

Creating a Contemporary Profile of the Somali Community in Camden

Supplemental Materials

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Sponsor Description : Somali Youth Development and Resource Centre (SYDRC)

January 24, 2022

The Somali Youth Development and Resource Centre (SYDRC) is a youth community-based non-profit organization established in 2000 to support the Somali Community in London. Their mission:

“To empower and inspire Somali young people to achieve their true potential by equipping them with the tools for tomorrow, to enable them to take responsibility for their lives and develop as individuals and make the successful transition to adulthood.” (*About Us*)

True to that purpose, the Centre provides educational support to the Somali youth in Camden and

the surrounding boroughs (*About Us*). The SYDRC targets Somali and other young people between the ages of 11 and 21 years who live, work or study in Camden. In addition to educational support this organization provides crime prevention work; group work; outreach to schools and home visits; networking and referrals to specialist organizations; consultation and training; and partnership working with other organizations (*Somalis in London, 2014*).

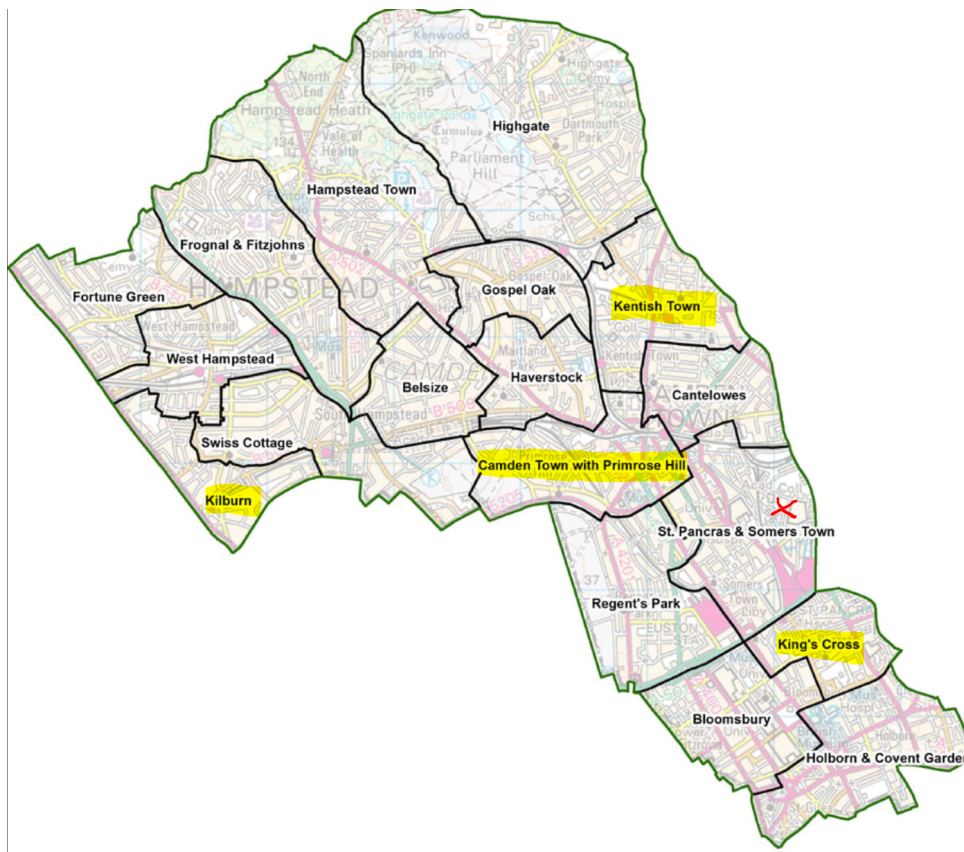


Figure 1: A map of Camden with the location of the N1C Centre marked in red and areas with high concentrations of Somalis are highlighted in yellow (*Camden | LGBCE Site, 2018*).

The Somali community is one of the oldest African communities in London. Records of Somalis in London go back to the time of World War I. However, it wasn't until the 1990s that the current population made its way to London. A civil war displaced thousands in Somalia who, fleeing an oppressive regime, sought refuge in London (BBC, 2003). As the civil unrest in Somalia continues, the UK's Somali community continues to grow. In 2021, the Office of National Statistics placed 200,000 Somali-born immigrants living in the United Kingdom. Of those, 70,000 were in London. (Stickney, 2021) This makes London the center of the UK's Somali community. A 2011 census found Camden to have one of the ten highest Somali populations in London with a high concentration of population in areas such as Kentish Town, Kilburn, Camden Town with Primrose and King's Cross as indicated in Figure 1 (Open Society Foundations, 2014). This makes the placement of the SYDRC ideal for reaching the community. Since 2017, the SYDRC has been operated out of the NIC Centre in Camden. The NIC Community Centre, managed by the SYDRC alongside Dragonhall Trust, offers a variety of programs to the community, with the SYDRC focusing on Somali youth.

The organization was formed after research found that only one Somali child had passed the General Certificate of Secondary Education (GCSE), an exam included in the national curriculum in England, Wales, and Northern Ireland (Education Quizzes). As indicated in Figure 2, in 1999, one year before the SYDRC was founded, the average for a Camden pupil to pass the GCSE was 47.7%, however, the Somali average was only 3.1% (*Our History*). Due to this difference in educational achievement, the SYDRC was founded to support Somali youth in the Camden schools and community. The centre uses services like their homework support club, youth empowerment and mentoring sessions, and tutoring sessions to give Somali children a chance at the extra help they may not be getting in class. (*Our Projects*)

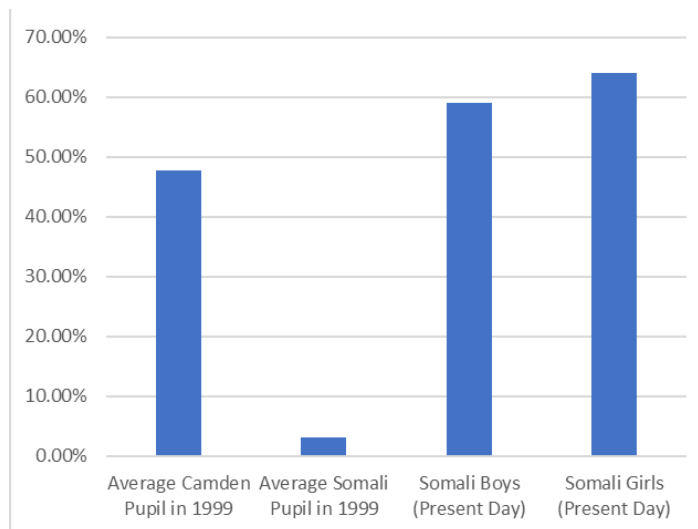


Figure 2: Somali educational achievement in Camden (*Our History*)

Since it was founded, the organization has successfully been able to raise the score of the pupils to an average of 64% (*Our History*). Educational programs such as the SYDRC Annual Educational Achievement Award, weekend supplementary classes, school mentoring and the dedication of the Somali parents and students provided the resources for the

Somali youth to excel in the UK educational system. A comprehensive leadership program called “Aiming Higher” funded by the John Lyon’s foundation engaged 60 young people each year through community volunteering, peer support, team building, and guest-speakers encouraging the young students to stay in education and explore opportunities in underrepresented areas of employment(John Lyon's Foundation).

The SYDRC takes a holistic approach to support its youth, working in partnership with the Trust to not only provide direct educational supplements, but also recreational activities, with the goal of improving young students’ confidence as well as their grades (BBC Children in Need, 2021). Children can enjoy sports, mentoring sessions, and coding clubs, among other programs. Meanwhile parents are welcomed into yoga and tai chi classes. On top of that, the center provides valuable resources to Somali adults with employment and personal finance info sessions as well as free legal advice. (*Our Projects*)

The SYDRC also frequently conducts research and publicizes reports on the Somali community in Camden. The organization recently published three reports at the end of 2021 regarding vaccine hesitancy, educational exclusion, and the mental health impact of COVID-19 that included graphs as shown in Figure 3 (SYDRC, 2021). This research allows the SYDRC to gain a better understanding of the Somali community while also raising awareness about current concerns and injustices. An important part of what the organization does includes its outreach and support of the community and has been the focus of the SYDRC in the last couple of years, particularly since the pandemic began.

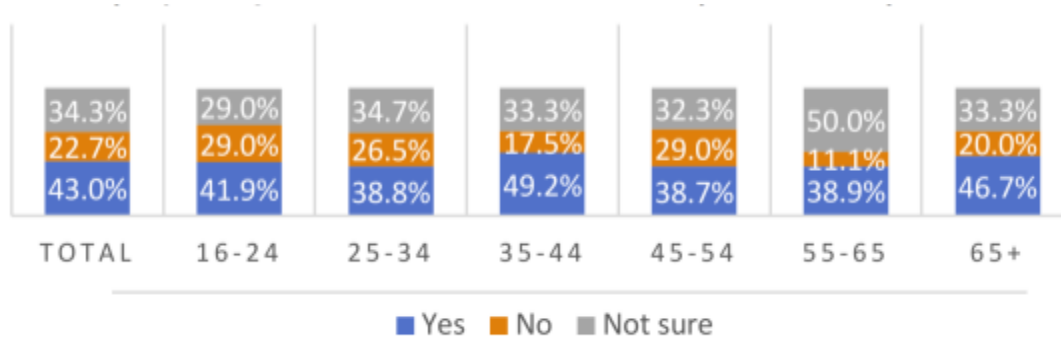


Figure 3: Graph of COVID-19 vaccine intentions over varying ages in the Somali community (SYDRC, 2021)

These accomplishments have all been possible because of the structure and empowerment presented by the SYDRC. The charity itself is made up of 9 trustees, 7 staff, and 5 volunteers. The total income for the organization is £212,457, where £125,480 of the total income is made up from 3 government grants and £86,977 is collected through other forms of funding. The total expenditure is priced out to be £209,737 (Charity Commission for England and Wales, 2021).

The SYDRC, along with organizations like it have been working to empower the Somali community for over two decades now. The Khan & Jones 2003 report tells us about the challenges that the Somali community was facing at that time, but very little is known about the current status of the Somali Community in London. From the Khan & Jones report, some of the biggest challenges presented spurred from a lack of education, cultural barriers, and employment. Since the SYDRC directly addresses the education of the youth it will be interesting to see how these challenges are viewed now. However, the Somali community still

has a lot of unmet needs and more research will be useful in identifying how to best overcome these challenges.

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Interview with a Somali Adult

Preamble:

We are American students working on a project in collaboration with the Somali Youth Resource and Development Centre to solicit opinions about the challenges and opportunities in the Somali community in Camden.

We would be delighted if you would give us 20-30 minutes of your time to tell us about your perspectives on these issues. Participation is voluntary, and you may stop at any time or skip any questions you would prefer not to answer.

We will be recording audio of this interview and taking written notes. We may wish to quote you in our final report. Would you be comfortable being quoted by name, or would you prefer to remain anonymous? In the case that we wish to quote you, we will give you a chance to review the quotation before we publish it. We can also provide you with a copy of the final report once it is complete.

If you have any concerns or questions after the interview, you can contact us at gr-lon22-sydr@wpi.edu or our faculty advisor, Dominic Golding, at golding@wpi.edu, but if you have any questions before we begin feel free to ask them now.

1. What is your name?
2. Tell us a little about life in London. What does your day-to-day look like?
3. Do you consider yourself a part of the Somali community?
4. What do you like about the Somali community?
5. What sorts of challenges do you and other community members face?
6. Do you have any family here in London?
 - a. Do you have any children?
 - b. What is your relationship with your family?
 - c. Do you have family outside of London?
 - d. Do you keep in contact with family outside of London?
7. Describe your housing accommodations.
 - a. Do you live in a flat? House? Hostel?
 - b. How many people live with you?

- c. Who owns your housing?
 - d. Discuss your experience with your landlord/housing owners
8. Could you discuss your employment history and current status?
 - a. What is your current occupation?
 - b. Are you the primary source of income for your household?
 - c. Do you have enough stable income to support yourself and your household?
 - d. Do you have a lot of Somali coworkers? Do you feel you fit in?
9. How safe do you and your family/friends feel in Camden?
10. Do you think of yourself as a Somali?
11. Do you think of yourself as British?

Somali Immigrants

1. How long have you been in London?
2. What was the transition like, moving to Britain?
3. How do you relate to youth who might not have been born in Britain?

First/Second/Third Generation British Citizens

1. How long has your family been in London?
2. What is it like relating to older members of the Somali community?
 - a. Do you feel there is a gap between the generation born in London and the generation born in Somalia?

Interview Scripts

Community Reps

Preamble:

Hi [REDACTED], thank you for taking the time to meet with us today. Would it be okay if we record the audio of this interview for our reference later? We also may wish to quote you in our final report. Would you be comfortable being quoted by name, or would you prefer to remain anonymous?

In the case that we wish to quote you, we will give you a chance to review the quotation before we publish it. We can also provide you with a copy of the final report once it is complete. If you have any questions or concerns after the interview, you can reach out to us or our advisor Dominic Golding, at golding@wpi.edu, or if you have any questions before we begin feel free to ask them now.

1. What is your role at SYDRC?
2. How long have you been in SYDRC?
3. What inspired you to be a part of SYDRC?
4. How long have you held your current position at the SYDRC?
5. Which age group do you mostly work with?
6. How did you get to know about SYDRC?
7. Where do you live? Describe the region
8. What do you think is the biggest challenge faced by the Somali Community?
9. What do you see as the greatest strength of the Somali community?
10. What do you see as the greatest weakness of the Somali community?
11. What are the greatest roadblocks for accomplishing change in the community?
12. How would you describe the support system for Somali youth? Do you feel that they have people to talk to when they need to? What about role models?
13. What are the aspirations of the youth in the community?
14. How does SYDRC support these aspirations and encourage youth in the community?
15. What do you think is the best way to reach Somali youth?
16. Do you ever have concerns for the safety of the youth groups you work with?

17. How have things changed in the Somali community in the past five years/ COVID/ since the time you have been working at SYDRC?
18. Are you optimistic about the future of the SYDRC/ Somali community?
19. What goals do you have for the SYDRC in the next five years and the community as a whole?
20. Is there anything else you would like to share about your experience living and working with the Somali community?

School Reps

1. What school do you represent?
2. Does the school integrate SYDRC resources? How?
3. How is the Somali community viewed inside schools?
4. Are there any outstanding challenges you recognize with Somali students?
5. What changes have you seen in your time teaching in Camden?
6. Are there a lot of Somali students at your school?
 - a. Are there a lot of Somali faculty? Staff?
7. Have you noticed improvement in Somali education throughout your years teaching?
8. For Somali students, what would you say is their biggest struggle with education?
9. How involved are Somali parents in their children's education?-
10. How well do you notice Somali students and non-Somali students getting along?
11. What is the nature of Somali students? How are Somali boys and girls different?
12. How did Somali students cope up with online learning during Covid?
13. Is the education system more inclusive of the Somali community? How has it changed over the years?
14. Do you think Camden school education is preparing Somali students for the future?
15. What are the common issues that come up in your interactions with parents of Somali students or the students themselves?

Councillor

Hi [REDACTED], thank you for taking the time to meet with us today. Would it be okay if we record the Zoom meeting? We also may wish to quote you in our final report. Would you be comfortable being quoted by name, or would you prefer to remain anonymous?

In the case that we wish to quote you, we will give you a chance to review the quotation before we publish it. We can also provide you with a copy of the final report once it is complete. In addition, all of the questions that we will ask you today are completely voluntary and feel free to skip anything you may feel uncomfortable with. If you have any questions or concerns after the interview, you can reach out to us or our advisors Dominic Golding, at golding@wpi.edu, and Lorraine Higgins, at ldh@wpi.edu, or if you have any questions before we begin feel free to ask them now.

1. How long have you been in London?
2. How long have you been a councilor?
3. Why did you become a councilor?
4. What is it like being the only Somali councilor in the Camden Council? What were the challenges you had to face to get your current position?
5. What is your perspective on Somali representation in the Camden Council?
6. How do you balance being both a representative of Camden for the British community and one for the Somali community?
7. What is the council's perception of the Somali community in Camden?
8. Do you feel the council has a good picture of the Somali community and the challenges they face?
9. What has the council done in the past five years to help the Somali community?
10. Does the council have plans for future programs to help the Somali community?
11. What are the greatest roadblocks for accomplishing change in the community?
12. Are there any systemic barriers for gaining change in the community?(ask?)
13. Have you had goals as a councilor that you have been unable to achieve?
14. What is your relationship and involvement with SYDRC (professional or personal)?
15. How do non-profits like SYDRC impact the community?
16. What are the biggest challenges faced by the Somali community?

17. What are the greatest strengths of the Somali community?
18. Are you optimistic about the future of the Somali community?
19. From the eyes of a councilor, how does the Somali community differ from other ethnic communities in London? he briefly talked about it skip
20. Would you like to share anything else from your experience living and working in Camden? Do you think we should talk to anyone else?

Council Officer

Introduction:

Preamble:

Hi [REDACTED], thank you for taking the time to meet with us today. Would it be okay if we record the Teams meeting? We also may wish to quote you in our final report. Would you be comfortable being quoted by name, or would you prefer to remain anonymous?

In the case that we wish to quote you, we will give you a chance to review the quotation before we publish it. We can also provide you with a copy of the final report once it is complete. In addition, all of the questions that we will ask you today are completely voluntary and feel free to skip anything you may feel uncomfortable with. If you have any questions or concerns after the interview, you can reach out to us or our advisors Dominic Golding, at golding@wpi.edu, and Lorraine Higgins, at ldh@wpi.edu, or if you have any questions before we begin feel free to ask them now.

1. How long have you been a Camden councilor?
2. And what kind of roles have you been in for the council?
3. In general, how has the borough changed in that time?
4. How closely have you worked with the Somali community in the past?
5. How does the Somali community compare to the other ethnic groups in Camden?
6. What is the council's perception of the Somali community in Camden?-

7. What programs and initiatives has the council undertaken to help the Somali Community?
8. Does the council have plans for future programs to help the Somali community?
9. What is your experience with youth safety in the Somali community?
10. Can you tell us about how gang violence has affected the Somali community?
11. Do you think there are negative stereotypes about the Somali youth, especially young men, because of youth safety concerns in the Somali community?
12. What are the actions that the borough of Camden has done to improve youth safety, specifically with the Somali community?
13. What would be the best course of action in the future to improve youth safety in the community?
14. Do you think the Somali community is accepted in Camden?
15. What are the barriers which keep them from being accepted? What steps are being taken by the borough to overcome them?
16. Are you optimistic about the future of the Somali community?

Faith Leader

1. What is your name?
2. How long have you been in London?
3. How long have you been in your current role in the community [*Specify based on whether they are a teacher, Camden Council member, religious leader, non-profit leader, etc.*]
4. What is your leadership role with your religious organization?
5. What role does religion play in the community?
6. Have you seen religion become more or less prominent in the community during your time?
7. In what ways does religion empower the community?
8. What are your greatest concerns with the Somali community as a whole?
9. Do you feel that members of your religion are discriminated against or looked down upon? In what ways?

10. Do you feel that you have a voice in the community?
11. What are you and your organization currently doing to improve the community?
12. What goals do you have for the community in the next five years? What steps need to be taken to reach these goals?

Business Owners

Preamble:

Hi [REDACTED], thank you for taking the time to meet with us today. Would it be okay if we record the audio of this interview? We also may wish to quote you in our final report. Would you be comfortable being quoted by name, or would you prefer to remain anonymous?

In the case that we wish to quote you, we will give you a chance to review the quotation before we publish it. We can also provide you with a copy of the final report once it is complete. If you have any questions or concerns after the interview, you can reach out to us or our advisors Dominic Golding, at golding@wpi.edu, and Lorraine Higgins, at ldh@wpi.edu, or if you have any questions before we begin feel free to ask them now.

1. How long have you been in London?
2. Do you mind telling us a little bit about your business?
3. How is your business structured? How many workers do you have? Are most of your workers Somali?
4. Do you think your business has an important role in the community?
5. How did you start your business and why?
6. What were the roadblocks you continually face as a Somali business owner?
7. How does your business compare to other non-Somali owned businesses?
8. How would you describe the Somali community and what it means to you specifically?
9. What do you view as the greatest strengths of the Somali community?
10. What challenges do you see in the Somali community?
11. Do you think a lot of Somalis living in Camden have trouble finding employment?
12. How does being Somali and Muslim affect the way you run your business?
13. What are your future plans for your business?

14. Where do you see yourself and your business in 10 years?
15. Is there anything else you would like to share about your business, or about the Somali community in general?

Preamble:

Hi [REDACTED], thank you for taking the time to meet with us today. Would it be okay if we record the audio of this interview along with our written notes for our reference later? We also may wish to quote you in our final report. Would you be comfortable being quoted by name, or would you prefer to remain anonymous?

In the case that we wish to quote you, we will give you a chance to review the quotation before we publish it. We can also provide you with a copy of the final report once it is complete. If you have any questions or concerns after the interview, you can reach out to us or our advisor Dominic Golding, at golding@wpi.edu, or if you have any questions before we begin feel free to ask them now.

1. What is your role at SYDRC?
2. How long have you been in SYDRC?
3. What inspired you to be a part of SYDRC?
4. How long have you held your current position at the SYDRC?
5. How did you get to know about SYDRC?
6. What are the organization's primary sources of funding?
7. Where do you live? Describe the region
8. Discuss what the organization meant to you growing up in Camden.
9. What do you think is the biggest challenge faced by the Somali Community?
10. What do you see as the greatest strength of the Somali community?
11. What do you see as the greatest weakness of the Somali community?
12. What are the greatest roadblocks for accomplishing change in the community?
13. What are the challenges you face as a non-profit?
14. Which age group do you mostly work with?
15. What are some programs that already exist that you are responsible for?
16. What are some new programs that you are planning to introduce to SYDRC?
17. What are your future plans for SYDRC?
18. How have things changed in the Somali community in the past five years/ COVID/ since the time you have been working at SYDRC?

19. Are you optimistic about the future of the SYDRC/ Somali community?
20. What goals do you have for the SYDRC in the next five years and the community as a whole?
21. Is there anything else you would like to share about your experience living and working with the Somali community?

Interview questions for activist

Preamble:

Hi, thank you for taking the time to meet with us today. Would it be okay if we record the audio of this interview? We also may wish to quote you in our final report. Would you be comfortable being quoted by name, or would you prefer to remain anonymous?

In the case that we wish to quote you, we will give you a chance to review the quotation before we publish it. We can also provide you with a copy of the final report once it is complete. If you have any questions or concerns after the interview, you can reach out to us or our advisors Dominic Golding, at golding@wpi.edu, and Lorraine Higgins, at ldh@wpi.edu, or if you have any questions before we begin feel free to ask them now.

1. How long have you been in London?
2. Describe your work as an activist. What change are you advocating for?
3. What led you to become a youth activist?
4. What do you think is the greatest strength of the Somali community?
5. What do you think is the greatest weakness of the Somali community?
6. What do you think are the challenges faced by the Somali community?
7. As an activist what kind of challenges have you faced when advocating for change?
8. What kind of age group do you work with?
9. How do you think youth violence has impacted the community?
10. Do you think the Camden council is taking initiatives to deal with youth safety?
11. Do you feel that the Somali community has sufficient role models to look up to?
12. Are you optimistic about the future of the Somali community?

Journalist

Hi [REDACTED], thank you for taking the time to meet with us today. Would it be okay if we record the Zoom meeting? We also may wish to quote you in our final report. Would you be comfortable being quoted by name, or would you prefer to remain anonymous?

In the case that we wish to quote you, we will give you a chance to review the quotation before we publish it. We can also provide you with a copy of the final report once it is complete. If you have any questions or concerns after the interview, you can reach out to us or our advisors Dominic Golding, at golding@wpi.edu, and Lorraine Higgins, at ldh@wpi.edu, or if you have any questions before we begin feel free to ask them now.

1. How long have you been in London?
2. How long have you been a journalist and what inspired you to become one?
3. What have been important stories in the Somali community that have resonated with you throughout your years as a journalist?
4. Are there any ongoing stories you are working on within the community?
5. Can you describe how you see Somalis represented in the media?
6. Can you talk about your channel's role in the Somali community?
7. What role do you think you and other representatives in the media play in overcoming the challenges in the community?
8. Do you feel the Somali community has sufficient role models to look up to?
9. Are you careful about how you represent Somalis in your own reporting? What do you think you do differently from the mainstream media?
10. Can you talk about the decision to make BritSomaliTV primarily a Somali-language channel? Do you feel it affects your viewership and who you can reach?
11. Do you think being Somali affects how you gather information in the field?
12. How do you perceive the Somali community? (Follow up with identity questions)
13. What do you think are the greatest strengths of the Somali community?
14. What do you think are the greatest challenges faced by the Somali community?
15. Are you optimistic of the future of the Somali community?

Teachers from Camden Schools

Hi [REDACTED], thank you for taking the time to meet with us today. Would it be okay if we record the Zoom meeting? We also may wish to quote you in our final report. Would you be comfortable being quoted by name, or would you prefer to remain anonymous?

In the case that we wish to quote you, we will give you a chance to review the quotation before we publish it. We can also provide you with a copy of the final report once it is complete. In addition, all of the questions that we will ask you today are completely voluntary and feel free to skip anything you may feel uncomfortable with. If you have any questions or concerns after the interview, you can reach out to us or our advisors Dominic Golding, at golding@wpi.edu, and Lorraine Higgins, at ldh@wpi.edu, or if you have any questions before we begin feel free to ask them now.

1. How long have you been teaching for?
2. How long in Camden?
3. What changes have you seen in your time teaching in Camden?
4. Are there a lot of Somali students at your school?
5. Are there a lot of Somali faculty? Staff?
6. How do you believe Somali students are viewed in the school system?
7. How involved are Somali parents in the education of their children?
8. What are the common issues that arise with your interactions with Somali parents?
9. Do you see Somali students being active in the community? Whether that's clubs, schools activities, sports, or anything like that?
10. Have you noticed improvement in Somali education throughout your years teaching?
11. For Somali students, what would you say is their biggest struggle with education?
12. How well do you notice Somali students and non-Somali students getting along?
13. Is the education system more inclusive of the Somali community? How has it changed over the years?
14. Ask if her training included understanding the background of the students
15. Is religion taken into consideration in schools?

16. Are students given time to pray?
17. Is the school inclusive of Ramadan?
18. Muslim holidays?
19. Do you see a difference between Somali boys and girls in the schools?
20. How do you believe Somali students view themselves? Do they have high expectations for their own future?
21. Do you think the students have role models in their lives?
22. Do you see a problem with school exclusion with Somali students?
23. Can you describe a specific experience you had with exclusion?

(Anonymous Somali Teacher)

Hi [REDACTED], thank you for taking the time to meet with us today. Would it be okay if we record the Zoom meeting? We also may wish to quote you in our final report. Would you be comfortable being quoted by name, or would you prefer to remain anonymous?

In the case that we wish to quote you, we will give you a chance to review the quotation before we publish it. We can also provide you with a copy of the final report once it is complete. In addition, all of the questions that we will ask you today are completely voluntary and feel free to skip anything you may feel uncomfortable with. If you have any questions or concerns after the interview, you can reach out to us or our advisors Dominic Golding, at golding@wpi.edu, and Lorraine Higgins, at ldh@wpi.edu, or if you have any questions before we begin feel free to ask them now.

1. How long have you been teaching for?
2. How long in Camden?
3. What changes have you seen in your time teaching in Camden?
4. Are there a lot of Somali students at your school?
5. Are there a lot of Somali faculty? Staff?
6. How do you believe Somali students are viewed in the school system?
7. How involved are Somali parents in the education of their children?
8. What are the common issues that arise with your interactions with Somali parents?

9. Do you see Somali students being active in the community? Whether that's clubs, schools activities, sports, or anything like that?
10. Have you noticed improvement in Somali education throughout your years teaching?
11. For Somali students, what would you say is their biggest struggle with education?
12. How well do you notice Somali students and non-Somali students getting along?
13. Is the education system more inclusive of the Somali community? How has it changed over the years?
14. Is religion taken into consideration in schools?
 - a. Are students given time to pray?
 - b. Is the school inclusive of Ramadan?
 - c. Muslim holidays?
15. Do you see a difference between Somali boys and girls in the schools?
16. Do you think Somali parents have high expectations of their children?
17. How do you believe Somali students view themselves? Do they have high expectations for their own future?
18. Do you think children in the schools have sufficient role models to look up to?
19. Do you see a problem with school exclusion with Somali students?
20. Can you describe a specific experience you had with exclusion?
21. Are you optimistic about the future of the Somali community?
22. Anything else you would like to share?

Preamble:

Hi [REDACTED], thank you for taking the time to meet with us today. Would it be okay if we record this meeting? We also may wish to quote you in our final report. Would you be comfortable being quoted by name, or would you prefer to remain anonymous?

In the case that we wish to quote you, we will give you a chance to review the quotation before we publish it. We can also provide you with a copy of the final report once it is complete. In addition, all of the questions that we will ask you today are completely voluntary and feel free to skip anything you may feel uncomfortable with. If you have any questions or concerns after the interview, you can reach out to us or our advisors Dominic Golding, at golding@wpi.edu,

and Lorraine Higgins, at ldh@wpi.edu, or if you have any questions before we begin feel free to ask them now.

1. How long have you been in London?-
2. How long have you been in your current position?-
3. Can you tell us more about your position and the work you do in the council?
4. What is it like being the only Somali director in the Camden Council?
5. What is your perspective on Somali representation in the Camden Council?
6. How do you balance being both a representative of Camden for the British community and one for the Somali community?
7. What does equality mean to you?
8. How are you trying to achieve this vision in the community?
9. What is the council's perception of the Somali community in Camden? (Skip?)
10. Do you feel the council has a good picture of the Somali community and the challenges they face?
11. What has the council done in the past five years to help the Somali community?
12. Does the council have plans for future programs to help the Somali community?
13. What are the greatest roadblocks for accomplishing change in the community?
14. Are there any systemic barriers for gaining change in the community?
15. Have you had goals as a director that you have been unable to achieve?
16. What is your relationship and involvement with SYDRC (professional or personal)?
17. How do non-profits like SYDRC impact the community?
18. What are the biggest challenges faced by the Somali community?
19. What are the greatest strengths of the Somali community?
20. Are you optimistic about the future of the Somali community?
21. Do you think Somalis face housing inequalities?
22. Do you think Somalis face inequalities with health?
23. From the eyes of a director, how does the Somali community differ from other ethnic communities in London?
24. Would you like to share anything else from your experience living and working in Camden?

25. You said that this is relatively a new role, why do you think there was a need for your role in the council?
26. What unique perspective do you add to your role being Somali answered

Hi [REDACTED], thank you for taking the time to meet with us today. Would it be okay if we record this meeting? We also may wish to quote you in our final report. Would you be comfortable being quoted by name, or would you prefer to remain anonymous?

In the case that we wish to quote you, we will give you a chance to review the quotation before we publish it. We can also provide you with a copy of the final report once it is complete. In addition, all of the questions that we will ask you today are completely voluntary and feel free to skip anything you may feel uncomfortable with. If you have any questions or concerns after the interview, you can reach out to us or our advisors Dominic Golding, at golding@wpi.edu, and Lorraine Higgins, at ldh@wpi.edu, or if you have any questions before we begin feel free to ask them now.

1. Can you talk a little bit about the kind of research you do?
2. Can you talk a little about the research you lead Open Societies did into Somalis living in Europe?
3. What sparked interest in that research?
4. You wrote an article for the Open Societies Foundation “100 Years After Somalis Arrive in London, It’s High Time to Learn About Them” what sparked this interest?
5. What were some of the things you noticed while researching the Somali community?
6. What challenges did you encounter conducting your research?
7. How were you able to gather information on the Somali community GCSE scores specifically?
8. What sets the Somali community apart from other ethnic communities you’ve researched?
9. What were the solutions in other marginalized communities that faced similar problems?
10. What are some commonalities amongst Somali diaspora communities in Europe?
11. What are some of the things that set London’s Somali community apart?

12. What have other Somali communities done to become better integrated into the greater community?
13. What sorts of things did you notice about the Somali community that you couldn't put in the reports?
14. In your article you talked about the role of Somali women in the community, why do you think there is such a difference between the men and women in the Somali community?
15. Can you explain what hidden homelessness is and how it affects the Somali community?
16. Can you talk about some of the systematic issues you found Somalis faced when accessing healthcare?
17. What do you see as the greatest strengths of the Somali community?
18. What do you see as the greatest challenges in the Somali community?
19. What do you think might have changed in the Somali community since your research in 2014?
20. Are you optimistic about the future of the Somali community in London?

Interview Questions for Mother impacted by Youth Violence

Hello [REDACTED], thank you for taking the time to meet with us today. Would it be okay if we record the Zoom meeting? We also may wish to quote you in our final report. Would you be comfortable being quoted by name, or would you prefer to remain anonymous?

In the case that we wish to quote you, we will give you a chance to review the quotation before we publish it. We can also provide you with a copy of the final report once it is complete. In addition, all of the questions that we will ask you today are completely voluntary and feel free to skip anything you may feel uncomfortable with. If you have any questions or concerns after the interview, you can reach out to us or our advisors Dominic Golding, at golding@wpi.edu, and Lorraine Higgins, at ldh@wpi.edu, or if you have any questions before we begin feel free to ask them now.

1. How long have you been in London?
2. What is your involvement in the community? (Work, activities, leisure, etc.)

3. What do you view as the strengths in the Somali community?
4. What do you view as the weaknesses in the Somali community?
5. What do you think are the greatest challenges faced by the Somali community?
6. Do you think the Camden council is taking initiatives to help the community?
7. What do you think are the greatest roadblocks for change in the community?
8. How has the community changed in the last five years?
9. Do you think there are sufficient opportunities of growth for youth? Whether that's with employment, schools, anything else.
10. Do you feel that the Somali community has sufficient role models to look up to?
11. Are you optimistic about the future of the Somali community?
12. How do you view housing in London?
May not apply:
13. Describe your work as an activist. What change are you advocating for?
14. What led you to become a youth activist?
15. As an activist what kind of challenges have you faced when advocating for change?
16. What kind of age group do you work with?

Focus Group Scripts

Preamble:

Thank you very much for taking the time to participate in this focus group. We are American students working on a project in collaboration with the Somali Youth Development and Resource Centre to solicit opinions about the challenges and opportunities in the Somali community in Camden.

We will be recording audio of this focus group and taking written notes. We may wish to quote you in our final report, but you will not be quoted by name. Anything you say here will remain anonymous. In the case that we wish to quote you, we will give you a chance to review the quotation before we publish it. We can also provide you with a copy of the final report once it is complete.

If you have any concerns or questions after the interview, you can contact us at gr-lon22-sydr@wpi.edu or our faculty advisor, Dominic Golding, at golding@wpi.edu, but if you have any questions before we begin feel free to ask them now.

Parents

Identity

- *What are you doing with your family to balance life in London with Somali culture?
- What do you think of when you picture the Somali community? What do you like about the Somali community?
- Do you feel like the UK is your home?

Education

- *How involved are you with your child's school? This could be with other parents, teachers, or any other school groups.
- What are your perspectives on the school systems and their support of Somali students?
- How would you describe your kids' experiences at school?
- How do you think the school is preparing your children for the future? (college/universities/jobs)

Housing

- Describe your home.
- Relation with landlord/housing officer.
- How often do you need to get repairs on your home? Do you find it difficult to get those repairs completed?

Health

- Do you feel comfortable going to UK doctors? Do you feel comfortable taking your kids to UK doctors?

Employment

- Have you been able to find steady work in the UK?
- Are you concerned about the employment of your kids in the future? Do you think there are ample opportunities for your kids?

Youth Groups

Identity

- What do you think of when you picture the Somali community? What do you like about the Somali community?
- Do your parents discuss Somali identity and heritage with you?

Housing

- Do you share a room with anyone?
- Are there quiet places for you to work on your homework?

Safety

- Are there places in the borough you feel safe? Are there places you feel unsafe?
- If you encounter an emergency, what do you do?
- Do you explore the city on your own? With your parents? With friends?

Education

- Do you enjoy going to school? Do you feel like you fit in there?
- What activities are you involved in during or after school? Are there any clubs or sports you like to play?
- Do you feel like your teachers help you understand material?
-

Focus group for girls

Identity

What do you think of when you picture the Somali community? What do you like about the Somali community?

- What is your experience being a Black , Muslim, Somali woman in UK?
- Do you feel like the UK is your home?
- Do you feel you are treated differently being a Black,Muslim,Somali woman in UK?
- Who are your role models?
- Somali women you look up to/know about
-

Education

- Do you think people have high expectations of you?
- Do your parents encourage you when it comes to education? How involved is your family in your education?

Safety

- Are there places in the borough you feel safe? Are there places you feel unsafe?

Employment

- Do you enjoy your current jobs?
- Are you concerned about your career in the future?

Focus Group Questions : Fathers

Quick introduction

Identity

- What do you think of when you picture the Somali community? What do you like about the Somali community?
- Do you feel like the UK is your home?
- *What are you doing with your family to balance life in London with Somali culture?

Education

- What are your perspectives on the school systems and their support of Somali students?
- How would you describe your kids' experiences at school?
- *How involved are you with your child's school? Different experiences with boys and girls?
- This could be with other parents, teachers, or any other school groups.
- How do you think the school is preparing your children for the future? (college/universities/jobs)

Housing

- Describe your home.
- Relation with landlord/housing officer.
- How often do you need to get repairs on your home? Do you find it difficult to get those repairs completed?

Health

- Do you feel comfortable going to UK doctors? Do you feel comfortable taking your kids to UK doctors?

Employment

- Have you been able to find steady work in the UK?
- Are you concerned about the employment of your kids in the future? Do you think there are ample opportunities for your kids?

Focus Group Questions : Mothers

Welcome, thanks for coming. What is everyone's name?

Identity

- What do you think of when you picture the Somali community? What do you like about the Somali community?

- Do you feel like the UK is your home?
- *What are you doing with your family to balance life in London with Somali culture?

Education

- What are your perspectives on the school systems and their support of Somali students?
- How would you describe your kids' experiences at school?
- *How involved are you with your child's school? This could be with other parents, teachers, or any other school groups.
- How do you think the school is preparing your children for the future? (college/universities/jobs)

Housing

- Describe your home.
- Relation with landlord/housing officer.
- How often do you need to get repairs on your home? Do you find it difficult to get those repairs completed?

Health

- Do you feel comfortable going to UK doctors? Do you feel comfortable taking your kids to UK doctors?

Employment

- Have you been able to find steady work in the UK?
- Are you concerned about the employment of your kids in the future? Do you think there are ample opportunities for your kids?

Final Survey

Section 1 of 19

Research survey



The SYDRC is conducting research into the Somali community living in Camden which could be very important for developing more programs and services from local organizations. If you would like to learn more about why this research is important, please watch this short video (available in both English and Somali)

If you would like to learn more about the research we are conducting and why it is important, ^{*} please watch this short video (available in both English and Somali).

- English
- Somali
- Skip Video (Go Directly to Survey)

After section 1 Go to section 4 (Research Survey) ▼

Section 2 of 19

Video (Somali)



If you would like to learn more about the research we are conducting and why it is important, please watch this short video.

Survey Information video



After section 2 [Go to section 4 \(Research Survey\)](#)



Section 3 of 19

Video (English)



If you would like to learn more about the research we are conducting and why it is important, please watch this short video.

Survey information video



After section 3 [Go to section 4 \(Research Survey\)](#)



Research Survey



This survey is being conducted by the Somali Youth Development and Resource Centre (SYDRC) to collect information about the Somali community in Camden to improve the services SYDRC offers. The survey will take about 10 minutes and is completely voluntary.

Your personal data will be stored securely and disposed of in line with the UK General Data Protection Regulation 2018. Any contact details you choose to share with us will not be linked to your survey answers.

SYDRC will produce reports and other outputs using the data we collect from the survey. All data, including from written answers you may choose to give, will be reported anonymously.

For more information please see our Privacy Policy: <https://www.n1ccentre.org/privacy-policy/>

If you have any questions about this research, please feel free to contact Muna Osman at M.osman@sydrc.org

At the end of this survey you may provide your name and contact information for a chance to receive a free prize ranging from gift vouchers to a laptop.

I give consent for my data to be used for the purposes mentioned above and I consent to participate in this study. *

Yes

Section 5 of 19

Background



First we would like to ask some questions about your background. This will provide SYDRC with a greater understanding of the Somali community in Camden. This personal data will be securely stored and not linked to your contact details. Please select 'prefer not to answer' if you would like to skip this question.

Are you Somali? *

- Yes
- No
- Prefer not to say

After section 5 Continue to next section



Section 6 of 19

Background



First we would like to ask some questions about your background. This will provide SYDRC with a greater understanding of the Somali community in Camden. This personal data will be securely stored and not linked to your contact details. Please select 'prefer not to answer' if you would like to skip this question.

Are you ...? *

- Male
- Female
- Prefer not to say

How would you describe your current marital status? *

- Single
- Married
- Divorced/Separated
- Widow/Widower
- Prefer not to say

Do you live in the borough of Camden? *

- Yes
- No
- I don't know
- Prefer not to say

Please enter your postcode (this will help us to map areas the Somali community lives).

Short answer text

After section 6 Go to section 7 (Background) ▼

Section 7 of 19

Background



First we would like to ask some questions about your background. This will provide SYDRC with a greater understanding of the Somali community in Camden. This personal data will be securely stored and not linked to your contact details. Please select 'prefer not to answer' if you would like to skip this question.

What age bracket are you in? *

- Under 16
- 16-25
- 26-35
- 36-45
- 46-55
- 56 and above
- Prefer not to say

How long have you been in the United Kingdom? *

- I was born in the UK
- Less than 1 year
- 1-3 years
- 4-6 years
- 7-15 years
- more than 15 years
- Prefer not to say

How many children do you have? *

1. Prefer not to say

2. 0

3. 1

4. 2

5. 3

6. 4

7. 5

8. 6

9. 7

10. 8 or more

After section 7 Go to section 11 (Educational History)



Section 8 of 19

Thank you for your interest in our survey!



We are only looking to collect data from Somali adults living in the borough of Camden right now. Thank you for showing interest in our survey.

After section 8 Submit form



Section 9 of 19

Safety



Now we would like to learn about how safe you feel in your community. This will provide details on how to improve the safety and well-being of Camden residents.

List the areas of Camden where you feel safe. (Ex: I feel safe on Camden Road)

Long answer text

In the past three years, how often have you been a target of the following:

	Never	Rarely	Sometimes	Often	Very often	Prefer not to ...
Theft or Rob...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vandalism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assault or Ar...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hate Crime o...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sexual Assa...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Verbal haras...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What are your biggest worries in terms of safety? (Check all that apply)

- Being a victim of knife/gang crime
- Being assaulted
- Being involved in drug-related crime
- Getting robbed
- Getting in trouble with the police
- Getting stopped-and-searched
- None of these
- Other...

Which of the following do you do to feel safer (Check all that apply)

- Travel with friends or family
- Travel in groups
- Limit outings to daylight hours
- Only take familiar routes
- Take public transport instead of walking
- Other...

After section 9 Go to section 10 (Youth Education) 

Section 10 of 19

Youth Education



In this section, we will ask questions about your education. This will help us understand the current schooling system in Camden and provide more context to youth learning. It will also help guide services to improve education quality for Somali youth.

Please indicate the levels you completed both inside and outside the area of Camden (check all * that apply).

	Inside Camden	Outside Camden	None	Prefer not to say
Nursery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Primary School	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Secondary School	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
College	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
University (Undergr...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
University (Postgra...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Apprenticeship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Technical/Vocation...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What is the best way to communicate news and information about youth programs and events?

- Posters/Leaflets
- Tik Tok
- Twitter
- Instagram
- Facebook
- YouTube
- Role Models/Influencers
- Talks in schools
- Other...

After section 10 Go to section 14 (Employment) ▼

Section 11 of 19

Educational History



In this section, we will ask questions about your education. This will help us understand the current schooling system in Camden and provide more context to youth learning. It will also help guide services to improve education quality for Somali youth.

Please indicate the levels you completed both inside and outside the UK (check all that apply). *

	Inside the UK	Outside the UK	None	Prefer not to say
Nursery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Primary School	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Secondary School	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
College	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
University (Undergr...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
University (Postgra...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Apprenticeship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Technical/Vocation...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Indicate how strongly you agree or disagree with the following statement.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagr...
Schools in Cam...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Do you have children currently attending school in the Camden? *

Yes

No

Prefer not to answer



Schools in Camden



Now we would like to ask some questions about your experience with schools in Camden. This section aims to help us get a better understanding of the relationship between parents and schools which will help SYDRC develop services to support both parents and children.

How many children do you have who are currently attending school in the Camden?

1. None
2. 1
3. 2
4. 3
5. 4
6. 5
7. 6
8. 7
9. 8 or more

Which of the following do you have children attending? (check all that apply)

- Nursery
- Primary School
- Secondary School
- College
- University (Undergraduate)
- University (Postgraduate)
- Vocational/Technical Training
- Apprenticeship
- Other...

How much do you agree with the following statements about your oldest child attending Camden schools?

	Strongly Agr...	Agree	Neutral	Disagree	Strongly Dis...	Prefer not to ...
My child is h...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child feel...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When I have ...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The school h...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The school l...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The school s...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Section 13 of 19

Housing



Description (optional)

What type of housing do you live in?

- House
- Flat
- Hostel
- Other...

Who owns your housing?

- I/spouse
- A friend/relative
- Housing association
- Private Landlord
- Camden Council
- Other...

How many adults (yourself included) currently live in your household? *

1. Prefer not to say

2. 1

3. 2

4. 3

5. 4

6. 5

7. 6

8. 7

9. 8 or more

How many children currently live in your household? *

1. Prefer not to say

2. 0

3. 1

4. 2

5. 3

6. 4

7. 5

8. 6

9. 7

10. 8 or more

How many bedrooms are in your living accommodations? *

1. Prefer not to say

2. 1

3. 2

4. 3

5. 4

6. 5

7. 6

8. 7

9. 8 or more

How many times have you had problems with your housing in the last year? (such as plumbing, heating, electrical, or mould problems). *

1. Prefer not to say

2. 0

3. 1

4. 2

5. 3

6. 4

7. 5

8. 6

9. 7

10. 8 or more

On average, how quickly were your issues resolved? *

1. Prefer not to say
2. I do not have housing issues
3. Within 3 days
4. Within 7 days
5. Within a month
6. More than a month
7. My issues are still on going

After section 13 [Go to section 14 \(Employment\)](#)



Employment



In the next two sections, we would like to learn more about your employment and housing. This information will help guide future improvements with employment searches and the housing system.

Are you currently... (check all that apply) *

- Employed full time
- Employed part time
- Unemployed
- Self Employed
- Stay-at-home parent
- Student
- Retired
- Medically unable to work
- Prefer not to say

If you are employed, please specify your occupation

Short answer text

Please estimate your annual household income. *

- £16,000 or less
- £16,001- £25,000
- £25,001- £35,000
- £35,001- £50,000
- £50,001-£100,000
- More than £100,000
- Prefer not to say

After section 14 Go to section 15 (Healthcare)



Section 15 of 19

Healthcare



Please answer the following questions related to your experience with healthcare. We would like to learn more about how considerate the healthcare system is of the Somali community.

Have you ever been to a GP in the UK? *

- Yes
- No
- Prefer not to say

After section 15 Continue to next section



Section 16 of 19

Healthcare (GP Visits)



Please answer the following questions related to your experience with healthcare. We would like to learn more about how considerate the healthcare system is of the Somali community.

When was the last time you went to the GP?

- Less than one year ago
- 1-3 years
- More than 3 years ago

Please indicate how strongly you agree with the following statements. "I feel GPs I've visited..."

	Strongly Agr...	Agree	Neutral	Disagree	Strongly Dis...	Prefer not to ...
treat me with...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
are easy to r...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
give me goo...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
care about m...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
give me eno...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

After section 16 Go to section 17 (Healthcare)



Section 17 of 19

Healthcare



Please answer the following questions related to your experience with healthcare. We would like to learn more about how considerate the healthcare system is of the Somali community.

Which of the following, if any, may have discouraged you from going to the GP? (check all that apply) *

- I have not been discouraged
- Language barrier
- Doctors don't understand the Somali culture
- It's difficult to schedule an appointment
- A previous negative experience
- None of the above
- Other...

Culture and Community



Finally, could you share some information regarding you and your community. These final questions will help with guiding future mental health research and understanding more about the Somali community.

This personal data will be securely stored and not linked to your contact details. Please select 'prefer not to answer' if you would like to skip this question.

What would you identify the most with?

1. Prefer not to say
2. Muslim
3. Somali
4. British
5. None

What do you identify second with?

1. Prefer not to say
2. Muslim
3. Somali
4. British
5. None

What language do you speak most at home? *

- Somali
- English
- Arabic
- Prefer not to say
- Other...

Have you ever been the target of crime, harassment, or violence because you are Somali? *

- Yes
- No
- Maybe
- Prefer not to say

In what areas do you think Covid-19 has negatively impacted your life thus far? (Check all that apply)

- It has not affected my life
- Education/ for myself or my children
- Housing
- Employment
- My mental health
- Social life
- Other...

At which of the following organisations have you attended activities/events/classes? (Check all that apply)

- None
- Somali Youth Development Resource Centre (SYDRC)
- Camden Somali Cultural Centre
- Islington Somali Community Centre
- British Somali Community (BSC)
- Kentish Town Somali Welfare Association
- Other...

What other activities/events/classes would you like to see offered to the community?

Short answer text

Would you like to make any additional comments in regards to the Somali community in Camden?

Long answer text

Would you be interested in further discussing topics mentioned and also have the opportunity to earn a laptop in a random drawing? (Any contact details you choose to share with us will not be linked to your survey answers.)

- Yes
- No
- Maybe

After section 18 Submit form



Contact Information



By filling out your name or email you give us permission to contact you and further discuss themes of Housing, Education, Employment, and Identity.

Any contact details you choose to share with us will not be linked to your survey answers.

Your email address or phone number you will be entered into a random drawing for the chance to win vouchers, a laptop.

Name

Short answer text

Email Address

Short answer text

Phone Number

Short answer text

What would be the best way to contact you?

Email

Text

Phone call

Asset Mapping Protocol

Resources:

1. https://www.courtinnovation.org/sites/default/files/documents/asset_mapping.pdf
2. <https://resources.depaul.edu/abcd-institute/resources/Documents/D.%20Duncan%20Asset%20Mapping%20Toolkit%20Eight%20Steps%20to%20Increase%20Residential%20Engagement.pdf>

Asset Mapping Activity with Youth:

1. Introduce ourselves and our project
2. Introduce youth to asset mapping
 - a. Explain what asset mapping is
 - b. Explain purpose
 - c. Describe activity
3. Individual Asset Mapping
 - a. Have each individual map their skills and interests on a chart
 - i. Skills
 - ii. Interests
 - iii. Role Models
 - iv. Culture
4. Institution Asset Mapping
 - a. Have the groups draw the assets in the community
 - i. Circle your school
 - ii. Circle your house
 - iii. Draw the route you take to school?
 - iv. Now, indicate any places you think are important to the community.
 - b. Have the groups draw boundaries
 - i. Places they often go (feel safe)
 - ii. Places they don't often go (feel unsafe)
 - c. Have the groups fill out individual places that are important to them
 - i. Favourite park, place to hang out, restaurant,

What would make you feel more safe/comfortable in the community?

More police, more services, more opportunities

Double edge-sword→more patrol could mean more suspicious and discourage people

More community festivals/activities

Safer with more people/busier

- "You wouldn't do something bad in a popular area. There's a more chance someone will see you"
- "You come to King's cross you see people in suits, you feel better"

More CCTV cameras

More street lighting

Strengths:

- Welcoming
- “Looks out for each other even if they don’t know that person”

Weakness:

- “One person’s actions can bring the whole community down”
- Small group of Somali gang→labels the rest of Somali community as gang members, including police. “Poses a threat to all Somalis”

Treated different because you are Somali:

- In school, get treated the same
- Outside, get treated differently by authorities, police, and people in streets. “We’re like a threat to them”

Havestock has some translators, inclusive of Somali culture

Have Somali teachers (one in every department)

West London→ Savannah

Shepherds Bush

Hope:

- Youth clubs, football
- N1C benefit community as a whole
- Student jobs in high school (pay to help librarian, teachers, basketball team after school)

Future jobs:

- “A unique job so I can be an inspiration to other Somalis” (footballists)
- Aerospace, pilot, or job in that sector

SYDRC programs/services

- Trips (go-karting, kayaking)
- Sports (boxing, football)
- Awards, events
- Career mentoring and empowering, career days

Children

Identity

What do you think of when you picture the Somali community? What do you like about the Somali community?

Do your parents discuss Somali identity and heritage with you?

Safety

Are there places in the borough you feel safe? Are there places you feel unsafe?

If you encounter an emergency, what do you do?

Do you explore the city on your own? With your parents? With friends?

Housing

Do you share a room with anyone?

Are there quiet places for you to work on your homework?

Education

Do you enjoy going to school? Do you feel like you fit in there?

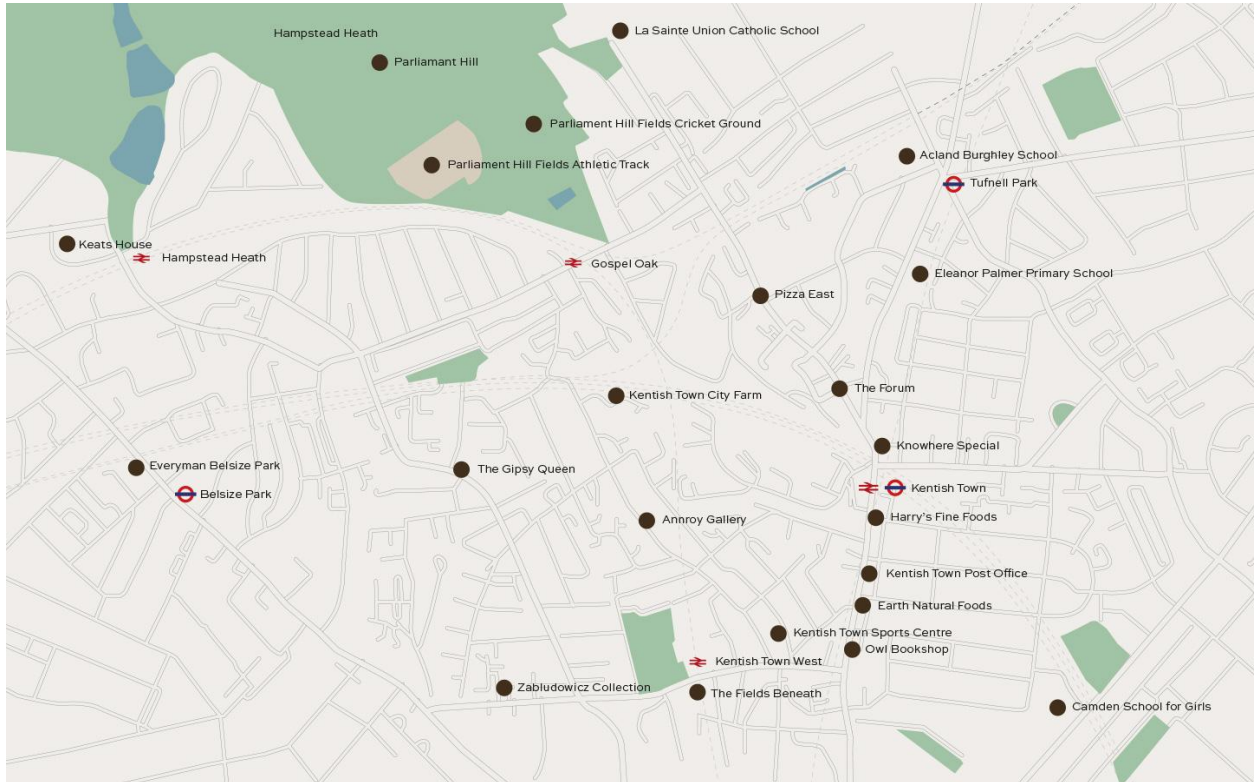
What activities are you involved in during or after school? Are there any clubs or sports you like to play?

Do you feel like your teachers help you understand material?

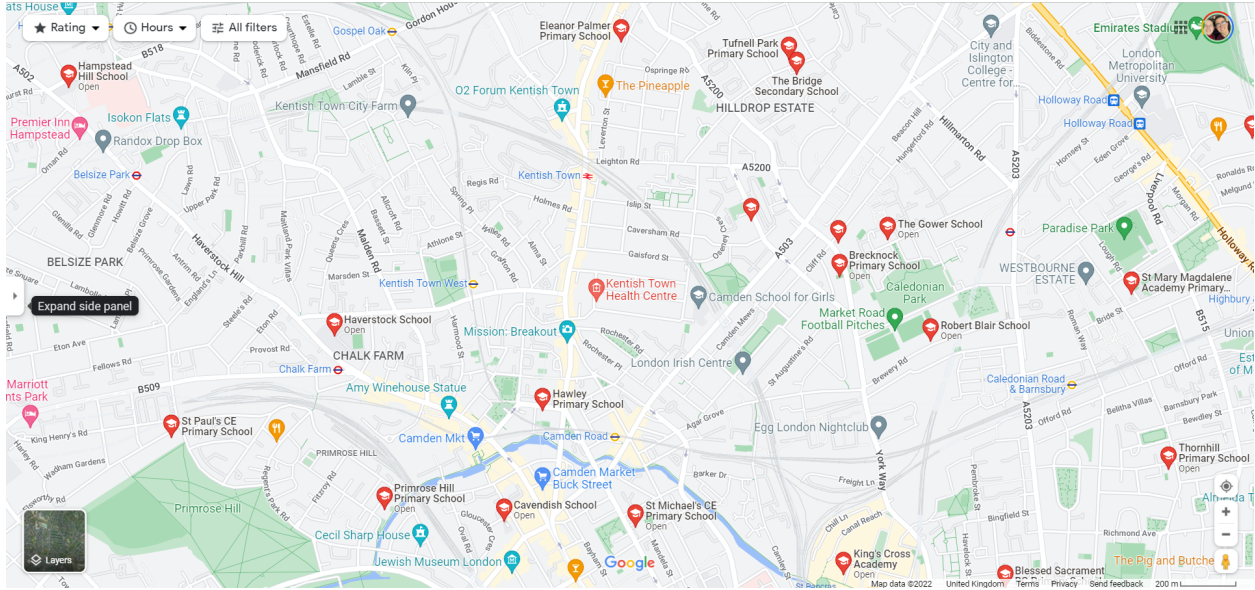
A 2x2 grid of reflection boxes. Each box has a colored header with a right-pointing arrow and a white body for writing. The headers are: SKILLS (pink), ROLE MODELS (orange), INTERESTS (green), and CULTURE (blue). The background is light beige with decorative elements like a rocket, stars, and a moon.

SKILLS	ROLE MODELS
INTERESTS	CULTURE

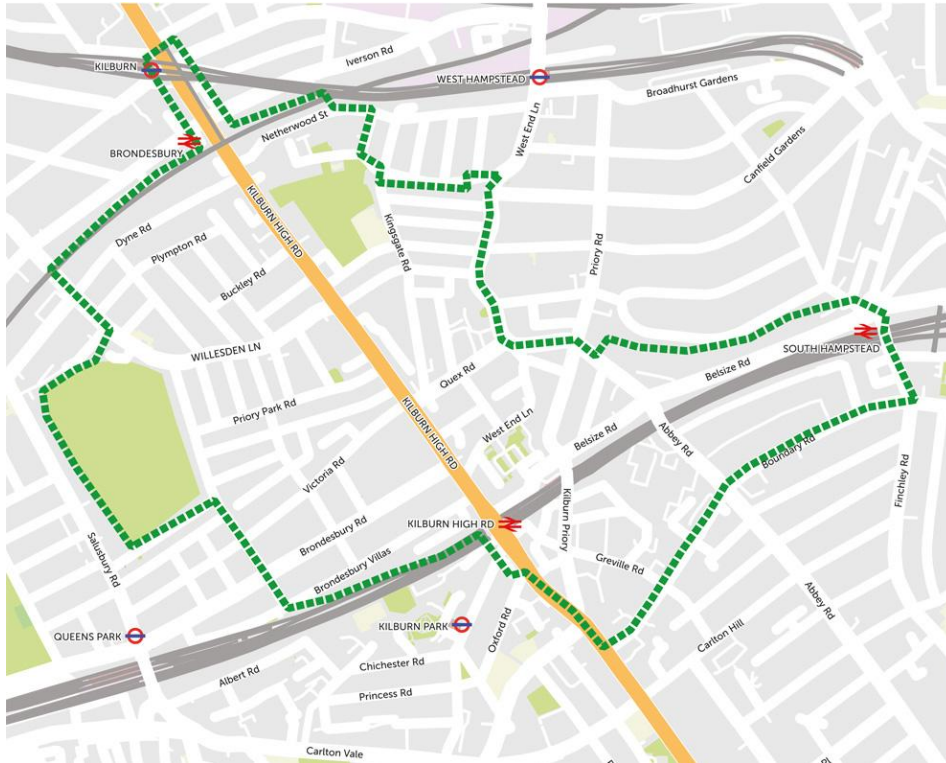
Kentish Town



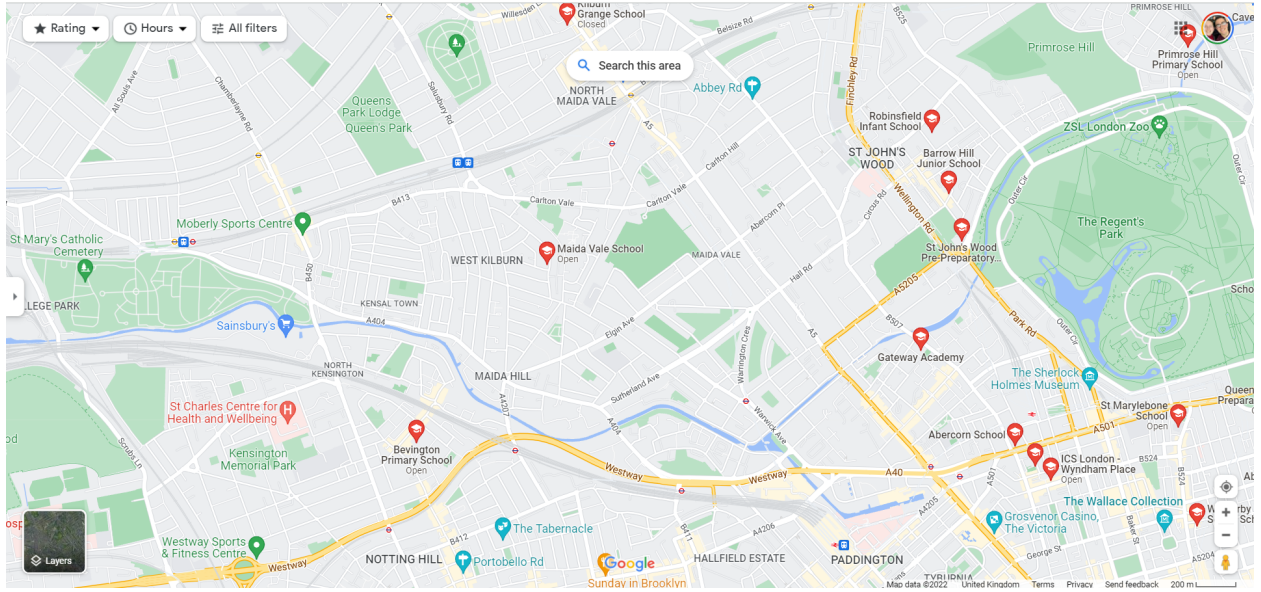
[Around Kentish Town - The Maple Building](#)



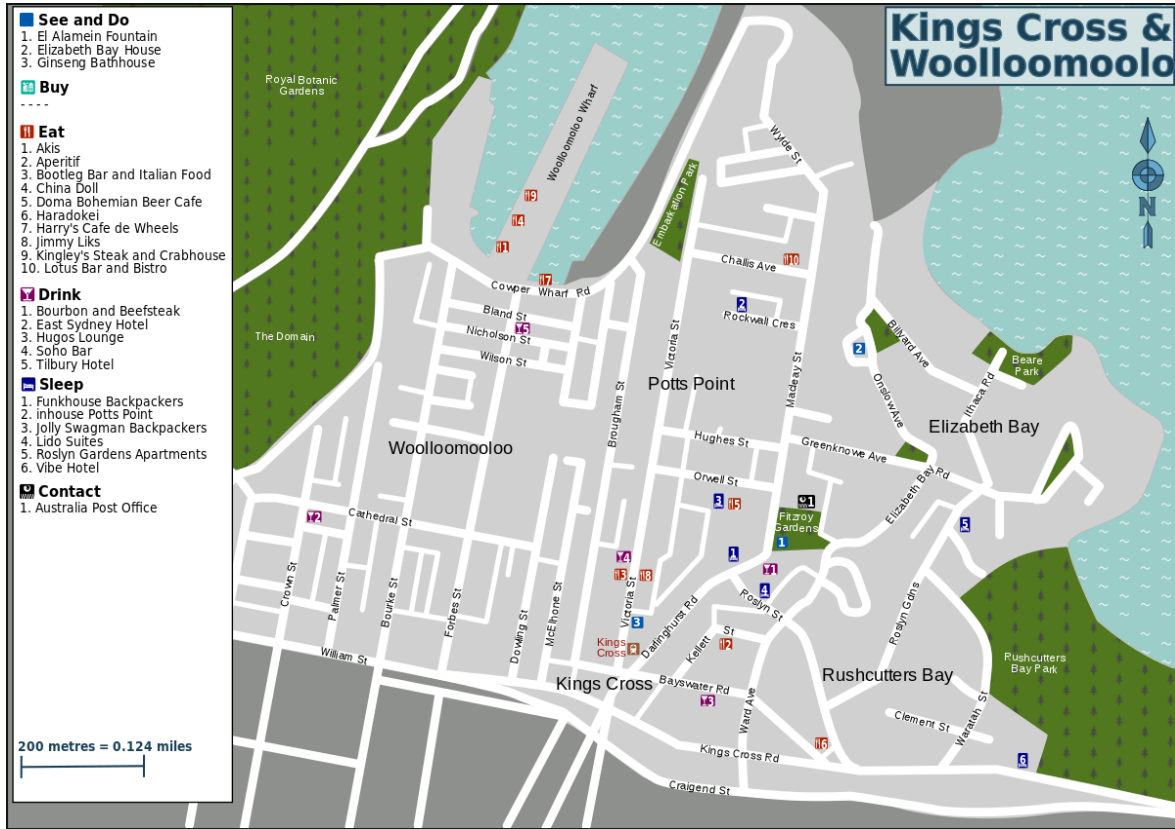
Kilburn Map



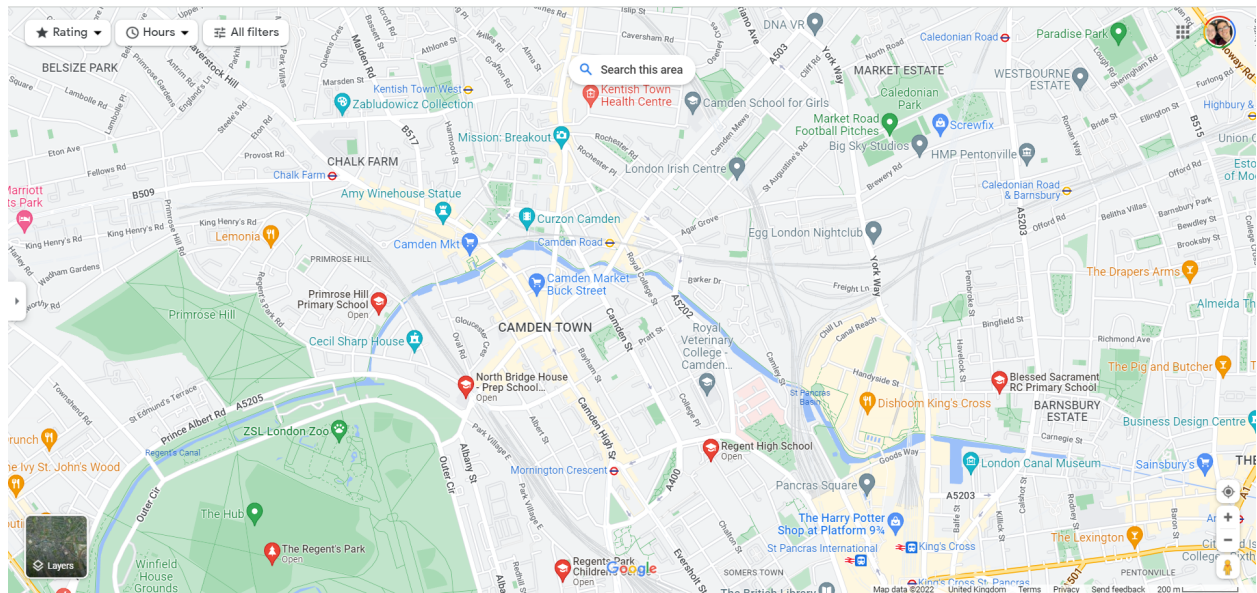
[Defining the Area Map | Kilburn Neighbourhood Plan Forum \(kilburnforum.london\)](http://kilburnforum.london)



Kings Cross Map



Camden Town Map



Miscellaneous Figures



Figure : Gender breakdown of respondents [n = 343]

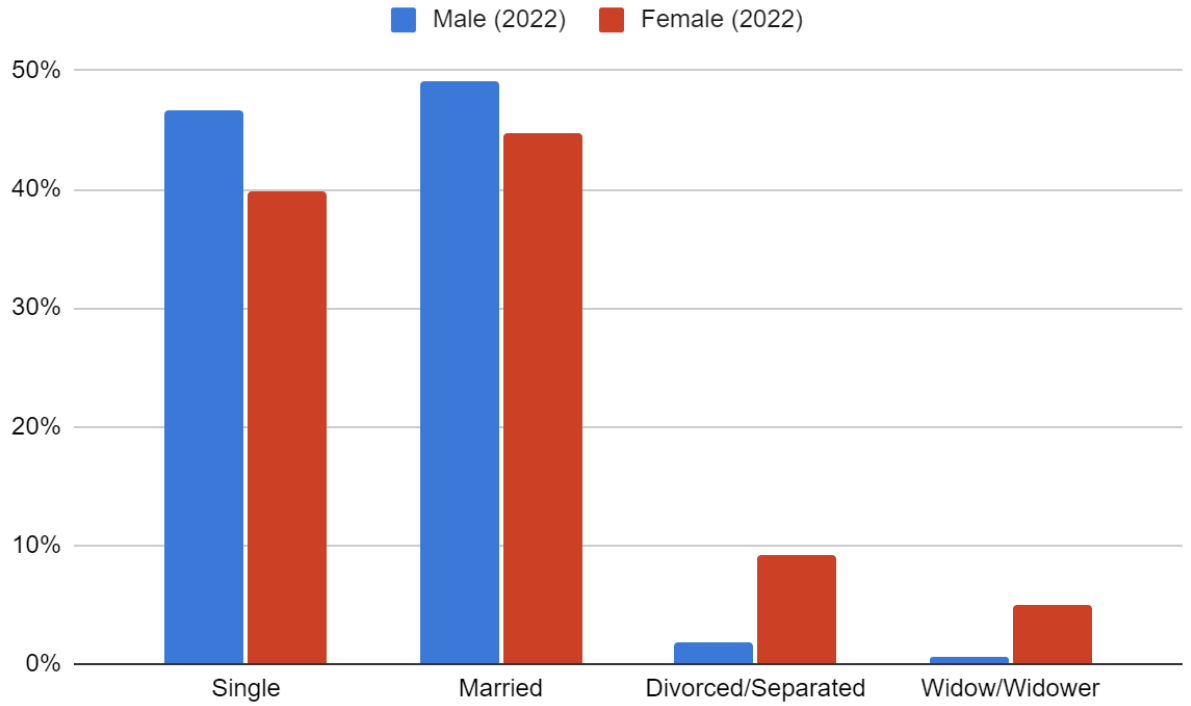


Figure : Marital Status of Respondents [n = 319]

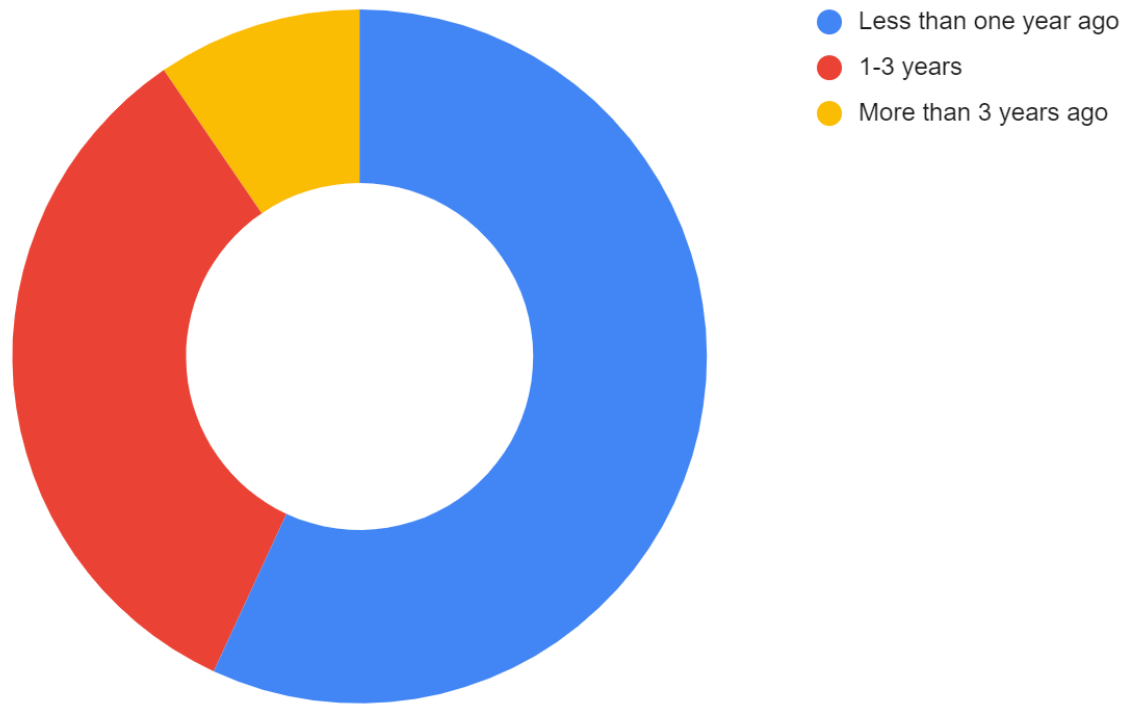


Figure : When was the last time you visited the doctor in the UK [n = 304]

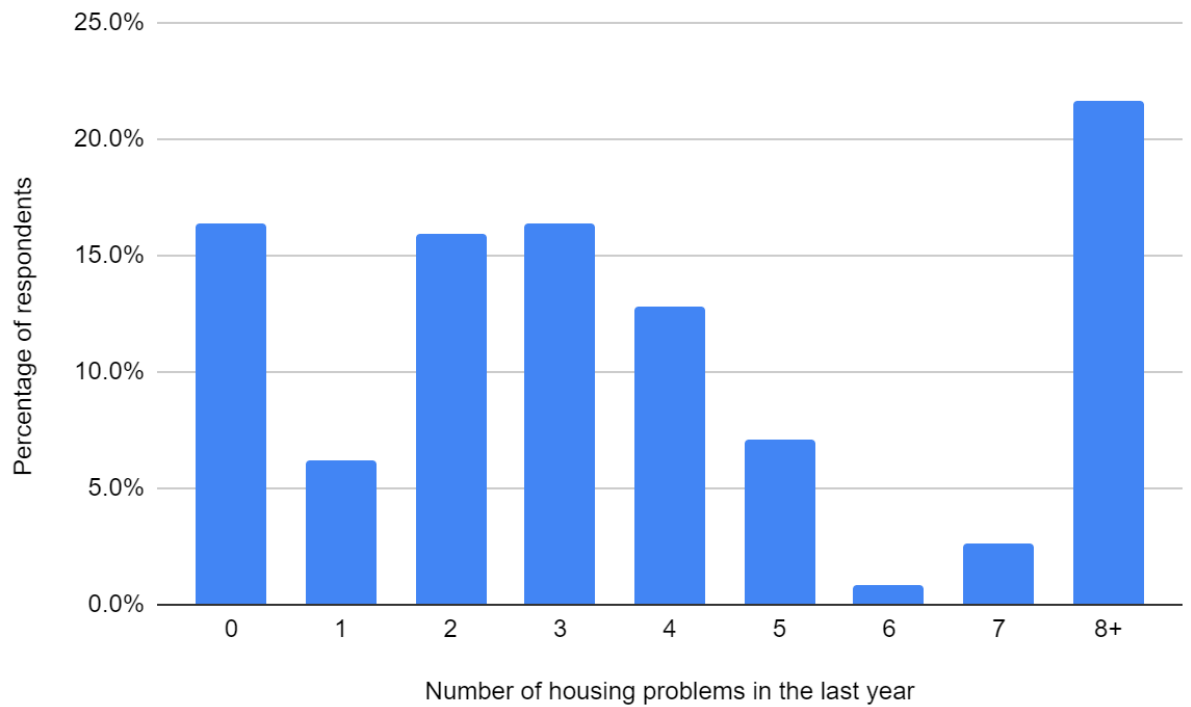


Figure : Frequency of Housing Issues [n = 226]

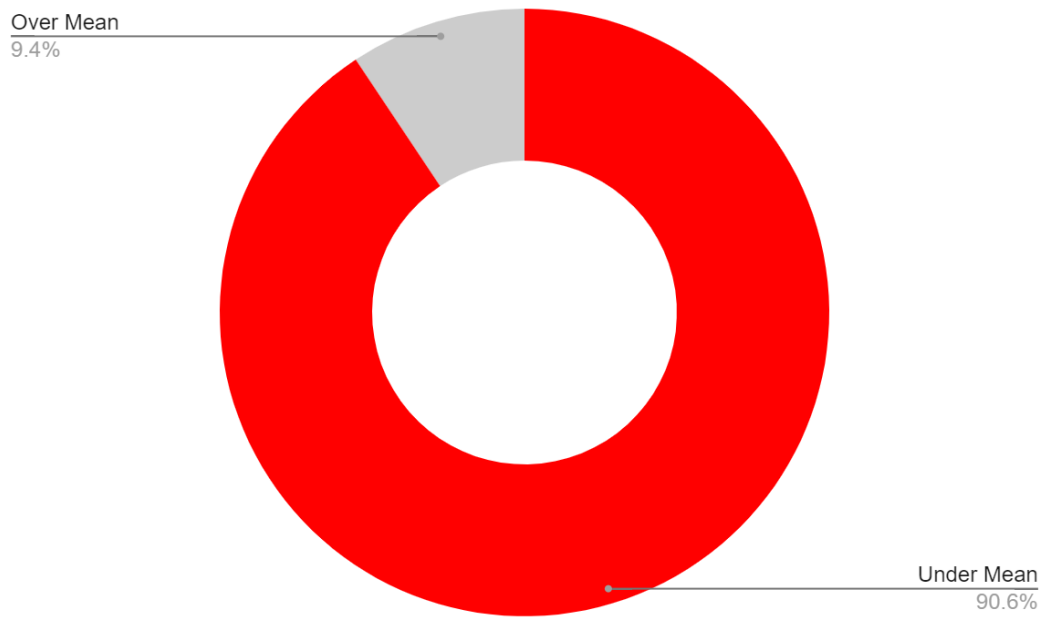


Figure : Percentage of Respondents under the Camden Median [n = 278]

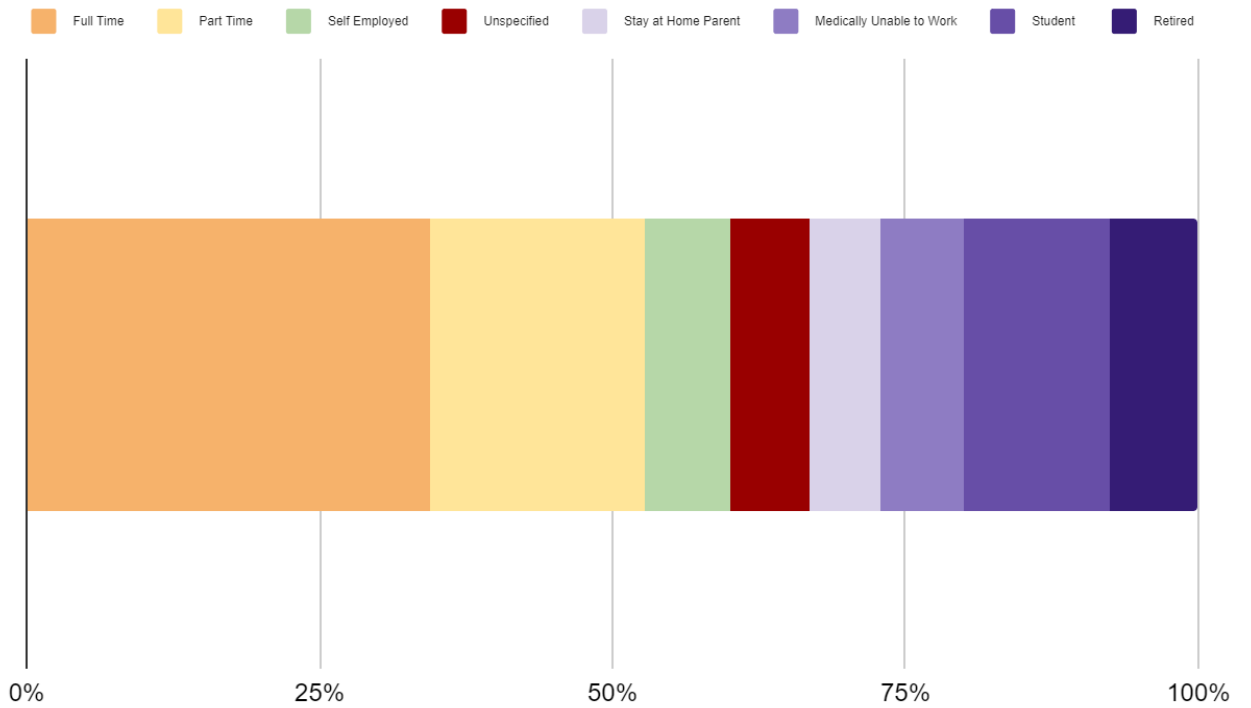


Figure : Total Employment Breakdown [n = 216]

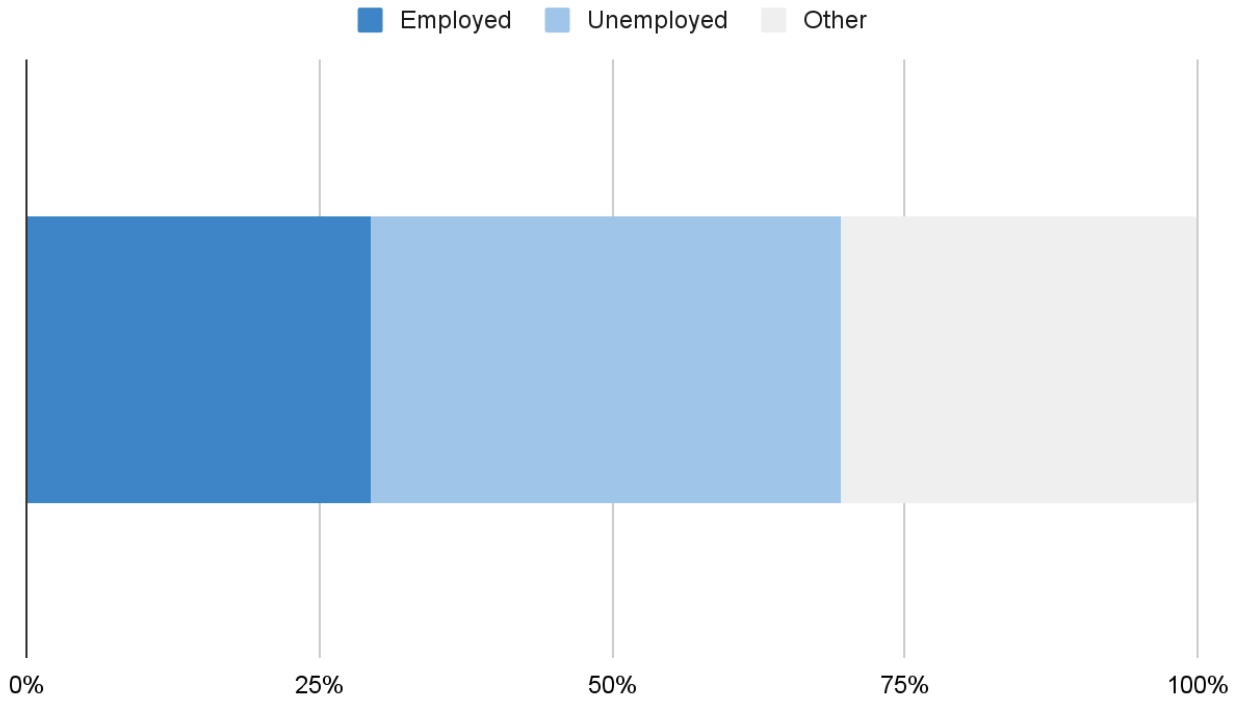


Figure: Employment Breakdown of those making 16,000 GBP or less [n = 102]

Employment Categories	Number of respondents
Education (Teachers, Assistant teachers, Nursery Teachers, Students, Sports Coach, School Administration)	21
Carer, Care Worker	18
Health (Doctors, Nurses, GP, Early year practitioners, Pharmacists, Hospital Administration)	17
Public Transport (Taxi Drivers, Bus drivers, Cab drivers)	16
Sales	11
Community (Community Workers, Student social workers, Non-profit workers)	10
Finance (Accountants, Bankers)	10
Information Technology	9
Security	6
Government (Civil servants, Passport Administrator, Council Housing advisor..)	6
Engineer/STEM (Civil engineers, Scientists, Clinical researchers..)	6
Management	6
Housing (Home Care Manager, Housing Association workers)	5
Delivery Services	4
Culinary (Chef, Cook, Kitchen Team member)	3
Business Owners	2
Retail	2

Legal	2
Miscellaneous	10
Total responses	164

Table . Occupations of Survey Respondents [n = 164]

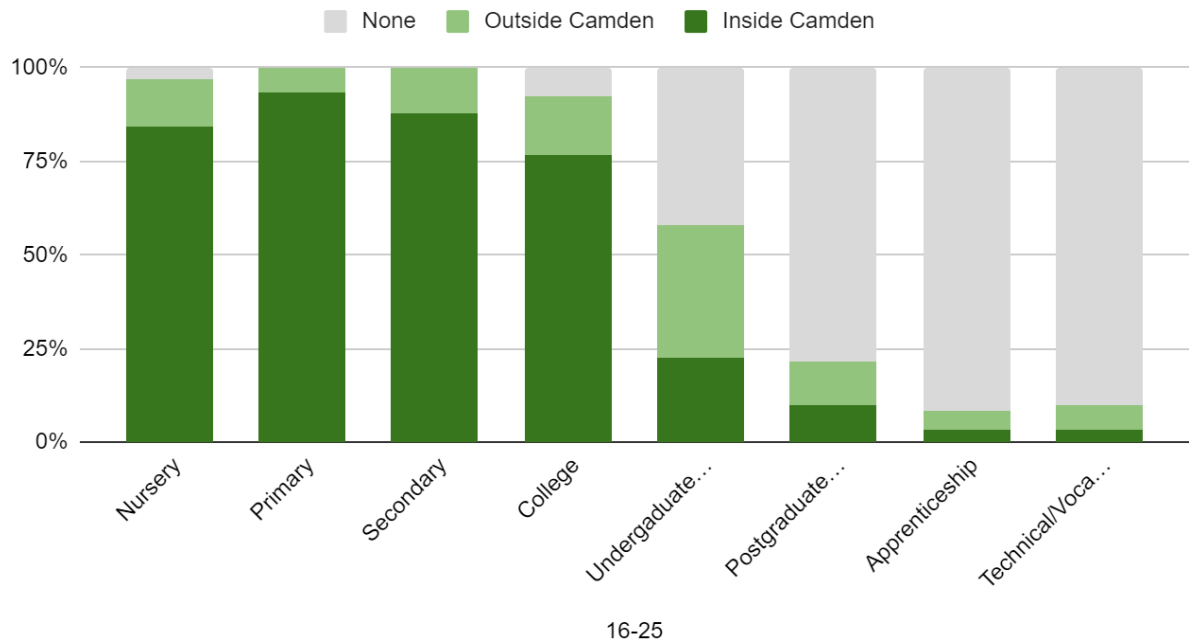


Figure : Education by Age (16-25)

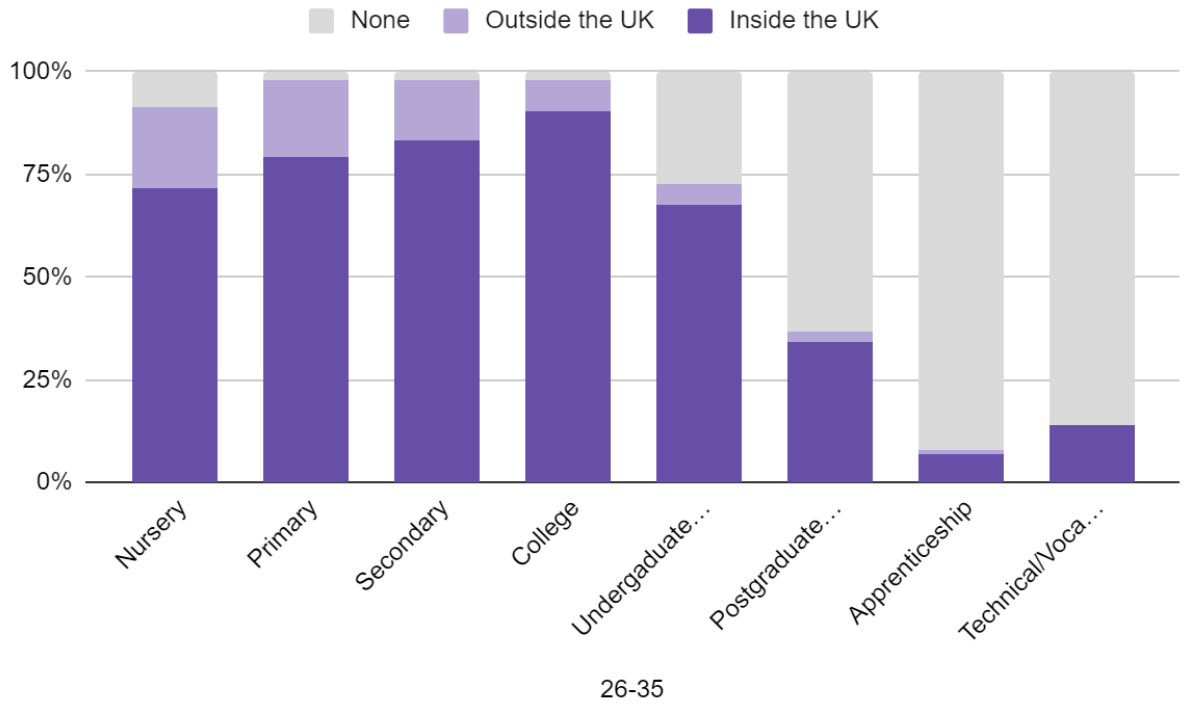


Figure : Education by Age (26-35)

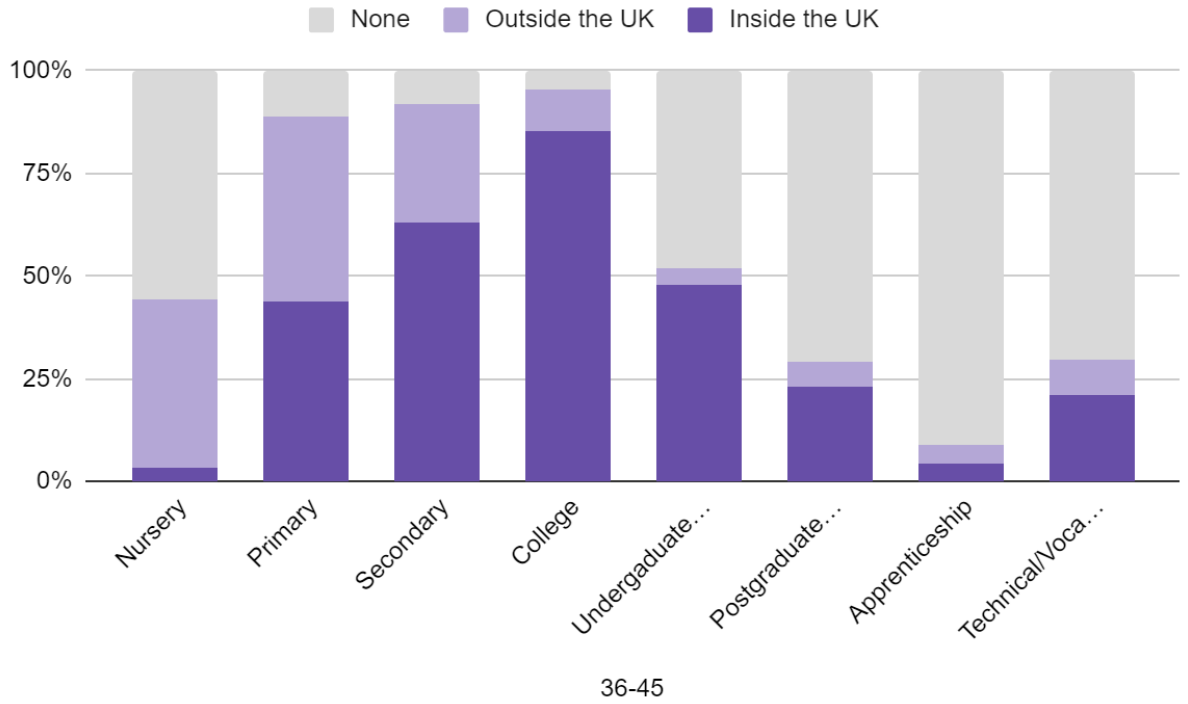


Figure : Education by Age (36-45)

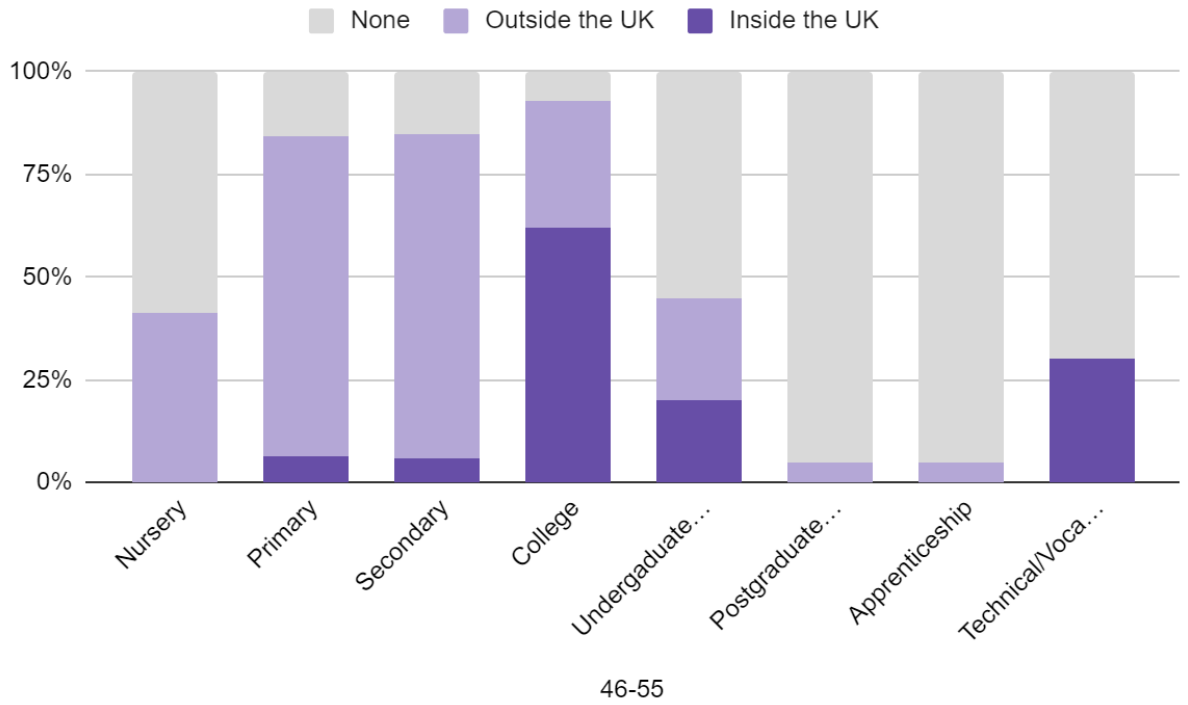


Figure : Education by Age (46-55)

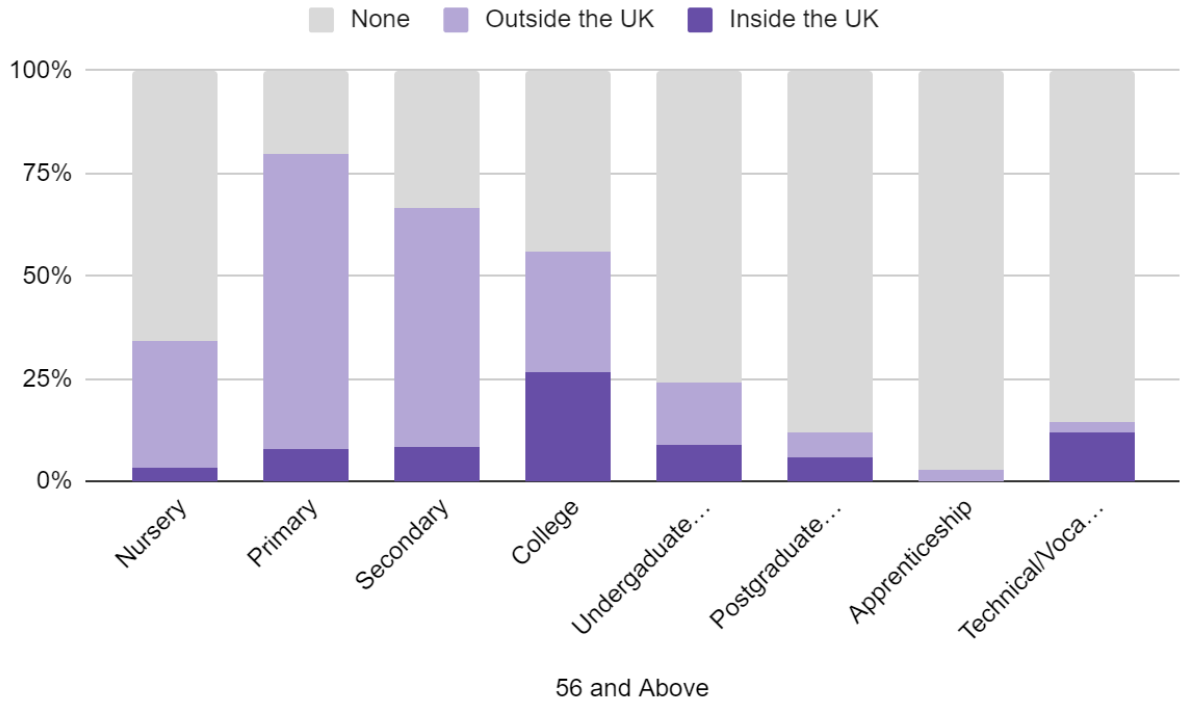


Figure : Education by Age (56 and Above)

		British/ Somali/Muslim	British /Muslim/Somali	Muslim/ Somali/British	Muslim /British/Somali	Somali /British/Muslim	Somali/ Muslim/British
n	Men	4.4%	0.7%	42.2%	8.9%	24.4%	19.3%
	Wome	3.8%	1.5%	50.8%	3.8%	25.4%	14.6%
	Total	4.2%	1.1%	46.4%	6.4%	24.9%	17.0%

Figure __: First, second, and third identities most associated with [n = 310]

<i>What age bracket are you in?</i>	AVERAGE of On a scale of 1-7, please rate your ability to speak the following languages [Somali]	AVERAGE of On a scale of 1-7, please rate your ability to speak the following languages [English]
16-25	5	7
26-35	5.6	6.8
36-45	6.2	6.6
46-55	6.9	5
56 and above	7	3.5
Grand Total	6.1	6.4

Figure __: Ability to speak English and Somali 2022 [n = 313]

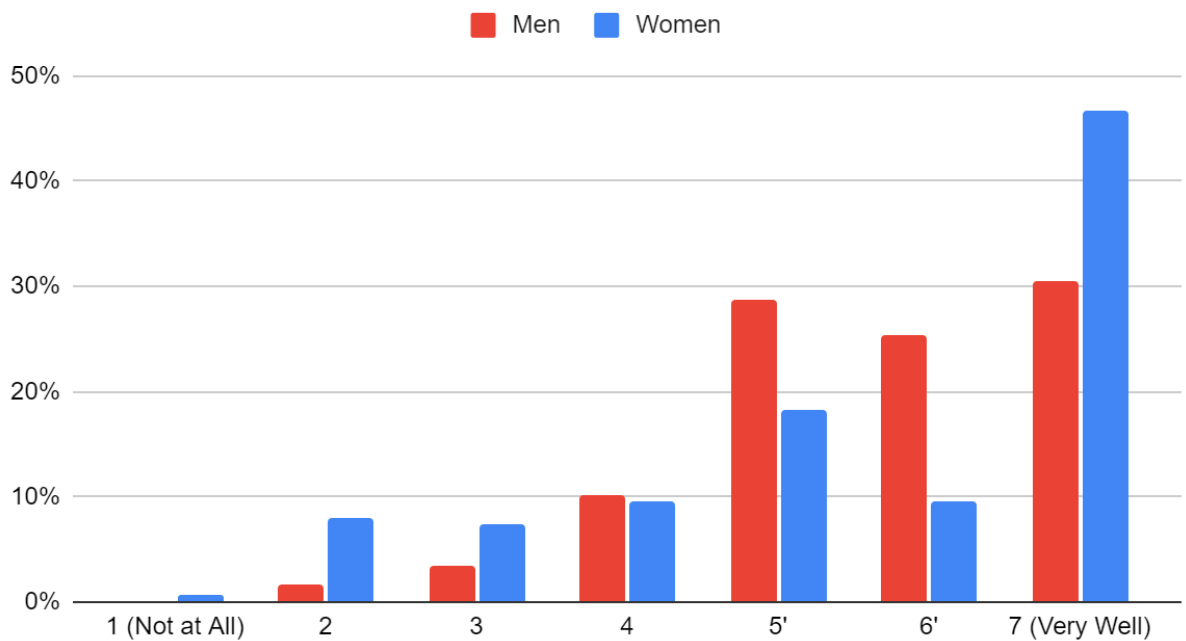


Figure : Ability to Speak English by Gender [n = 196]

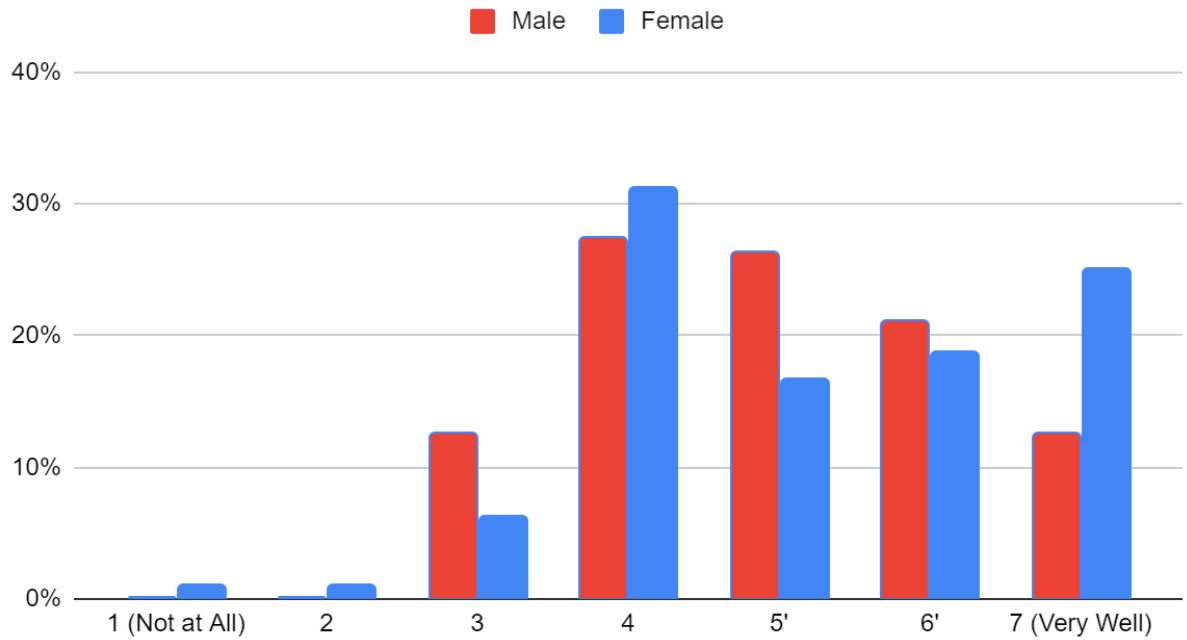


Figure : Ability to Speak Somali by Gender [n = 191]

Table : Locations Listed as Safe or Unsafe (ranked most unsafe to least unsafe) [n = 66]

Place	Safe	Unsafe
Queen's Crescent	2	13
Camden Town	3	12
Agar Grove	1	12
Kentish Town	6	10
Somers Town	0	7
Camden High Street	3	6
Camden Lock	0	5
Camden Road	1	4
Kilburn	1	4
Cumberland Market	0	4
Nowhere	4	3
Night	0	3
Peckwater	0	3
Everywhere	8	2

Castle Haven	0	2
Maiden Lane	0	2
Regents Park	2	1
Kilburn High Road	1	1
Camden Street	0	1
Combo	0	1
Mornington Crescent	0	1
North London	0	1
Pratt Street	0	1
Rowley Way	0	1
Street Centre	0	1
Summers Town	0	1
The Regents Canal	0	1
Swiss Cottage	11	0
Finchley Road	7	0
Kings Cross	5	0
Hampstead	4	0
Chalk Farm	3	0
West Hampstead	3	0
Euston	2	0
Primrose Hill	2	0
Abbey Road	1	0
Archway	1	0
Belsize Park	1	0
Brecknock Road	1	0
Chalk Farm Road	1	0
Cricklewood	1	0
Dartmouth Park	1	0
Ferdinand Road	1	0
Gospel Oak	1	0
Highgate	1	0
Highgate Road	1	0
Ingestre Road	1	0
Primrose Hill Road	1	0

Assessing the Status of the Somali Community in Camden

Spencer Francis, Roopsa Ghosh, Jackson Lombardi, and Dillon
McCarthy

Research Proposal to

The Somali Youth Development Resource Centre

March 1, 2022

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1. Introduction

Somalia has yielded a wave of migration in the last 30 years as the Somali population has fled civil war amidst economic and political turmoil. Somali refugees have traveled to many parts of the world, including Canada, the US, and the UK, but one of the largest Somali populations outside of Somalia resides in London. It is estimated that about 70,000 Somalis live in London, concentrated in the boroughs of Brent, Ealing, Tower Hamlets, and Camden. Unfortunately, the Somali community is concentrated in the poorer parts of Camden and suffers from high rates of unemployment, lack of education, poor and overcrowded housing, and other forms of deprivation.

The Somali Youth Development Resource Centre (SYDRC) is a community-based organization that has been supporting the Somali community in Camden since 2000. SYDRC provides a variety of services in the community, including workshops, information and training sessions, recreational activities, and more with a special emphasis on services of Somali youth. The SYDRC strives to improve the types and quality of services offered to the community, but is hampered by a lack of data on the current challenges and opportunities in the community. In 2003, Khan and Jones' published *Somalis in Camden: Challenges Faced by an Emerging Community* and in 2014 the Open Society Foundation published a report called *Somalis in London*. These are the only systematic appraisals of the state of the Somali community in the general area of London and Camden in particular, and both are now quite dated. The SYDRC would like to have more current quantitative and qualitative data regarding the Somali community so that it can better plan for the future.

The overarching goal of this project is to support the development and implementation of additional services for the Somali community by creating a concise, coherent, and contemporary assessment of Somalis in Camden. To achieve this goal, our project team has crafted a methodology with four main objectives:

- 1) Understanding the challenges, accomplishments and resources of the Somali community in Camden.
- 2) Collect quantitative data on the Somali community in Camden.
- 3) Gather qualitative data on the challenges and opportunities of the Somali community in Camden.

- 4) Develop a suite of materials (e.g., written report, infographics, video testimonials) to highlight the findings in an effective and accessible manner.

In addition to gathering information from other researchers, we plan to conduct surveys, interviews, and focus groups with key members of the Camden community, including Somali adults, community and religious leaders, teachers of Somali students, Camden Council members and more. We will examine the differences in the community compared to the previous benchmarks and compose our findings into a report for the SYDRC to guide the future of their organization.

2. Background

Proper research on Somalis in London begins with an in-depth understanding of the situation which created the growing community. The circumstances which caused Somali refugees to seek asylum in London, and the culture which they left, play an important role in exploration of the Somali identity. Furthermore, while our research aims to create an updated profile of that community, we must first explore what other researchers have discovered about Somalis living in London to use as a guide for further study.

2.1. A Brief History of Somalia

Somalia is a small country in the horn of Africa, bordered by Ethiopia, Kenya, and Djibouti. It has struggled economically and politically since gaining independence from British and Italian control in the 1960. Shown in Figure 1 below, its capital, Mogadishu, is located in the south of the nation on the coast with the Indian Ocean.



Figure 1: Map of Somalia (The World Factbook, 2021)

The people of Somalia trace their roots back millennia to a common ancestor whose progeny formed the clans with which Somalis identify (World Peace Foundation, 2015). Many Somalis share a common identity in Islam which arrived at the Horn of Africa in the 7th century

and has dominated the religious sphere in Somalia ever since (BBC, 2018). The US State Department estimates that Sunni Muslims make up 99% of the population in Somalia today. Additionally, although the Somali constitution provides religious freedom on the individual level, it also establishes Islam as the official state religion and emphasizes the importance of adherence to sharia law (US State Department, 2020).

Somalia was subject to British and Italian colonialism in 1884 and 1889 when the foreign powers established British Somaliland and Italian Somaliland as colonies (Jalloh, 2020). The colonial powers attempted to install an alien religious and political system into an established Islamic environment, which resulted in resistance to the missionary schools that provided education in much of Africa during the colonial period. This left Somali without a cultivated school system for much of the 1900s. While Islam does encourage schooling, its practices promote a different style of learning compared to the colonial education system installed by British and Italian rule. These disparities lowered the quality of learning and produced a more challenging educational experience for the youth. At the same time, Somalia retains attachment to traditional folk roots, including an especial emphasis on pilgrimages to local saints and the veneration of prominent ancestors (Adam, 1995).

Strict gender roles and hierarchy dominate much of Somalia's culture. While the country has made strides in the past few decades, it remains the case that women face challenges that prevent them from participating equally in politics and the labor market (UN Women of Africa, n.d.). Women are often passed over for the limited room in Somali schools and only about 20% of Somali women work. The UN ranks Somalia as the fourth lowest country in the world on its gender equality index (UN Population Fund, 2020).

Somalia built its culture on oral tradition, rather than written histories. The region's two main dialects, Al Maxaa and Af Maay, belong to the Cushitic family of languages, and relate closely to other languages in the region (National African Language Resource Center, n.d.). Although the language traces its history back centuries, Somali had no formal writing system until 1972. Even then, the government's decision to adopt an official written alphabet was hotly debated for its political and religious consequences. Before the decision was made, the many official proceedings were conducted in English, Italian, and Arabic, and had to be translated many times over to be understood by government officials. However, the nation eventually settled on the Latin alphabet. Once rendered, the government enacted a sweeping literacy effort.

While the program found success, especially in the business world, many Somalis clung only to the oral tradition (Johnson, 2006). Studies found that even 50 years later much of the Somali population is illiterate. Only 61% of non-displaced Somali men and 41% of non-displaced women can read. Literacy rates are even lower among those populations forced to migrate internally to avoid war and drought (UN Population Fund, 2020).

The leading wave of Somali immigration to the UK began in the 1990s when the outbreak of civil war forced many to seek refuge outside of their homeland. Much of the conflict has its roots in Somalia's relative youth as a united nation-state. Dividing the country into British Somaliland in the north and Italian Somaliland in the south has fostered long-lasting social and political consequences in Somalia. The UN spearheaded a plan to dissolve this arrangement over the ten-year period starting 1950 and form the United Republic of Somalia in 1960 (World Peace Foundation, 2015).

This newly independent Somalia persisted until 1969 when Siad Barre, a socialist, seized control of Somalia. The details of Barre's coup and its interplay with complex global politics could be the subject of an entire paper in itself (Payton, 1980). Suffice it to say, Barre's regime gained control and he would remain in power as president for another 22 years.

During his rule, Barre appealed to Somalia's divided history. He inflamed dormant clan rivalries; a strategy learned from the country's earlier colonial leaders. Over the decades to follow, Somalia's government became increasingly more oppressive and provoked resistance from clan-militias, which were met with violent retribution. Throughout the 1980s, the Somali government faced growing opposition, and the desperate government responded by committing a number of atrocities against its own people. One report estimates that in the year of 1988 the Barre regime left more than 5,000 unarmed civilians dead in 1991 (World Peace Foundation, 2015).

In 1990, the inter-clan resistance forced Barre to flee, leaving Somalia without a government. Since then, various factions have vied to fill the void. Among them, nationalist governments, Islamic governments, and clan warlords (The Organization for World Peace, 2021). From this continuing instability, Somali refugees fled, and many took refuge in London. Figure 2 shows the global destinations of Somali refugees as of 2009. Outside of the immediate surrounding countries in Africa and the Middle East, the UK is the largest terminal for Somali refugees.

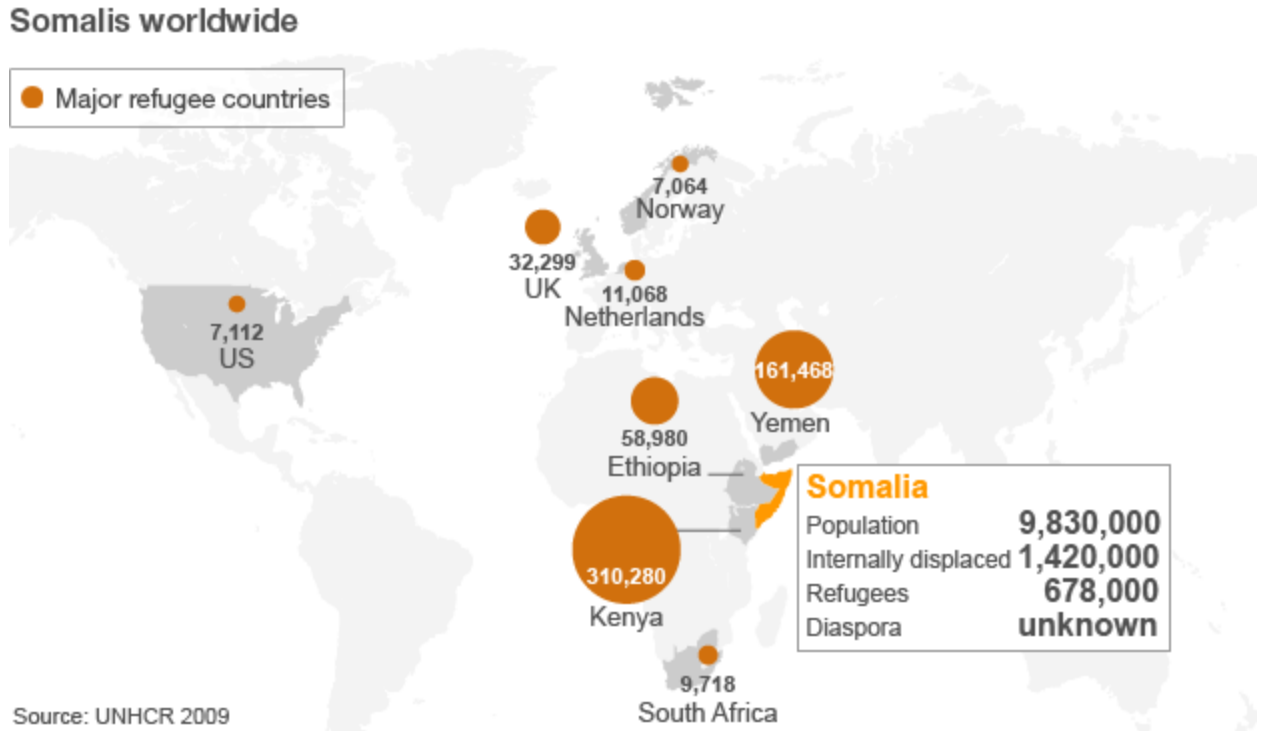


Figure 2: Destinations of Somali refugees worldwide (UNHCR, 2009)

2.2 Somali Community in the UK

The Somali community in the UK is one of the largest and most established communities in Europe (Open Society Foundation, 2014). In 2020 the Office of National Statistics found there were 200,000 Somali-born immigrants living in the UK, and of those 70,000 lived in London (Stickney, 2021). London's Somali community is concentrated primarily in the boroughs of Tower Hamlets, Camden, Ealing, Newham and Lambeth. Somali people also reside in other cities, including Cardiff, Liverpool, Sheffield, Nottingham, Birmingham, Leeds, Manchester and other places across the UK (Mapping London's Somali Community (2016): Discourses, Dilemmas & Demographics, 2016).

2.2.1 The Somali diaspora in Camden

Camden has one of the largest populations of Somalis in London. Figure 2 shows that the Somalis were spatially concentrated in some of the more deprived areas of Camden, including Kentish Town, Kilburn, Camden Town and King's Cross twenty years ago (Khan, S., & Jones, A., 2003). These same areas remain relatively deprived today (Figure 3), and we

assume they remain centers for the Somali population although precise numbers are not known because the census data do not distinguish among migrant groups from Africa.

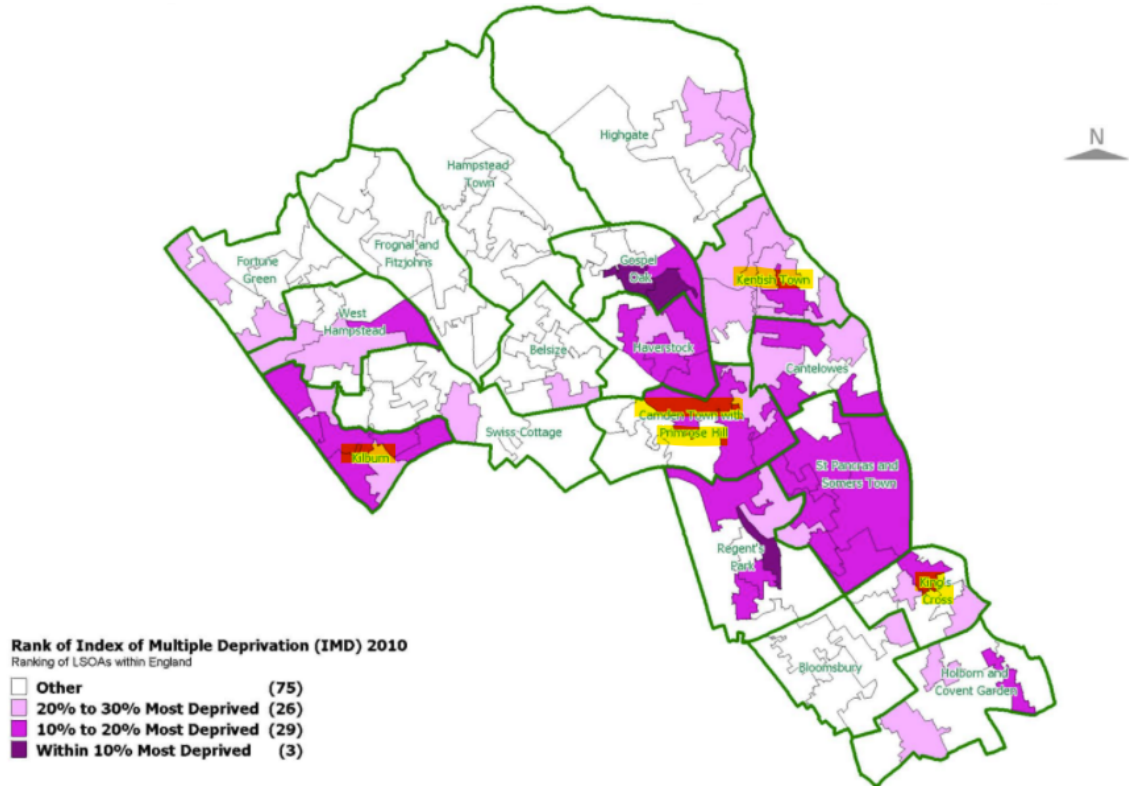


Figure 3: Index of Multiple Deprivation Rank¹ of the most deprived 30% LSOAs in England from the year 2010 indicating areas of deprivation in Camden. Highlighted areas represent the areas with a dense Somali Population (Camden Profile).

¹The Index of Multiple Deprivation 2015 is the official measure of relative deprivation for small areas or neighborhoods in England. The Index of Multiple Deprivation ranks every small area in England from 1 (most deprived area) to 32,844 (least deprived area). The seven domains on which the Index of Multiple Deprivation is based are as follows: 22.5% of Employment Deprivation, 22.5% Income Deprivation, 13.5% Education, skills and Training Deprivation, 13.5% Health Deprivation and Disability, 9.3% Crime, 9.3% Barriers to Housing and Services and 9.3% of Living Environment Deprivation. (Indexes of Multiple Deprivation – Doorda, n.d.).

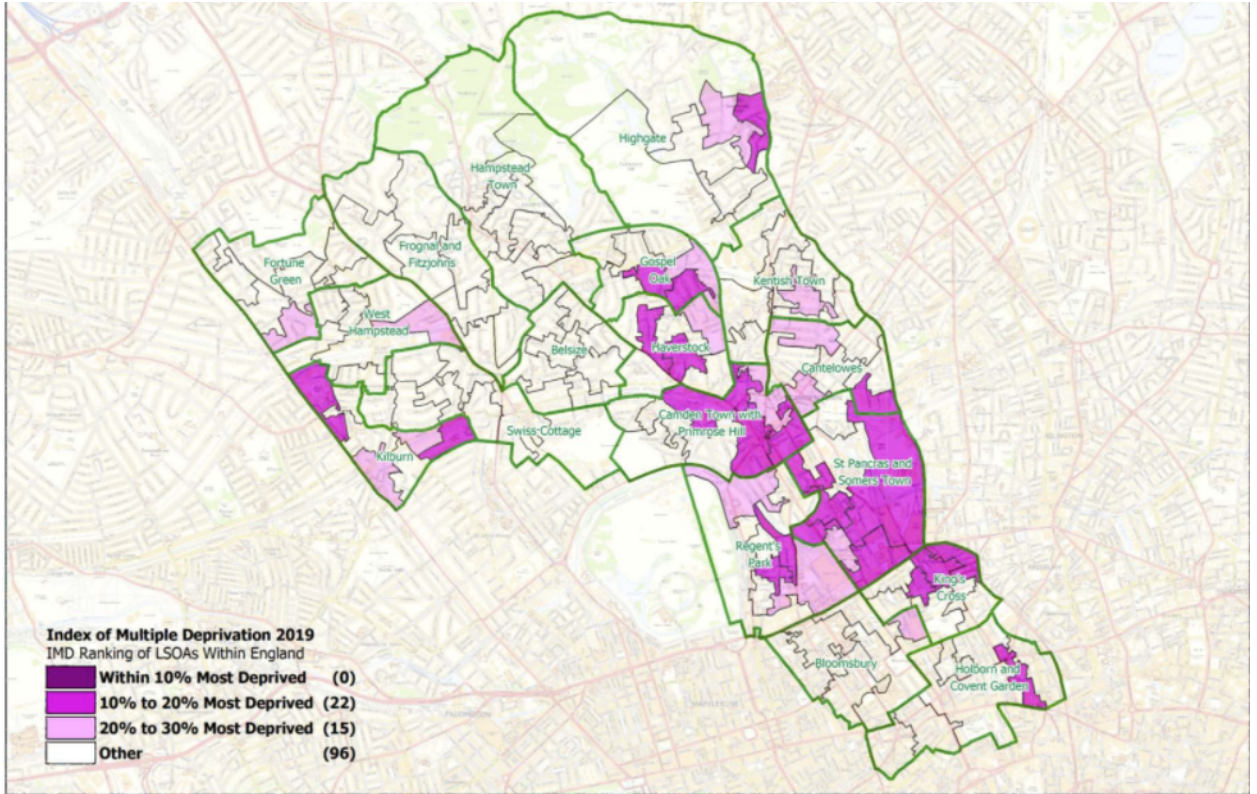


Figure 4: Index of Multiple Deprivation Rank of the Camden borough from the year 2019 indicating areas of deprivation (Camden Profile).

2.3 New Challenges in London

By all accounts, the Somali community is one of the oldest African subgroups in London. Reports trace back to the early 20th century, when the British Military recruited Somali men to fight in World War I. After the fighting finished, some Somalis stayed in London, forming the basis of the community's historic foothold in Britain (BBC, 2003). This group was very small, however, and it was not until the early 1990s that London began to see large growth in the Somali population.

Since their recent immigration, there has been limited research done on Somali populations in London, and the challenges that they collectively face. *Somalis in Camden: Challenges Faced by an Emerging Community* by Saber Khan and Adrian Jones was one of the first comprehensive reports that reported the challenges faced by the community. The following sections are based on the findings of that report and other reports like the *Somalis in London*

report published by the Open Society Foundation in 2014 which is one of the most recent comprehensive reports on the Somali community in London. Thus, these two reports present snapshots of the status of the Somali community in London in the years 2003 and 2014.

2.3.1 Cultural Differences

When Somali refugees migrated to Camden they faced a new culture, alien to their own, with a plethora of differences from life in Somalia. The process of seeking asylum can be prolonged and extensive and often cultivates psychological damage for asylum seekers (Silove et al., 2007). That many Somali refugees were forced to migrate by extreme circumstances makes the community especially susceptible to psychological stress from past experiences. This stress has compounded by life in an alien culture with an unknown language and facing discrimination in employment, housing, and education.

The immediate cultural barriers presented to refugees are the political, social, and economic systems themselves. Camden is one of the 32 boroughs in London and is led by the Camden Council which has elected officials every four years. The council is responsible for local services such as transportation, roads, schools, and waste management among others (*London boroughs*, n.d.). The political structure alone is a completely new concept to many Somali refugees who come from a country that has not established a central authority since the fall of Siad Barre's government in 1991 (Stremlau, 2018). Instead, what remains is a cultural system that revolves around tribe and religion. The report by Khan and Jones describes a clan-based society profoundly fragmented and embedded in tradition. Such groups often exist independent of each other and rely within their own network for resources and services, offering little experience for refugees in a cohesive system (Palmer, 2006). These dramatic differences breed discouragement and distrust. For instance, in regards to health services, Palmer (2006) found that language barriers, fear and mistrust of an unknown system, and immigration status were among the reasons an estimated 68% of Somali refugees did not use the health services that were available in Camden.

2.3.2 Discrimination

The new culture in London is a completely unfamiliar environment for the Somali community, and that environment is not always accepting. The challenge is particularly difficult

for Somali youth who tend to struggle with identity and intersectionality in their new home. When youth refugees migrate to Camden, they leave behind one childhood in Somalia to face very different expectations of childhood in the UK. Youth are thrown into the public schooling system based on their age rather than actual experience and prior education. As a result of the civil war in Somalia, most refugees migrate with little to no schooling. Additionally, just under a quarter of Somali youth aged 10-14 were formerly unpaid laborers (Sporton et al., 2006). Consequently, most Somalis struggle in school and are overwhelmed with the new system.

Furthermore, Khan and Jones determine exclusion in school to be a problem for youth as well. Despite schools' best efforts, teachers reported that many Somali students still suffered racist treatment from their peers and others (Khan & Jones, 2003). Additionally, the lack of previous education combined with cultural differences aggravated the issues of exclusion. While teachers did suggest that schools with high concentrations of Somalis rejected the stereotype of inherently violent Somali boys, the surrounding communities did not. Unfortunately, the London public has crafted a negative image of the Somali community as a whole based on a handful of extreme events. For example, on July 7, 2005 a series of four suicide bombings on London public transportation left 52 people dead, and hundreds more injured. Of the four men responsible, two were Somali refugees who entered the UK as asylum seekers when they were young children (Sporton et al., 2006). In 2021, a British-born man of Somali heritage was charged with the murder of Member of Parliament (MP) Sir David Amess (Townsend, 2021). These and other events sparked backlash towards the Somali community, with the murder of MP David Amess even generating death threats to members of the Somali community. These events promote negative perceptions of Somalis, imposing stereotypes on the Somali population and exacerbating feelings of distrust and alienation from within. In both events, however, the assailants had grown up in London and were British citizens, which suggests they were radicalized by frustrations fostered in the UK. Sporton (2006) draws on this fact and emphasizes the lack of social structure for Somali refugees in London. There is a clear need for a stronger sense of community, identity, and mental health support and awareness to better integrate Somali refugees into what is a vastly new culture for them. Research from Sociology Professor Barrie Thorne examines the intersectionality of very different childhoods for young Somalis: the childhood they lost in Somali; the childhood expectations in the UK; the racially installed

childhood enclosed around them; and the legal childhood denied from them by the UK as an asylum seeker (Sporton et al., 2006).

2.3.3 Language Barrier

As a relatively new community in Camden with most residents first migrating in the mid-1990s, the Somali population faces a language barrier in communicating with the rest of the community. Khan and Jones found in 2003 that 25% of men and 75% of women did not speak English. Since this report, there is a lack of knowledge of the current status of the community and the extent to which this language barrier still exists. Nonetheless, this barrier intensifies the cultural divide and discrimination faced by the Somali population. The linguistic roadblock creates challenges in almost every sector of the community, ranging from education, employment, housing, political representation, and more. For example, Khan and Jones (2003) describe a Somali woman unable to solicit emergency repairs on the waterline in her home because she did not speak English (Khan & Jones, 2003). This disparity in language further excludes Somalis from the rest of the community in Camden, while at the same time surrendering their East-African roots as the language is not heard as much in the integrated society of London.

2.3.4 Differences with Somali communities around the world

While London, and more specifically Camden, has become a center for Somali refugees fleeing the war, other Somali communities have developed elsewhere in the world. As shown earlier in Figure 2, the UK is one of a handful of common destinations for Somali refugees. Research indicates that there are substantial differences in the Somali immigrant experiences in various cities of the world. Warfa et al. (2012) found that almost 90% of London Somalis were unemployed compared to only 26% of Somalis in Minneapolis in 2005 (Warfa et al., 2012). Counterintuitively, a larger proportion (58.7%) of Somalis in Minneapolis had received no education in the US compared with 33.6% of Somalis in London. This finding highlights key differences in the two communities and counters the common assumption that education necessarily leads to greater economic stability. Instead, this suggests that other factors may play key roles in the prosperity of Somali communities. Palmer shows that refugees face more mental health challenges when migrating from their home countries that are often riven by

war and human rights abuse. When looking at how the Somalis migrated, Warfa et al. (2012) found that only 2.2% of Somalis in Minneapolis sought asylum on entry to the country compared to 75.5% of London Somalis. It appears that asylum status may be more significant than education attainment in determining employment status.

Other regions with high concentrations of Somali populations include Toronto, Canada. Prior to 1989, there were only a few hundred Somalis in Toronto, but Hopkins (2006) provides an estimate from Somali organizations of 90,000-100,000 Somalis by the early 2000s. This migration pattern is very similar to the Somali communities described in Camden and Minneapolis and thus are appropriate to compare. Like these other communities, Somalis in Toronto struggled to identify with the black community yet are labeled with the BME category. Nonetheless, Hopkins identifies community organizations and services that are more developed in Toronto than London through both discussions and interviews. London groups often maintained affiliations with Somali clans and other traditions brought over from Somalia and were vigilant of intervention from non-Somalis. Meanwhile, the Somali community in Toronto recognized the importance of conformity and integration for organizations to advance funding, services, and greater representation and awareness in the community. Specifically, the Midaynta Association of Somali Service Agencies in 1995 began to lay the infrastructure for a united and collaborative community front for organizations to assimilate while preserving independence. In fact, this non-profit has remained active and published their annual report for 2020-2021 and continues to build socially integrated communities (Midaynta, 2017).

2.4 A profile of the Somali experiences in Camden

We examined two comprehensive reports on the Somali experience in London, including *Somalis in Camden: Challenges Faced by an Emerging Community* by Saber Khan and Adrian Jones published in 2003 and *Somalis in London* by Open Society Foundation published in 2014. There are few reports that explore in-depth the conditions and experiences of the Somali community in London, but both these present qualitative and quantitative data on Somali education, employment, health, and housing. These reports also cover the topics such as household size and composition, religion, language, class, citizenship, misrepresentation in media, and leisure. Together, the Khan & Jones and Open Society Foundation reports form the baseline assessment for our project. Thus, in this section we summarize the major findings from

these two reports and compare them to other more recent data from other sources. Unfortunately, as noted elsewhere, specific data on the Somali community are scarce because the data seldom distinguish among African ethnic groups.

Khan and Jones (2003) found that Somali youth struggled in school two decades ago, but more recent data indicate that Somali youth have improved their academic performance dramatically. Figure 5 shows that in 1999 only 3.1% of Somali children achieved five or more A-C passes in their GCSEs compared with 47.7% of the general school population in Camden. By 2019/20, about 64% of Somali girls and 59% of Somali boys passed five or more GCSEs. Evidently, the Somali educational performance has improved dramatically, although Figure 5 also shows that they still lag behind the general school population with a pass rate of 73%.

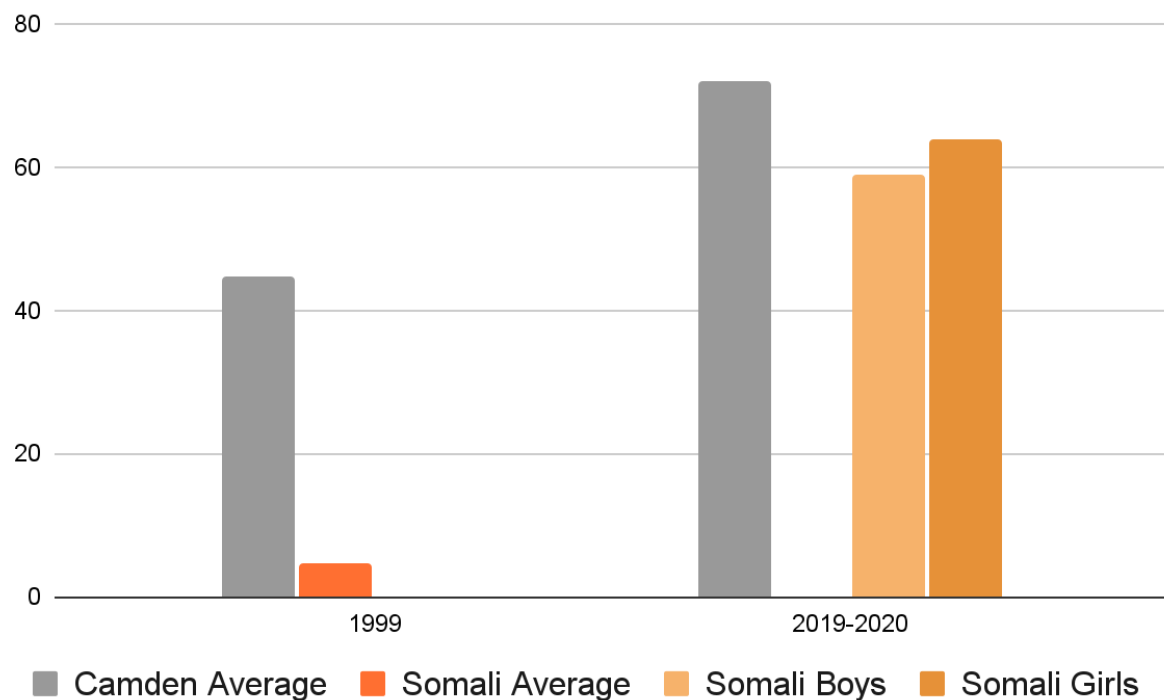


Figure 5: The percentage comparison of the Somali community and Camden pupil for gaining 5 + A*-C passes on the GCSE (*Our History*, n.d.; Camden, 2020)

According to the Open Society Foundation report of 2014, numerous community stakeholders cited education as the biggest issue and lamented that Somali children are inadequately supported by the education system. Somali students are often stigmatized as “bad” or put into special education units as teachers can not cope with them. The education system fails

to be inclusive of the Somali students and not enough support is provided to the students or the parents which leads to problems such as exclusion and future issues with employment.

Despite the improvements in educational performance, unemployment remains a persistent problem in the Somali community in Camden and elsewhere in London.

Unfortunately, there is little concrete data on unemployment by ethnicity. The survey of the Somali community by Khan and Jones (2003) found that 95% of Somali adults were unemployed. The focus groups conducted by Khan and Jones (2003) indicated that Somalis in Camden believed they were destined for unemployment or menial, dead-end jobs regardless of their educational achievements. The Open Society report in 2014 did not cite any concrete data, but claimed that the situation remained similar a decade later, with Somalis having the lowest employment rates of all migrant groups. A report by the Economist in 2013 claimed "Most Somalis--Britain's largest refugee population--do not work. They are among the poorest, worst-educated and least-employed in Britain," (Anonymous, 2013).

The 2003 report also provides an in-depth section on health. Evidently, many Somalis, especially women, were hesitant to go to a doctor due to language barriers and a lack of knowledge. Khan and Jones also report on the high usage of Khat that leads to myriad issues such as family breakdowns (Khan, S., & Jones, A., 2003). More recent research indicates that the Somali community still continues to struggle with access to healthcare. For example, Abdullahi et al. (2009) conducted focus groups with Somali women and found that language, lack of knowledge, religion, and culture resulted in low rates of screening for cervical cancer. Conversations among the Somali women from the focus groups are highlighted in Figure 6. Abdullahi et al. (2009) suggested an overall distrust and unfamiliarity with the healthcare system discouraged the women from receiving necessary cervical screenings.

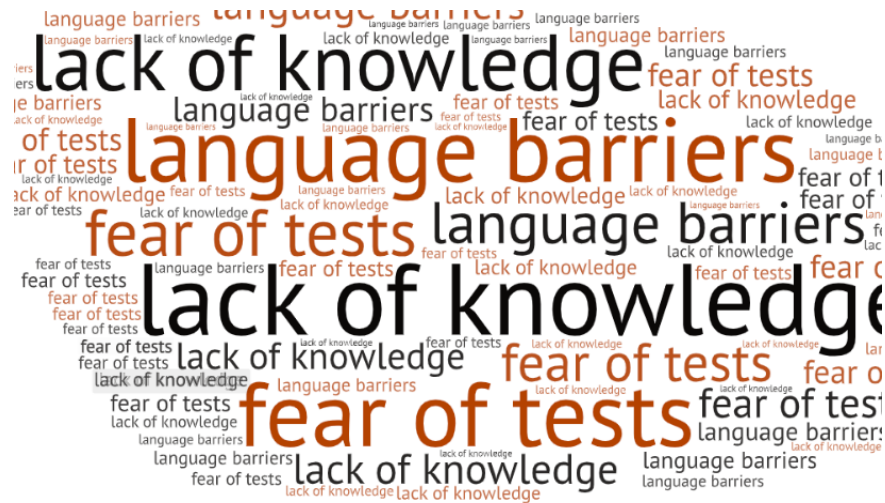


Figure 6: Word cloud of the themes from the focus groups conducted by Abdullahi et al. (2009)

The most recent reports by the SYDRC in 2021 show the reluctance towards healthcare is still persistent. The SYDRC conducted a report focusing on mental health (Osman and Isse, 2021a) and COVID-19 vaccine hesitancy in the Somali community (Osman and Isse, 2021b). From a survey on mental health, Osman and Isse (2021a) found that 60% of Somali people were suffering from depression due to the pandemic. Furthermore, 40% of participants had either lost their jobs or received reduced work hours from Covid-19 (Osman and Isee, 2021b). The community of Somali people have also had hesitancy towards the Covid-19 vaccine; however, this is not something new. When looking at the Somali people’s flu vaccine rates for the previous 5 years, only 27% got the flu vaccine.

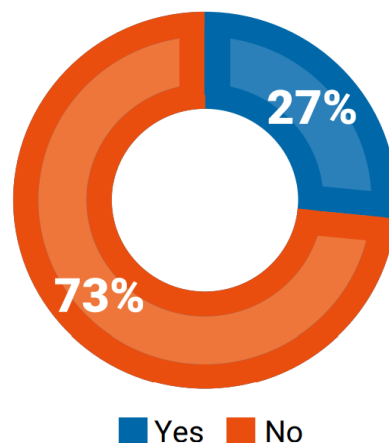


Figure 7: Number of people in the Somali community that received flu vaccines in the past 5 years (Osman and Isse, 2021a)

The reasons behind the hesitancy stem from the concern of long and short term effects paired with the belief that the vaccine will not protect them.

Finally, the Khan and Jones report indicated widespread problems with housing in the Somali community, especially issues of overcrowding. According to the report, 64% of Somali households had more than 4 people living in that household. Nearly half of the 64% had more than 6 people living in these households. On top of the overcrowding, 54% of Somali respondents had 3 rooms or less in the house. The report also highlights reliance on public housing and conflict with landlords as key issues for the community (Khan, S., & Jones, A., 2003).

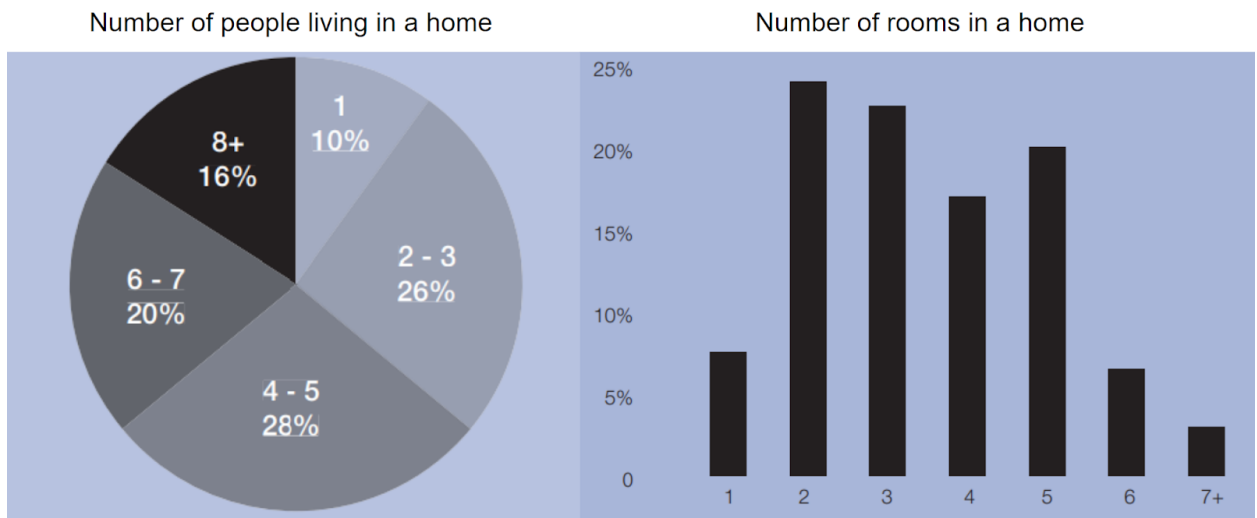


Figure 8: Percentage of Somali individuals living in a household and percentage of number of rooms in a household (Khan, S., & Jones, A., 2003)

The 2014 Open Society report by the open society delves deeper into this issue. The report mentions the Localism Act of 2012 that gave local authorities freedom in setting housing policies. The act gave housing priority to the homeless, those living in unsanitary environments, and people who must move for medical reasons. A points system was implemented that accounted for waiting times and based grades from A to D where A was the highest priority.

However, even after the Localism Act, over 41% of households on the housing register are overcrowded households. This sprouts out of the subtle issue of “hidden homelessness” where people who cannot afford their own accommodations live with friends or relatives. Hidden homelessness often goes undetected in housing provision systems like the Localism Act because people experiencing hidden homelessness technically have a place to stay. In the Somali community, it is not uncommon to provide shelter for down-on-their-luck relatives, as described above, and because of this many Somalis have trouble accessing the housing aid they need (Open Society Foundation). Even though Somalis are not forced out on the street, their culture of hospitality forces them into overcrowded situations which limit their opportunities.

2.5 Somali Organizations in London and our sponsor SYDRC

Many organizations have formed in London to work towards the betterment of the Somali community, such as the Islington Somali Community, British Somali Community, and the Somali Youth Development and Resource Centre (SYDRC). The Somali Youth Development and Resource Centre, our sponsor, is a youth community-based non-profit organization established in 2000 to support the Somali Community in London in general and Camden in particular. They state their mission:

“To empower and inspire Somali young people to achieve their true potential by equipping them with the tools for tomorrow, to enable them to take responsibility for their lives and develop as individuals and make the successful transition to adulthood.”

- SYDRC (About Us)

The organization was founded to support underachieving Somali youth in the Camden schools and community. The Centre uses services like their homework support club, youth empowerment and mentoring sessions, and tutoring sessions to give Somali children a chance at the extra help they may not be getting in class (Our Projects). Over the past 20 years, the organization has grown to provide a broader range of services including legal advice to young adults, yoga classes, and financial/employment training.

SYDRC, along with organizations like it have been working to empower the Somali community for over two decades now. The Khan & Jones report published in 2003 and the

Somalis in London (2014) report by the Open Society Foundation remain two of the most comprehensive resources available to those researching the Somali community. However, that means more than 8 years have passed since the last complete profile of Somalis in London was published. Although there are other reports that indicate various aspects of the Somali community over the years the data obtained is unevenly distributed over the years, it is difficult to find key resources that indicate the status of the community and there lacks a recent comprehensive study of the Somali community that could help organizations and policy makers understand the current status of the community and the impact of COVID-19 on a community that was already in a lot of need. We aim to address this problem through our project by implementing methods that we will discuss in the next chapter.

3. Methods

The overarching goal of this project is to support the development and implementation of additional services for the Somali community by creating a concise, coherent, and contemporary assessment of Somalis in Camden. To achieve this goal, our project team has crafted a methodology with four main objectives:

- 1) Understanding the challenges, accomplishments and resources of the Somali community in Camden.
- 2) Collect quantitative data on the status of the Somali community in Camden.
- 3) Gather qualitative data on the challenges and opportunities in the Somali community in Camden.
- 4) Develop a suite of materials (e.g., written report, infographics, video testimonials) to highlight the findings in an effective and accessible manner.

We have already conducted some preliminary background research on the challenges, accomplishments, and resources of the Somali community in Camden. We will supplement this desk-based research through quantitative fieldwork, using surveys to gather longitudinal data to compare with the findings of the 2003 report by Khan & Jones, and assessing the perceived impact of the services provided by SYDRC and other organizations (Figure 9). We will conduct qualitative fieldwork through interviews with members of the community designed to provide an in-depth exploration of questions raised by the quantitative findings and desk-based research. Figure 10 presents a preliminary schedule for the completion of the project tasks associated with each objective.

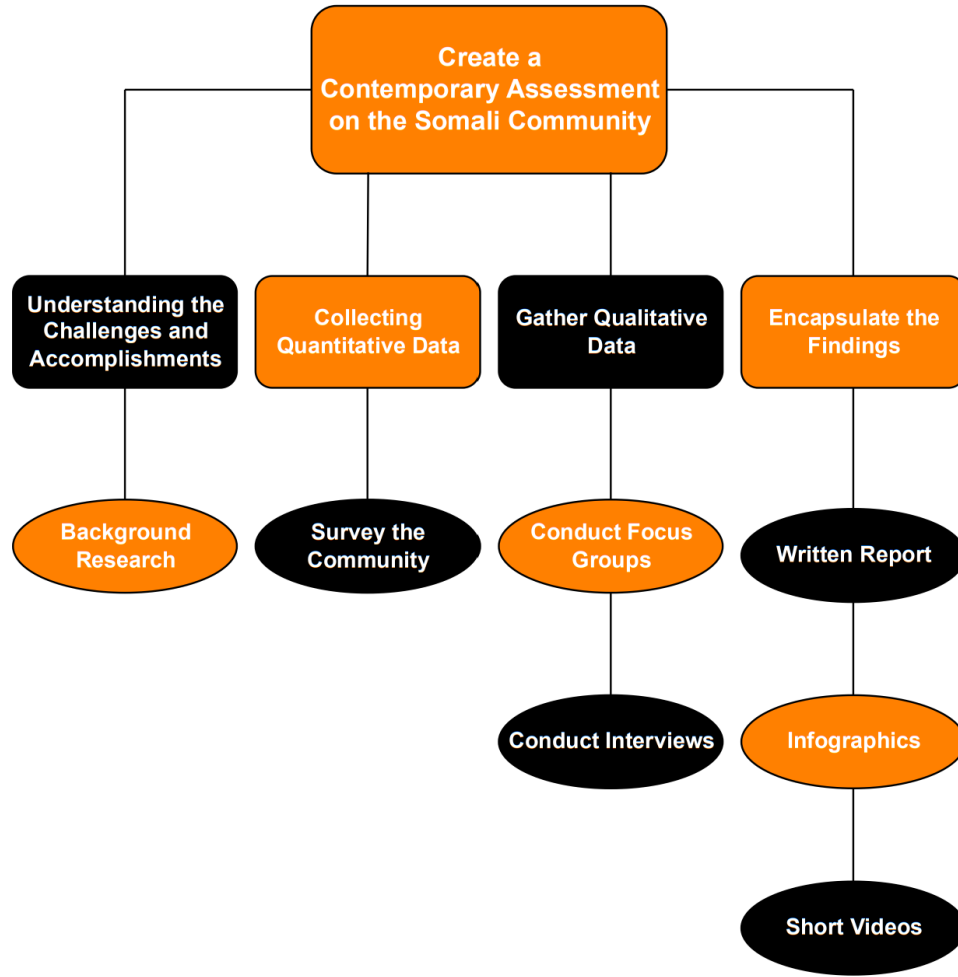


Figure 9: The above chart demonstrates the structure of our objectives, goals, and outcomes.

Objectives/tasks	Week 1							Week 2							Week 3							Week 4							Week 5							Week 6							Week 7													
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49							
Understanding the challenges and accomplishments of the Somali Community																																																								
Extend Literature review	█																																																							
Reviewing past surveys	█																																																							
Collecting quantitative data through surveys																																																								
Develop survey instrument	█																																																							
Implement survey	█																																																							
Analyze results	█																																																							
Gathering qualitative data through focus groups and interviews.																																																								
Interviews																																																								
Develop interview scripts	█																																																							
Recruit participants for the interviews	█																																																							
Conduct interviews	█																																																							
Analyze results	█																																																							
Focus groups																																																								
Develop questions for focus group interviews	█																																																							
Recruit participants for focus groups	█																																																							
Conduct interviews	█																																																							
Analyze results	█																																																							
Integrate Findings into a Report supported by Visual Media																																																								
Prepare final report and recommendations	█																																																							
Design infographics	█																																																							
Video/Media representation	█																																																							
Share report and visual media	█																																																							

Figure 10: Project timeline

Objective 1: Understanding the Somali Community

We have conducted a preliminary review of the available literature (see background chapter). We will supplement this review onsite using additional documents identified through interactions with local experts and members of the Somali community in London. We will search for additional quantitative datasets maintained by the local council, schools, and others that were not accessible from the US, including records on education, housing, and employment.

Objective 2: Collect Quantitative Data

The reports from Khan and Jones (2003) and Open Society Foundation (2014) provide benchmarks for general data about the Somali population in Camden and the broader area of London regarding employment, housing, education, health, and more. Unfortunately, these reports are now quite old and more recent data collected by national and local governments do not typically distinguish between Somalis and the rest of the Black African community. Thus, SYDRC wishes to use a survey of the members of the Somali community in Camden to gather more current data. Our project team will be closely involved in designing the survey and analyzing the results, but the implementation of the survey will be conducted by a survey company.

3.2.1. Survey Instrument Development

We will collaborate with SYDRC staff to develop the survey instrument through an iterative design process. In November 2021, SYDRC published three reports on the Somali community in Camden: COVID-19. We have reviewed the surveys used in these reports and developed an initial set of survey questions (Appendix B). We will work closely with our sponsors and the survey company to fine tune the survey instrument. We anticipate that we and/or the survey company will conduct a pilot test of the survey to ensure readability and comprehension. The survey will be revised based on feedback from the pilot. The survey will include a mix of closed and open-ended questions. It will be anonymous and will not collect any information that allows the identification of the respondent; it will be designed and administered to comply with the General Data Protection Regulations.

3.2.2. Survey Implementation

The survey will target Somali adults in the borough of Camden. We will work with the SYDRC and the survey company to develop the protocols for the distribution of the survey, but will not be directly responsible for the sampling, dissemination, and collection methods chosen. We have also begun the process of developing more specific questions with SYDRC to gather information in similar areas for three separate age groups: young adults (aged 16-25), adults (25-45), and older Somalis (45+).

3.2.3. Analysis of Results

We will analyze this data using simple descriptive statistics to examine trends in the community. The analysis will be compared to the previous benchmarks from Khan and Jones (2003) and Open Society Foundation (2014) to highlight the divergence of the community over time. The findings from this analysis will also shape and refine the questions asked in the focus groups and interviews (Objective 3). Additionally, we hope to use the survey to canvas for community members interested in participating in focus groups and interviews.

Objective 3: Gather Qualitative Data

Thirdly, we will gather qualitative data from the Somali community in Camden, such as personal experiences of and opinions about education, employment, housing, health, crime, culture, and leisure in the borough. We will also ask about the immigrant experience in general and the community services provided by SYDRC and other community organizations, including the borough council. These topics mirror those that were the focus of the Khan and Jones (2003) study. Because Somali culture is an oral culture—a culture that is preserved by passing on information from one generation to the next through storytelling—we plan to follow the approach taken by Khan and Jones (2003) and use semi-structured, qualitative interviews rather than more rigid, questionnaire surveys. In collaboration with and under the guidance of staff from SYDRC, our team will interact with members of the community directly to understand better what about the community they value and what needs improvement. Our qualitative research will take two forms:

- (i) Interviews

(ii) Focus Groups

Using these two methods, we will gather general information about the community's thoughts and opinions as well as more specific experiences from families and individuals.

3.3.1. Interviews

The team is planning to prepare for on-site interviews by addressing the following methodology: develop interview scripts, recruit interview participants, conduct interviews, and perform analysis.

3.3.1.1. Developing the interview scripts

The team will collaborate with our sponsor SYDRC and develop questions that help us gain useful information on the status of the Somali Community in Camden. The set of questions will comprise of a few common demographic questions and the remaining will be a number of open ended questions that will supplement our quantitative findings from the community surveys. Interviews will focus on the experiences of individual community members and their perspectives on the challenges and opportunities in the community, as well as the services provided by the council and other community organizations, such as SYDRC. Multiple interview scripts will be created for addressing the general community members, community leaders, and other stakeholders as they will all have a unique perspective. Each interview will be semi-structured with a similar preamble and initial set of generalized questions for all interviewees. We will tailor the questions to the background and experiences of the person being interviewed and the role they play in the community. See Appendix C/D for the interview preamble and preliminary set of questions. These are initial guidelines for the interviews but will evolve in consultation with our sponsor as we learn more about the community.

3.3.1.2. Recruiting participants

The team will conduct standalone interviews with members of the Somali community. In order to collect a variety of qualitative information through interviews, we will work with SYDRC to identify a wide range of interviewees including: Somali adults, religious leaders, Somali small business owners, local non-profit leaders, Camden Council members, teachers of Somali students, and representatives of other local organizations, such as resident groups, art and

cultural groups, and sports and leisure groups. We hope these initial community contacts will elicit snowball sampling to further recruit more participants. Additionally, we hope that we will be able to identify community members who might be willing to be interviewed using the survey discussed above by providing a link to optionally submit an email or phone number at the end of the survey. The link would lead to an external form and be stored separately from survey responses to maintain anonymity. SYDRC has published reports about the Somali community and has a list of people who have participated in their programs and research before so we will reach out to these connections. We will reach out to officials in the Camden council as well as leaders in the Somali community and through referral we will be able to expand our pool of interviewees. We will be interviewing only adults of the community but will make sure that we include a mix of age, gender, employed/unemployed, people living in different districts of Camden and other categories when choosing people to interview.

3.3.1.3. Conducting the interviews

Each interview will have one member of our team and one member of SYDRC, in the hopes that having another member of the Somali community present will put the interviewee at ease, rather than being questioned by outsiders. Participants will be given the option to be named and quoted in post-interview analysis and reports, or to remain anonymous. They will be given the opportunity to review any materials used from their interview prior to publication. Our goal is to conduct these in person in places where the interviewees will be comfortable (e.g. coffee shops, community centers, or public parks) following COVID protocols and General Data Protection Regulations, however, should the need arise, we are open to moving to Zoom or another online video platform. Detailed notes will be taken and, pending approval from the person being interviewed, audio from the interview will be recorded. This allows us to search through previous interviews more easily to find topics of interest and quotes. If the interviewee is comfortable, we will also take a picture of the person at the end of the interview and obtain written consent and clarify whether or not they wish to be named or associated with any quotations included in the publication.

3.3.1.4. Analysis

Following each interview, the notes and audio recording, if one was taken, will be reviewed and analyzed in comparison with background information and qualitative data from the Khan and Jones and Open Society Foundation reports to show the evolution of the Somali community.

2.3.2. Focus Groups

In order to put participants at ease, we will gather together multiple community members in a familiar location for group conversation. Discussions will be facilitated in close collaboration with staff from SYDRC in order to ensure the comfort of all participants. We will use these to canvas for opinions on many of the areas Khan and Jones identified in the 2003 report as well as identify new areas we may not have thought of otherwise. From this we will assess how the community feels about the challenges it has faced over the past 20 years and what action they would like to see taken in the future.

3.3.2.1. Identify areas of discussion

Based on our preliminary research we have identified few areas of discussion for the focus group interviews which are as follows :

- Challenges faced by the community (especially in the areas identified earlier)
- Values important to the community
- Political representation and advocacy
- Significance of various Somali organizations
- Discrimination encountered in London
- Youth safety issues

We hope to identify more areas of discussion after our interaction with community members in Camden.

3.3.2.2. Recruit participants

Most groups will be assembled from community members identified by SYDRC, either through prior experience or recruited from the survey, as being vocal and active participants in the community. Most groups will be a mix of Somali community members of all kinds. Example

of few focus groups that we hope to interview and will we believe will be beneficial to our project are as follows:

- Group of Somali parents who have children going to school
- Group of teachers and pastoral workers who interact with Somali students
- Youth group at SYDRC

In the case that several participants with similar backgrounds are willing to engage in a narrower discussion pertaining to their personal expertise, the team will work with SYDRC to develop a more specific set of topics and questions. Discussion remains open with SYDRC about what sort of incentives (food, local business vouchers, etc.) would be both appropriate and enticing.

3.3.2.3. Conduct focus groups

Focus group discussions will be run by members of SYDRC and at least one team member, although pending comfort levels more of our team members may be present in the room to observe. They will take place primarily at SYDRC headquarters in the NIC Centre, or at other suitable venues in the borough. Of course, if circumstances do not allow for in-person meetings, the option of moving to Zoom remains open. Sessions will last roughly 60 minutes and focus on the areas identified earlier.

3.3.2.4. Analysis

Audio will be recorded of proceedings in addition to notes taken by the researcher(s) present. From these two channels, members of the team will write a transcript from which we will identify common themes. In addition to analyzing common responses to topics and questions brought up, we will also use focus groups as a chance to identify topics which we had not yet investigated as potential avenues for further research. Direct quotes may still be taken from Focus Group discussions for use in a future report and any other visual media, but all quotes will be anonymized before publication.

Objective 4: Integrate Findings into a Report supported by Visual Media

SYDRC plans to rebrand and seeks to offer additional programs and services based on community needs. Our findings will help SYDRC to make informed decisions about what

programs, services, and policies members of the Somali Community think the council and community groups should pursue.

We will develop infographics and other innovative presentations of the data and findings to make them more useful, accessible, and relevant to policy-makers, community leaders, Somali organizations, and the general population of Camden. Although the report will be the heart of the project, infographics will help the results of our project reach a larger audience.

We are also planning to develop other media assets to supplement and support future outreach efforts. We want to present our project in a creative way that will not only be informative but also give a voice to the Somali community that continues to face numerous challenges.

4. Conclusions

By assessing the current status of the Somali community in Camden through the methods we have proposed we hope to provide to policy makers and Somali community-based organizations a better understanding of the challenges and accomplishments of the Somali community. We hope that our findings will assist SYDRC to develop new programs and services to support the Somali community.

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Initial Survey Questions

Preamble: This survey is being conducted in collaboration with the Somali Youth Development and Resource Centre to collect information about the challenges and accomplishments of the Somali community in Camden. The survey will take about 10 minute is completely anonymous.

1. I GIVE CONSENT for MY Data to be used FOR THE PURPOSES Mentioned above AND I CONSENT TO PARTICIPATE IN THIS STUDY.

- a. Agree
- b. Disagree

First we would like to ask you some questions about **your background**

2. Are you a resident of the London borough of Camden?

- a. Yes
- b. No

If the answer is no then exit the survey .

3. In what part of Camden do you currently live?

- a. Belize
- b. Bloomsbury
- c. Camden Town with Primrose Hill
- d. Cantlelowes
- e. Frognal & Fitzjohns
- f. Fortune Green

- g. Gospel Oak
 - h. Hampstead Town
 - i. Haverstock
 - j. Highgate
 - k. Holborn & Covent Garden
 - l. Kentish Town
 - m. Kilburn
 - n. King's Cross
 - o. Regents Park
 - p. St Pancras & Somers Town
 - q. Swiss Cottage
 - r. West Hampstead
4. Gender. Are you.....
- a. Male
 - b. Female
 - c. Prefer not to say
5. How would you describe your current marital status?
- a. Single
 - b. Married
 - c. Divorced/Separated

- d. Widow/Widower
6. In what year were you born?
- _____
7. How long have you been in the United Kingdom?
- a. Was born here
 - b. Less than 5 years
 - c. 5 to 10 years
 - d. More than 10 years
8. What religion do you practice?
- a. _____
 - b. None
 - c. Prefer not to say

Now we would like to ask you some questions about **your education**.

9. How much of your education did you receive in the UK?
- a. All of my education was in the UK
 - b. Some of my education was in the UK
 - c. I have never received education in the UK
10. Please indicate your educational history in the UK. Check all that apply.

At
tended Completed

Primary School	<input type="checkbox"/>	<input type="checkbox"/>
Secondary School	<input type="checkbox"/>	<input type="checkbox"/>
Vocational school	<input type="checkbox"/>	<input type="checkbox"/>
Apprenticeship	<input type="checkbox"/>	<input type="checkbox"/>
University	<input type="checkbox"/>	<input type="checkbox"/>
Graduate School	<input type="checkbox"/>	<input type="checkbox"/>

11. Describe the level of education of your most-educated parent. Check all that apply.

	At tended	Completed
Primary School	<input type="checkbox"/>	<input type="checkbox"/>
Secondary School	<input type="checkbox"/>	<input type="checkbox"/>
Vocational school	<input type="checkbox"/>	<input type="checkbox"/>
Apprenticeship	<input type="checkbox"/>	<input type="checkbox"/>
University	<input type="checkbox"/>	<input type="checkbox"/>
Graduate School	<input type="checkbox"/>	<input type="checkbox"/>

12. On a scale of 1-7, please rate how inclusive the Camden Education System is of the Somali community (7-extremely inclusive, 1-not at all inclusive)?

- a. 1 2 3 4 5 6 7

Now could you please tell us a little about **your employment history**.

13. Are you currently...

- a. Employed (please specify job)

- b. Self-employed (please specify job)

If employed ask how many hours worked per week on average

- c. Unemployed
- d. Stay-at-home parent
- e. Student
- f. Retired
- g. Medically unable to work

14. Please indicate your annual household income

- a. Less than £15,000
- b. £15,000-£25,000
- c. £25,000-£35,000
- d. £35,000-£50,000
- e. £50,000-£100,000
- f. More than £100,000

Next we would like to learn more about **your housing**.

Section 4: Housing

15. What type of housing do you live in?

- a. House
- b. Flat
- c. Hostel

d. Other _____

16. Who owns your housing?

- a. Camden Council
- b. Housing association
- c. Private landlord
- d. I/we do
- e. Other (please specify)

17. How many people currently live in your household?

- a. I live alone
- b. 2 people
- c. 3-5 people
- d. 6 or more people

18. How many bedrooms are in your living accommodations?

- a. 1
- b. 2
- c. 3
- d. 4
- e. 5
- f. 6
- g. 7 or more

19. On a scale of 1-7 (1-not very good, 7-very good), how would you rate your relationship with your landlord

- a. 1 2 3 4 5 6 7

Please answer the following questions related to your **experience with health officials**.

Section 5: Health

20. When was the last time you went to the doctor: (within the last year, 2 years, 3 years, etc.)

21. Thinking of your last doctor's visit, please indicate how strongly you agree or disagree with the following statements. (1-strongly disagree, 7-strongly agree)

a. The doctor listened carefully to my concerns.

- 1 2 3 4 5 6 7

b. The doctor treated me with respect.

- 1 2 3 4 5 6 7

c. The doctor gave me good advice.

- 1 2 3 4 5 6 7

d. The doctor thought my health was important.

- 1 2 3 4 5 6 7

22. Do you think your Somali friends and relatives are reluctant to go to the doctor? If so, indicate which of the following discourages them from going. If not, check N/A.

- Language barrier
- Doctors don't understand Somali culture
- It's difficult to schedule an appointment

A previous negative experience

Other

N/A

Finally, could you share some information regarding the **community**.

Section 6: Culture/Leisure/ Miscellaneous

23. Do you keep in contact with friends and/or relatives living in Somalia?

a. Yes

b. No

24. Do you regularly send money to family/friends in Somalia or other countries?

a. Yes

b. No

25. Indicate how well you agree or disagree with the following statements (1-strongly disagree, 7-strongly agree).

a. I consider the UK my home

1 2 3 4 5 6 7

b. I think of myself as British.

1 2 3 4 5 6 7

c. I feel accepted in the UK.

1 2 3 4 5 6 7

d. I have several non-Somali friends.

1 2 3 4 5 6 7

- e. Religion is an important part of my daily life.
- 1 2 3 4 5 6 7

26. Indicate how well you agree or disagree with the efforts by the Camden Council to improve the following areas for the Somali community: (1-strongly disagree, 7-strongly agree).

- a. Education

1 2 3 4 5 6 7

- b. Housing conditions

1 2 3 4 5 6 7

- c. Employment opportunities

1 2 3 4 5 6 7

- d. Recreational/leisure activities

1 2 3 4 5 6 7

- e. Services for the elderly

1 2 3 4 5 6 7

27. Do you regularly attend programs/use services organised by the organisations listed below?(check all that apply)

- Somali Youth Development and Resource Centre (SYDRC)
- Camden Somali Cultural Centre
- Islington Somali Community
- British Somali Community (BSC)
- Kentish Town Somali Welfare Association
- Religious Services

Other Somali-Community organisations (please specify)

28. Regarding the Somali Youth Development and Resource Centre (SYDRC), please check all that apply:

I have heard of SYDRC previously

I have attended programs and activities at SYDRC in the past 3 years

I have booked a room at SYDRC in the past 3 years

29. What other services should SYDRC offer to the community? (Check all that apply)

Housing advice/assistance

Employment training

[Fill in others as suggested by SYDRC]

Youth Focus Group: Asset Mapping

Assets:



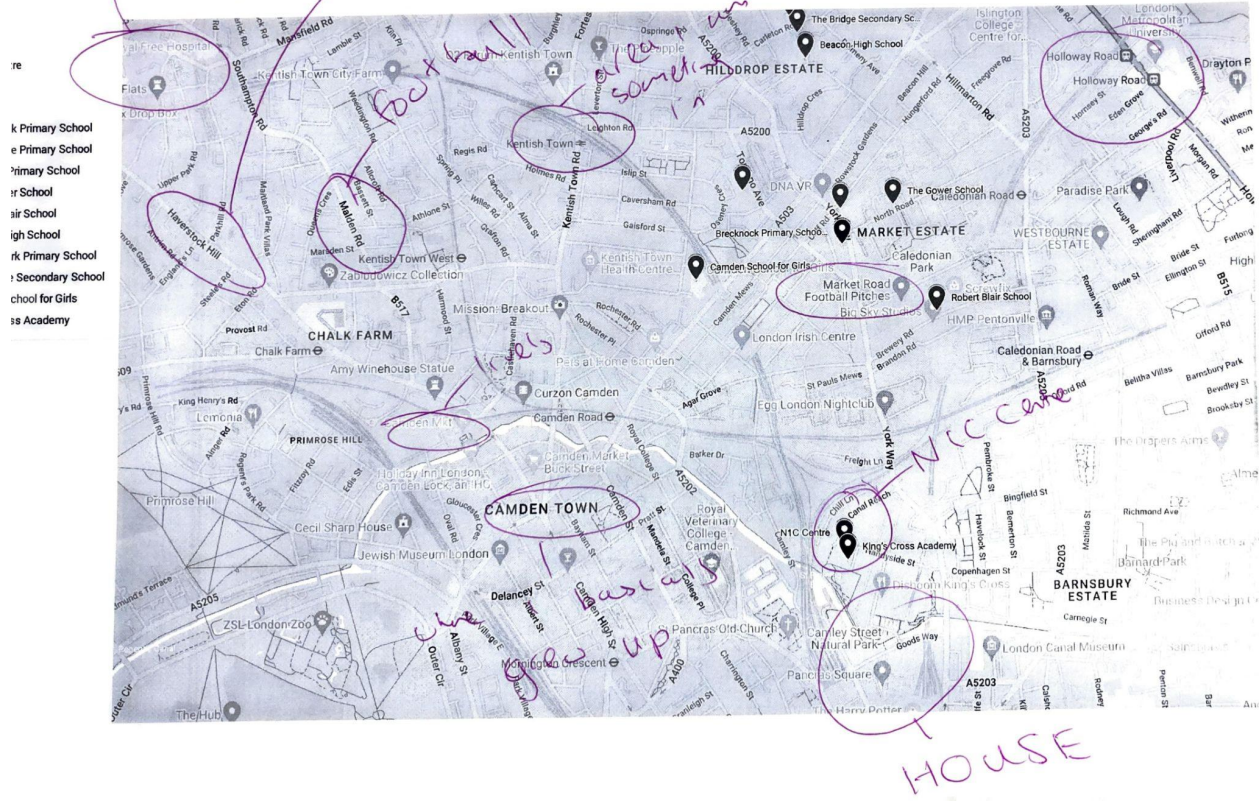
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where I was born
my school

1 Town Asset Map

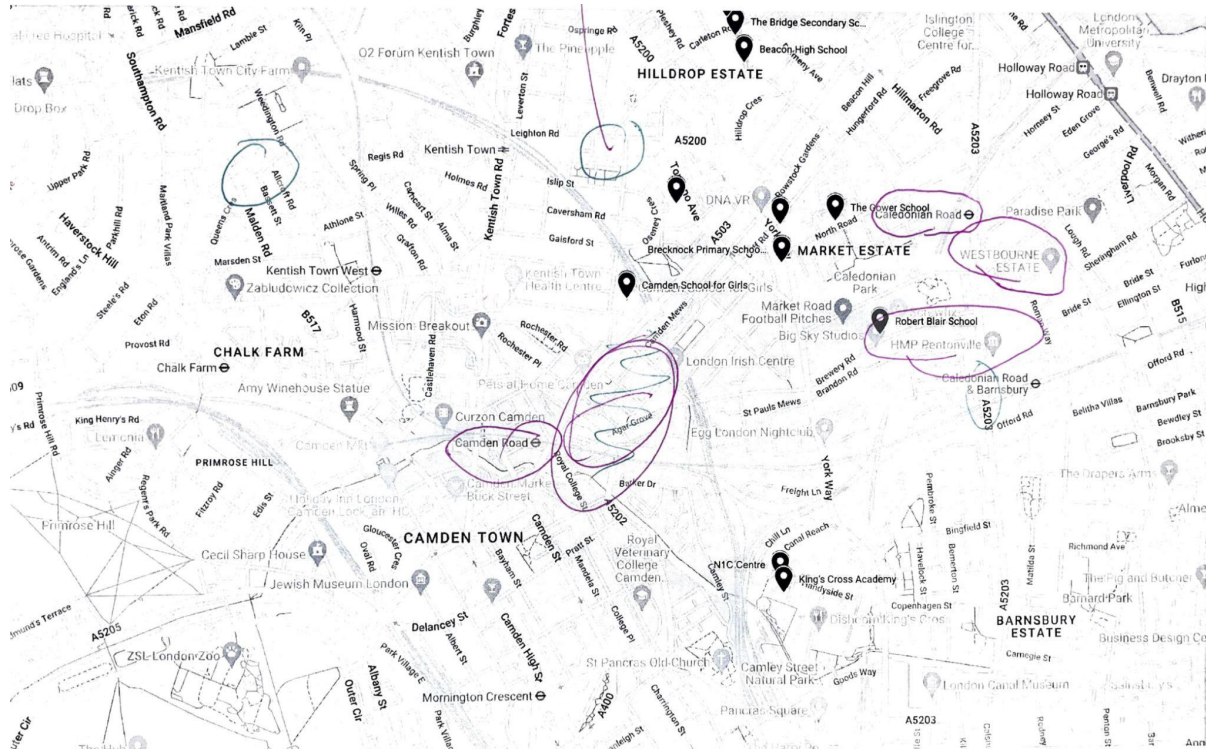


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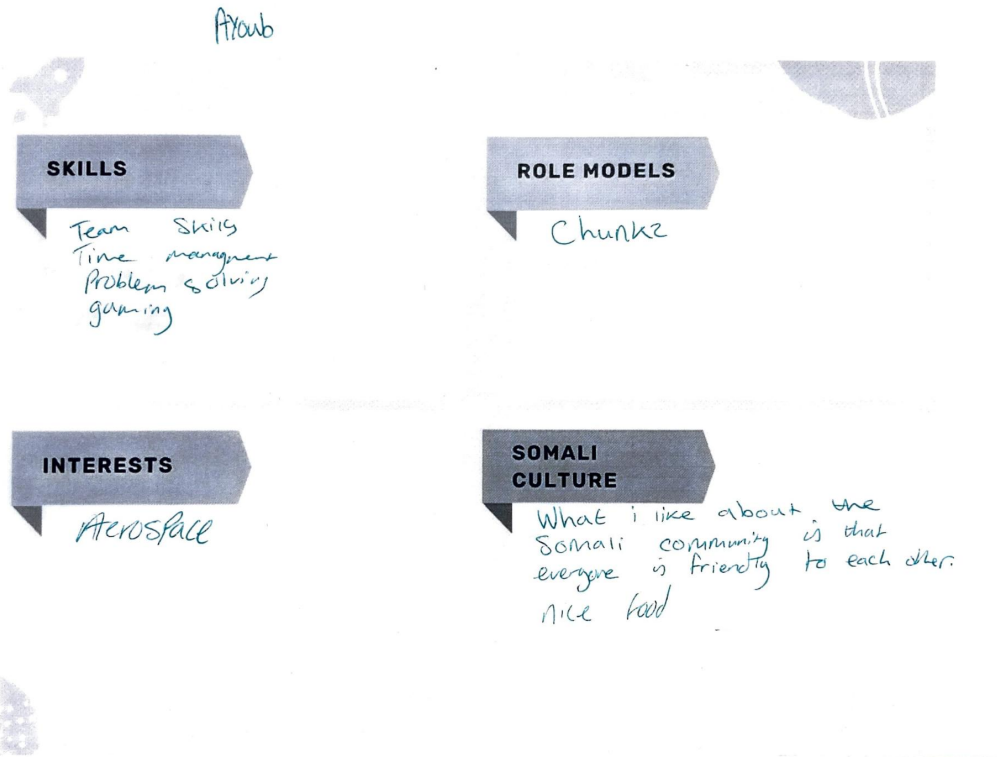
Regent High School

Safety:





Skill Mapping:



SKILLS

~~Engineering~~
football
English team skills

ROLE MODELS

father
father
me

INTERESTS

Construction

SOMALI CULTURE

not
kind

SKILLS

Learning
Basketball

ROLE MODELS

~~A & Farah~~
Myself, Chunkz, Sharky

INTERESTS

Sports

**SOMALI
CULTURE**

Welcoming

SKILLS

Football

ROLE MODELS

~~Mo Farah~~ Phara
Mo Farah

INTERESTS

Football

SOMALI CULTURE

Welcoming

SKILLS

- ~~Football~~
- Science
- ~~Art~~

ROLE MODELS

- Parents
- Successful Somali individuals
- Sylee

INTERESTS

- Sports
-

SOMALI CULTURE

- welcoming
- friendly
- kind

Ahmed K

SKILLS

- quite clever
- maths
- football

ROLE MODELS

- ~~no tarah (somalij)~~
- my mother

INTERESTS

- sports

SOMALI CULTURE

- friendly, welcoming
- nice food