

Training Framework

The ACCESS Project – Acquiring Cultural Competence, Equalities, Successful Safeguarding

1. Introduction

The ACCESS Project workshops are being part-funded by the EU European Integration Fund and by the Regional Safeguarding Improvement Programme across Eastern Region social services teams (adults and children) and other services from July 2014 to June 2015.

So we will be targeting social services staff primarily. But we also want to see other frontline staff taking up workshop places. So there will be a greater mix of partners in your workshops than we had with the EACH Project – e.g.:

- Social Workers
- Housing Officers
- Welfare Benefits Advisors
- Job Centre Staff
- Adult Education & Training Providers
- Police
- Citizens Advice Bureau Staff
- Library Services
- Children's Centre Staff
- Voluntary Sector & Faith Groups
- Third Sector Service Providers
- NHS (But only if there are spare places)

2. Why might these kinds of services and staff be interested?

When the Care Act comes into effect in April 2015, the wellbeing principle will underpin the entire legal framework.

They will need to meet a clear set of health and wellbeing duties –

- Preventing delay in providing care and support
- Providing information and advice to aid understanding of the system, to access services and to plan for the future
- Having high quality services to meet people's choices.

There is also a requirement to work collaboratively and to co-operate with other public authorities. So having groups of frontline staff from across agencies, as well as Social Workers in your workshops will be useful.

And all services have public sector equality duties under the Equality Act 2010 in regard to Race, Religion or Belief.

In addition, self-assessments from all eleven top tier councils across the region have indicated that engagement with 'harder to reach' communities and faith groups are areas of challenge for most local authorities.

There is a need for greater understanding of intercultural issues and staff training to support this – they need to identify risks quickly and to be culturally sensitive.

3. Recommended workshop content

3.1 What have we told them about the ACCESS Project?

We have said that the broad focus of the project's **cultural awareness workshops** is likely to be on the ways in which safeguarding processes need to take account of culture, ethnicity and race. And in addition to getting the participants thinking about safeguarding, you should get them to think more broadly about the impact of culture on someone's ability to access public services, and the risk of stereotyping.

As the European Integration Fund, which is the main source of funding for this project, focuses exclusively on the integration of **Third Country Nationals** into the EU, we have also said that they will have the opportunity to learn more about, and to discuss some of the most challenging issues faced by professionals in meeting the needs of **Third Country National migrant women and families** – for example female genital mutilation, forced marriage, 'honour'-based violence.

So you will need to set the scene for this with participants by providing a clear definition of **Third Country Nationals**, making sure that they have fully grasped who is and isn't included under this definition.

If *you* need a refresher, **Third Country Nationals** are people legally living within the EU but who are not nationals of any of the current 28 EU member states. They are **not asylum seekers or refugees**, so in case you are asked about this, you can explain why your workshops cannot cover issues to do with these groups. Nevertheless, there might be general lessons or messages from your workshop which participants could apply to groups such as these, and their EU clients.

Some examples then of **Third Country Nationals** would be:

- Those coming into the country to marry, or become a civil partner of a UK national. In this example, the person would be given permission to stay in the UK for up to 6 months prior to marrying or registering a civil partnership
- Spouses or civil partners of UK nationals who have come to the UK to live with their husband, wife or civil partner
- Dependant family members of the above
- People entering the UK via the points based system (i.e. for work or study)

Population Data

311,238 residents of the East of England (5% of the total population) spoke a language other than English as their main language in 2011. So you should know something of the demographic profile

of the area of each workshop, and get participants to think about whether any particular communities are under or over represented amongst their service users, and what they might do about that.

3.2 What kinds of issues would they like the workshops to cover?

Some initial scoping has already taken place with Social Services teams across the region, asking what they, or their staff would like to see included in your workshops. Should any further helpful advice be gathered at this stage, we will add it to this training framework before the workshops begin in September.

Clearly you can't cover all of this in one three hour workshop, but you should be aware of these pointers from potential workshop participants as to where their interests lie – certainly in terms of Social Services.

If you are asked any technical questions by participants on migration issues which you don't feel confident of answering accurately, please refer them to the Strategic Migration Partnership – see contact details for Louise Gooch and Gosia Strona at the end of this document.

You may be able to begin to see how some of this could fit with the new evaluation questions for workshop participants in section 4 below.

- What to do when a client has 'No recourse to public funds' (NRPF). For example if a woman with NRPF approaches social services at 5pm on a Friday with her children, having fled from a violent partner or spouse. ¹ We have been advised that this might be a key issue raised by workshop participants.
- Why might a Third Country National woman settling in the UK need to be referred to a Social Services Adult Safeguarding team? e.g. Children; Domestic Abuse; Homelessness; Slavery; Sexual Abuse; FGM; 'Honour'-Based Violence; Dementia?
- Reaching so-called 'Hard to Reach Groups' - Are we talking to the right people in the community? Have we got information in the right format, does it have the right content and is it delivered in the right setting? How do we manage expectations between the professional and the person?
- Local population statistics and contact details for locally-based organisations would be really useful
- How do we reduce the stigma that may be attached to using some of our services? Do we need some good news stories to promote our practice?
- How can we help people from other cultures, and their families, to find their way around our systems?
- Myth-busting – do people have a distorted view of the powers social workers have (eg "Don't go there - they take your children away")? Participants might want to discuss ways to get

¹ Social Services (or their out of hours service) should conduct a 'child in need' assessment under section 17 of Children Act regardless of whether the mother has recourse to public funds or not. If the child is considered a child in need, emergency support should be provided. Further information on this is available on the national NRPF website: <http://www.nrpfnetwork.org.uk/Pages/Home.aspx>

positive messages out about their services, which are mainly about early intervention and universal services now such as playgroups; nurseries; children's centres; health visiting

- Emphasise that it's "ok to ask" – ie try to empower workshop participants by covering communication barriers such as reluctance to ask clients direct questions in relation to culture
- Use case studies – but be careful to anonymise them. Fictional ones are preferable to actual live cases
- Cover issues like forced and arranged marriage as staff can get confused
- Cover caring roles/family structures and pressures on women
- Cover possible sexual exploitation
- What kinds of practical solutions might there be to overcoming service barriers– e.g. bi-lingual staff?
- What are the child rearing 'norms' in other cultures?
- Working with families on coming to terms with disability and old age and taking care of themselves, even if this challenges some of their cultural beliefs? E.g. back-care for Asian daughters who sometimes are reluctant to accept help from carers, etc.?
- Would like something about families traumatised by conflict and the complexities that brings – However, as this sort of issue is really only relevant to asylum seekers and refugees, if any of your workshop participants raise it, you will need to explain that this won't be covered because the project funding is for the effective integration of Third Country National migrants, as defined in section 3.1 above
- The 'personalisation agenda' – see below

The workshops on interpreting should aim to give participants a real insight into language barriers, the role of the professional interpreter and how to get the best outcomes from using an interpreter. You should also cover the safeguarding quality issues and risks attached to using family members and friends as interpreters. Look also at the cost/benefit of face to face and telephone interpreting options. So this will be very similar to the approach under the EACH Project.

"Personalisation": Choice and Control are very important parts of Adult Social Care delivery, and interpreters, if used correctly, provide a positive service focusing on the citizen.

The briefing paper below will give you an insight into the issue of 'personalisation' from the perspective of ethnicity, and is a term which workshop participants might well use.

Personalisation for people from Black and Minority Ethnic Groups. Health Briefing 34. Jo Moriarty. A Race Equality Foundation Briefing Paper, July 2014. <http://www.better-health.org.uk/briefings/personalisation-people-black-and-minority-ethnic-groups>

So your workshops should include:

- What are the do's and don'ts?
- How do we ensure effective use in the right place and at the right time?
- What type of scenarios make the best use of interpreters? E.g. case conference where more than one agency present makes using an interpreter more affordable

4. How will all this be reflected in the new cultural awareness workshop evaluation ‘start’ and ‘end’ questions?

The following ‘start’ and ‘end’ evaluation questions for your workshop participants should be used to help you shape your cultural awareness workshops:

1. I am aware of the ways in which safeguarding processes need to take account of culture, ethnicity and race.
2. I feel confident about my interaction with culturally diverse women and their families.
3. I understand the role that stereotypes play in the way in which women from different cultures are treated.
4. I understand the impact of culture on someone’s ability to access public services.
5. I can describe the demographic profile of the area that I work in.
6. I know if there are communities which are over and under-represented as users of the service I deliver.

5. Where do you find the relevant paperwork for your ACCESS Project workshops?

Rather than emailing you resources and then sending updated emails if papers change, we will upload relevant papers onto our new website, with instructions for their use, so all you need is this weblink and you can be confident that you are tapping into the most up to date resources.

<http://smp.eelga.gov.uk/migrant-workers/access-project.aspx>

Just make sure that you note which resources are for ‘translating and interpreting’ workshops and which ones are for ‘intercultural’ workshops, as they are different.

6. ACCESS Project Workshop Planning Resources

There are various websites, reports and documents that might be useful to you in planning your workshops. And you might like to include information about some of these in your workshop packs for participants.

We aim to produce a list of ‘top ten’ such workshop resources for workshop leaders, and then to update this resource list every two months, whilst keeping it to a ‘manageable’ number of items.

You will find the most up to date version of the list on the ACCESS Project website:

<http://smp.eelga.gov.uk/migrant-workers/access-project.aspx>

7. Keeping in touch

We aim to keep in touch with you in various ways throughout the ACCESS Project, so that you have all the support you need in preparing for, or running your workshops.

But if you need to contact us for anything, here are our details:

ACCESS Project Team – part of the regional Strategic Migration Partnership:

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