

## **Appendix 6 Commissioners visit to Brentford Football Club Community Sports Trust's, Ealing National Community Service Programme**

Date: Tuesday 17 August 2021

Venue: West Thames College,

Participants: Saara Suortti, National Citizen Service Programme Co-Ordinator and 50 participating young people

Commissioners: Laura Forrester

### **Introduction**

#### **Ealing NCS Programme, run by Brentford Football Club Community Sports Trust**

Brentford Football Club Community Sports Trust is a provider of National Citizen Service (NCS), a two-week programme for young people aged 16-17 years in West London, run in the summer and autumn for motivated local young people who are interested in getting engaged with their local neighbourhood. The Trust also works monthly with a local NCS group of young people called Changemakers, an ongoing NCS youth club where they learn to prepare for public speaking on topics such as mental health and explore in more depth issues for example the stigma associated with schizophrenia. The participants are recruited through local schools, online networking with young people, and referrals through social workers and those who are not in education, employment or training (NEETs). It is a structured programme with support plans for each person. There is also support for those who need support for their travel costs. Some who have gone through these processes have now stayed on as volunteers and even become employed.

Ealing Race Equality Commissioners were invited to meet three teams of up to 16 Ealing young people, in their Covid-19 bubbles during the second week of their summer NCS programme on their Pitch Day. The first week of the programme is more 'teaching' orientated, and the second week is focussed on social action. All three teams were presenting their Social Action Project ideas that they would go on to deliver at the end of

that week. These were completely youth-led, with commissioner/officer being pitch advisors giving constructive feedback on their project ideas and was insightful to see what the teams felt passionate about; two projects focussed on aspects of mental health, another on the importance of conserving bees.

The programme also includes Your Voice Matters sessions, during which the young people start thinking about their local government, get into debates, discuss gov funding, etc. By the end of the afternoon, they aim to get young people to register to vote. Another element of the programme is a Community Mapping Day when teams go out in the community to engage with different organisations.

The commissioners also met each group face-to-face to briefly talk about race inequality, how they define it, whether they have experienced it personally or know of family/friends who have experienced it. What factors do they think influence racial inequality and what improvements do they think could be introduced to help build a more equal society. Admittedly what came through was a long wish list, but it was interesting to see what topics forefront in these groups' minds were.

## **Links to the Ealing Race Equality Commission Themes**

### **Education and Learning**

Some issues faced have been around travel times – an example being 65 bus which is very full when it leaves Ealing Broadway so it can't pick up many pupils on its way

Libraries being closed has been a problem as it was one of the safe spaces for young people to be in.

Learning from extra curricula activities such as singing, games, and other teamwork is good, but there was a realisation that many may have equipment at home but others may not be able to afford things.

Pupil representatives in schools to help explain the needs of their fellow pupils

*What do you need from the council?*

Youth centres are not exciting, and there needs to be more promotion and information about youth centres and what they do.

Physical provision of youth centres – think about location being 30-45 mins travel time, and better promotion of DoE, or guides/scout groups

Use mechanisms for communicating such as Instagram, Snapchat, may be through school comms. Videos in form time or assembly, via form tutors. Not posters

Subsidised events as some are too expensive, such as rock climbing

Targeted pastoral sessions and career mentors

More extracurricular activities, different hobbies such as singing, graphics, reading and debating on politics, sociology and ethnicity, or sports

Support for pupils suffering anxiety and interpersonal issues

Visitors from different places talking about career opportunities – go into schools and talk about their jobs

Courses such as writing CVs

Employability skills

Give them more information about opportunities, including apprenticeships, BTechs and T-levels

Use of assemblies. Social media (Instagram and Tik Tok) to give information

More access to job fairs, higher education

Compulsory work experience for yr10 , access to volunteering opportunities

Activities week

Years 7 and 11 work with community partners

More space inside libraries for study and reading – this is being affected by the library opening hours being reduced

Generally, more space for study with internet access – didn't have to be a library, but would need to be safe

## **Health and Housing**

Two of the 3 groups had chosen mental health to work on for their social action project.

One focussed on the importance of self-image, being positive and showing kindness. Their project had researched different coping mechanisms, and links to organisations that can help.

The other group had researched support available through the NSPCC for a range of mental health concerns and wanted to promote this and had created their project to encourage people to come forward.

## **Income and Employment**

*What do you need from the council?*

Also see section on Education and Learning

Career counselling based on the student

More information about apprenticeships given in schools

## **Crime and Justice**

The police come over to them when they are chilling out in parks

They don't feel safe in parks, often 'creepy people' hanging around

They want to be able to chill in parks like Walpole and Haven Green, but they don't feel safe

Acton High Street, people hanging around when it's getting dark, so they don't feel safe

*What do you need from the council?*

Find safe space for young black boys in particular to stay out of trouble, maybe events such as basketball

### **Participation, decision-making, and leadership**

Low Traffic Neighbourhoods were a concern

*What do you need from the council?*

Better ways of engaging the community around issues that affect the community