from peer-led workshops are channelled back to the YBM programme.
- Develop the roles of the Inspirational Leaders *vis a vis* their representation on YBM work streams and larger partnership meetings to provide a youth view
- Pilot the set up and recruitment of youth work streams led by Inspirational Leaders that will develop peer-led work with one of the specific work streams as defined by the Theory of Change, such as mental health.
- Ensuring continued ongoing recruitment to the Inspirational Leaders group, working together with local organisations and Young Hackney to ensure a wide range of young men (in terms of age, educational achievement) have the opportunity to join and benefit from the project.
- Work closely with LBH and current employment partners to continue to grow opportunities for young black men locally.
- Develop partnerships of local voluntary and community sector (VCS) organisations that can help deliver outcomes for young black men. This will include the co-production of peer-led provision with Inspirational Leaders and local youth provision partners.

Inclusive leadership- what do we mean?

- Traditional styles of leadership tend to stress the notion of the individual leader as the “superhero” surrounded by like-minded individuals. These individuals come from similar backgrounds and share common cultural values. They see the world from a common cultural lens which results in Groupthink and biases decision-making...
- The inclusive leader is someone who actively seeks out different perspectives; she / he owns up to their own biases and works with others to address these. The inclusive leader is one who questions traditional behaviour patterns and decision-making structures. The inclusive leader sees diverse talent as a source of innovation and organizational creativity. They promote diversity and inclusion as sources of competitive advantage

Based on Employers Network for Equality & Inclusion (U.K)

Cultural competency

Culture is about how people perceive, think, interact, behave and make judgements about their world, and this may evolve or change over time. You will not find a uniform set of beliefs or traits shared by one social group. Our multiple identities (e.g. ethnicity, nationality, social class, disability, sexual orientation or religion) will shape the way we view the world and our place in it. This is also influenced by organisational or professional cultures.

Cultural competency generally focuses on how culture influences the way we think and act, the things we value and how we understand ourselves and the world around us.

Definitions usually refer to knowledge, attitudes and skills that allow the organisation or the practitioner to understand, appreciate and respect cultural differences, and to the capacity to provide effective services which takes into account people's cultural beliefs, behaviours and needs and how culture influences attitudes and expressions of need.

There should be a genuine willingness and desire to learn about diverse cultures, rather than this simply being a managerial requirement.

Next steps

- Develop a programme in Hackney for partners to focus on how leadership impacts on public service outcomes
- This should be challenging and provocative - to help all partners check their biases and assumptions and how this might impact on organisation strategy and delivery

Challenges to date

- Any discussion of racial inequalities needs to acknowledge the legacy of colonial history, slavery and intergenerational trauma. There is a tendency to suppress any consideration of how this might impact on individuals' outcomes today.
- Institutions shy away from talking about race and racism, which can lead to overly bland responses to inequalities or a rejection of the issue
- Legitimacy of voice: White British staff can feel they do not have the permission to discuss race; ethnic minority staff can be made to feel it is their responsibility to advocate for race equality; the individual perspective of a young black man can be given too much status
- Discussions can become very emotive and people can feel overwhelmed by the issue and disempowered

lessons for other authorities

Lessons learnt

- An appetite to take an holistic approach from the key leaders- including Mayor and Chief Executive- and a champion who is passionate and committed and has created a safe and open space for partnership working (and a “no blame culture” where partners can talk about uncomfortable issues) and where different perspectives are listened to and valued
- A culture that develops solutions in a multi-dimensional way, looking at what can be changed at an individual, community, institutional and societal level, along with a recognition that the current ways of working, whether in the community or public sector are not tackling the underlying issues
- An open approach that has brought different stakeholders around the table from the outset, and put young people and the community at the heart of the work, so that there is a transparent round table approach to developing solutions
- To establish a framework so you are steered by rich insight and intelligence, without being led by one strong voice
- Developing a restorative approach which build trust and improve relationships between institutions and the wider community
- Re-framing discourse around race and ethnicity and inequality and professional positions in relation to inequality
- Creating a community of practice which overtime will help counter default positions of avoidance and disengagement