



Reaching Out To Communities

Health for All
Learning in the Community
Research & Evaluation Report 2009

The learning needs of minority ethnic communities in south Leeds
and the response of the Learning in the Community Project



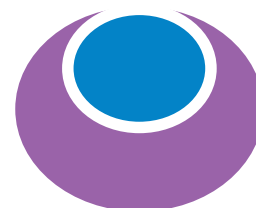
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CONTENTS



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PART ONE – THE NEEDS

The Learning Needs of BME communities in south Leeds

Page 4	The Research – Steps Taken
Page 6	Asylum seekers and refugees
Page 12	Gypsies and Travellers
Page 18	Pakistani and Bangladeshi communities
Page 25	Indian community

PART TWO – THE RESPONSE

The Response of the Learning in the Community Project

Page 31	Project Information
Page 34	Staff Perspective
Page 36	Learners Perspective
Page 37	Partners Perspective
Page 38	Recommendations
Page 39	Summary and Conclusions

FOREWORD & ACKNOWLEDGEMENTS

FOREWORD

The economic climate in which we live at present is very different from when Health for All set up the Learning in the Community project seven years ago. The project offered an accessible pathway to learning and employment opportunities for those furthest away from those opportunities – asylum seekers and refugees, Gypsies and Travellers, Bangladeshi women, Asian women carers, Sikh and Hindu men and women, people with learning disabilities. The need for a project of this nature is even greater now.

Unfortunately the project closed and the team dispersed in June 2009 due to loss of funding. Many of the groups established through the project continue to be supported through other services or mechanisms – for example, the Sangam Forum supporting Sikh and Hindu groups and the Audhikhar network supporting groups serving the Bangladeshi community. The English Conversation Clubs engaging asylum seekers and refugees are now supported through the Intensive Family Support service, due to the high numbers of parents with young children accessing them. The two Asian women carer support groups are now supported through the Healthy Lifestyle team.

Health for All is still convinced of the value of a project of this nature and funding bids will be submitted to re-establish it. One of the project's many significant features was its ability to bring together an immensely diverse range of communities of interest for learning and celebration events.

The resulting steps towards community cohesion were significant. So too were the many success stories for individuals – Bangladeshi women achieving Level three awards in Counselling after three years study together; two Gypsy and Traveller women enrolling at college for the first time; Sikh and Hindu elders learning IT skills; Asian women carers learning British sign language and communicating with their hearing impaired families for the first time – the list is endless!

We hope that this Report will prove useful and informative to all who read it and that it makes a positive impact on the futures of those communities it is our privilege to serve.

Pat McGeever
Chief Executive Officer
Health for All (Leeds)

ACKNOWLEDGEMENTS

I would like to thank all who assisted in this research and evaluation, in particular the Neighbourhood Renewal Fund, the Learning in the Community staff, volunteers and learning groups, learning providers in the south Leeds area and the other organisations and agencies dedicated to improving the lives of the target communities. I hope that the following pages assist in developing a deeper understanding of these communities, their needs and the actions required to meet those needs.

By Preeti Tyagi MA M Phil

INTRODUCTION

Health for All (Leeds), formerly South Leeds Health for All, is a charitable company limited by guarantee, established in 1991 which uses Community Development approaches to engage disadvantaged communities in action to address unmet need. The organisation aims to transform communities through health, learning, support and enterprise, working in partnership with local communities as well as statutory and voluntary organisations. Established eighteen years ago to serve disadvantaged communities in south Leeds, it has been recognised for its remarkable contribution to excluded and disadvantaged local communities. HFA works to the principles of redressing inequalities, promoting community participation and promoting collaboration.

Current HFA projects include providing intensive family support, mobile crèche, community transport, healthy lifestyle activities, enterprise awareness, community group support, community learning and employment initiatives, and support for children and young people. A wide range of activities are run by different projects to engage people of varied ages and backgrounds.

The Learning in the Community Project was established in response to needs identified by Health for All, learning providers and other voluntary agencies working with disadvantaged communities of interest, with funding from the West Yorkshire Learning and Skills Council. Initial project funding funded work with Bangladeshi and Pakistani women, Indian Sikh and Hindu women and men and carers. In 2005/6, Neighbourhood Renewal funding enabled the project to employ additional staff to expand its services to work with Gypsies, Travellers, asylum seekers and refugees.

Home Office Connecting Communities funding enabled the appointment of a job share Coordinator post to manage and support the team.

In discussion with NRF (Neighbourhood Renewal Fund) officers and to inform the project's Exit Strategy, NRF agreed additional short term funding in 2008, to enable the organisation to engage the services of a qualified, independent researcher, representative of BME community and with community language skills and with direct experience of work with BME communities. The brief of the researcher was twofold:

1. To discover the ongoing learning, training and employment needs of the communities targeted by the Learning in the Community Project, assessing how far away from employment and other opportunities these communities were and what was needed to bring them closer.
2. To evaluate how effective the Learning in the Community project had been in achieving its aims and exploring whether the project was still needed.

The research took place in 2008, with the final stages completed in December 2008. It is hoped that the findings of the Research will not only assist and inform the Learning in the Community project and its potential funders, but also other organisations, both statutory and voluntary, seeking to improve the lives and wellbeing of the target communities.

'Funders need to know how far away from employment these communities are.'
(Learning Provider)

THE RESEARCH - STEPS TAKEN

These included:

1. Funding secured
2. Steering Group established
3. Communities identified
4. Questionnaires formulated
5. Information collected
6. Recommendations agreed

1. Funding secured This research and evaluation was funded by the Neighbourhood Renewal Fund, with the dual aim of : 1) Discovering the learning needs of the project beneficiary target groups, and how far away they were from employment opportunities or were working below their capabilities and therefore a wasted resource to the economy. 2. Evaluating the achievements of the Learning in the Community Project. The funding enabled the project to employ a researcher to carry out ongoing research for a twelve month period into the learning needs of disadvantaged communities, their achievements through the LIC project and to recommend future action to address continuing needs. To assist with the gathering of information, community development workers working with the different community learning groups assisted with interviewing participants. Their bilingual skills and established trust with local communities contributed significantly to the research.

2. Steering Group A small Research and Evaluation Steering Group was formed, consisting of representatives of the learning groups, the Learning in the Community team co-ordinators and other professionals working with Black and Minority Ethnic communities. The group met regularly to formulate the questionnaire, guide the researcher in gathering information and receive the report of the findings of the research.

3. Communities identified The next step was to clarify and agree the specific communities of interest to be included in the research. Health for All has a eighteen year strong track record of effective engagement with a wide range of disadvantaged communities and the Learning in the Community project in particular has clearly built a strong relationship with them. This was immensely helpful in collecting information from the target communities. The evaluation process was seen not only a way of recording the project's achievements and areas for development and improvement but also as a useful exercise in educating and informing the Project about the specific needs of communities. The four communities that were identified were: asylum seekers and refugees; Gypsies and Travellers; Bangladeshi and Pakistani; and Indian Hindus and Sikhs. It was decided to interview approximately 20 people of working age (18-65) belonging to each community. Altogether 70 people were interviewed for the research. A majority of respondents were either present or past users of activities and groups run by the project. The researcher set out to interview both men and women but the majority of the interviewees were women. The reasons for this were twofold. Firstly, most of the projects and groups run by Learning in the Community were attended by women. Secondly, in the process of research, it was identified that mainly women from BME communities were likely to be unemployed or working below their capabilities.

4. Questionnaires formulated Questionnaires were then produced with the aim of gathering sufficient information from the respondents. An effort was made to be culturally sensitive while planning these questions. The aim of the questionnaire for the learners was threefold. Firstly to find out their educational and skills

level; secondly, to gain an overview of reasons affecting their employability; and finally to develop a perspective of the respondents and an insight into the specific requirements and needs of participants. A second questionnaire was aimed at gathering the perspective of professionals working with these communities. The questionnaire was designed to record the views of these professionals and enable them to have their say in how future projects could be organised and delivered to maximise the benefits to learners. A third questionnaire sought to gather the views of both learners and professionals regarding the effectiveness of the Learning in the Community project in addressing the needs identified in the previous two questionnaires.

5. Information collected There were three different ways in which data for the research report was collected.

- Interviewing users of Learning in the Community activities: A majority of the interviews were carried out by the researcher on a one to one basis in person. Some respondents were interviewed by the community development workers during group sessions. Some of the learners chose to complete the questionnaires themselves in the privacy of their own homes. A small number of people were interviewed by the researcher on the telephone. The researcher carried out detailed interviews and conversations with a few respondents from each community. This was done in order to obtain any additional information that might have been overlooked in the questionnaires.

- Professionals from Learning in the Community and other organisations serving the training and employment needs of BME communities were interviewed by the researcher.

- Previously published works reviewed

6. Recommendations agreed The Steering Group met to receive and agree the recommendations. It was decided that the format of the Report be divided into two sections: First, the Needs of the target communities and Secondly, the Response of the Learning in the Community project to these needs.



ASYLUM SEEKERS & REFUGEES

Background information

Asylum seekers and refugees, who are often fleeing violence and persecution in their own home countries, face many problems when they arrive in the UK. Many do not speak English. Besides language and cultural difficulties they suffer destitution and isolation with no support from close friends and families. The stigma attached with asylum and perceptions of local population adds to their problems. According to opinion polls, asylum continues to be one of the most important issues for the British public. It is rarely out of the newspapers and is the subject of intense political and public debate. Reporting on these issues is often unbalanced and factually incorrect. Such negative publicity prejudices public opinion about asylum seekers and refugees. According to the office of National Statistics, in 2006, there were 23,610 asylum applications, 8 per cent less than in 2005 (25,710). The top five applicant nationalities were Afghan, Chinese, Iranian, Somali and Zimbabwean.

Asylum seekers do not have a legal right to work in the UK. They survive on benefits given in the form of vouchers. Absence of a social network and low self-esteem often leads to mental health problems. They are sometimes housed in run down and crime ridden areas. There have been many documented racist attacks on asylum seekers. A worker working closely with Asylum seekers and refugees in Leeds confirmed that this problem was reflected in Leeds as well and feared for the safety of new arrivals.

Once a positive decision is made on their asylum application and they are given indefinite leave to remain in the UK, they can apply for work or access training. But often it takes a lot longer to secure a job and to get their over-seas skills

and qualifications recognised. In the meantime such individuals face several financial hardships. They are sometimes subjected to exploitation by unscrupulous employers who pay them very little to work in sub-standard conditions. Often accommodation where many migrant workers live breach health and safety regulations.

Many refugees have problems accessing information, advice and guidance, and professionally trained refugees face additional barriers to employment in the UK. Improving opportunities for refugees to enter employment contributes to greater social and vocational integration. Consultations on the Department for Work and Pensions' latest Green Paper, In work, better off: next steps to full employment (October 2007), the Refugee Council proposed several initiatives, particularly on the greater flexibility and tailoring of services around individual training and employment needs of Refugees. It recommended that the goal must be sustainable employment that engages the skills, experience and aspirations of individuals.

Being a multicultural city, Leeds is one of the preferred choices for refugees who find it easy to integrate in the community and sometimes have friends and relatives from their home countries. Leeds City Council along with organisations like Refugee Education and Training Advisory Services and other voluntary organisations try to help refugees build a new life and address some of the issues relating to housing, work and training of refugees.

Research process

It was very difficult to gain access to people who are seeking asylum. They were often reluctant to speak for various reasons. Some did not speak English and others were afraid and were not quite sure of the motives of the researcher. When this research commenced there were more than twenty people attending activities organised by Health for All. During the course of research this number dropped to half of the original group. The community development worker explained that it was a common occurrence.

'You can never guarantee how many asylum seekers and refugees will turn up for group activities. Sometimes people who have been coming for months suddenly disappear. It is difficult to know what happened to them.'

(A Community Development Worker)

This worker was not quite sure about the predicament of people who suddenly stop coming for group activities. It is difficult to find out whether these people had been moved to other parts of the country or whether they have been sent back to their home countries.

Out of the ten people interviewed, there were three men and seven women. Their ages ranged from 27 to 33 years. They consisted of people from China, Iraq, Eritrea and several other African countries. They were interviewed on a one to one basis. Six people were interviewed by the community development worker and four were interviewed by the researcher. Three people who did not speak English were interviewed with help from other asylum seekers who spoke their native languages.

All the interviews took place at the groups run by the Learning in the Community project. The researcher requested to interview several more people from one of the other voluntary organisations working with asylum seekers and refugees but did not get any response from this group. Out of ten respondents most were asylum seekers, one was a refugee and one person admitted that his asylum application was refused. Some had been in the country over four years going through different appeal processes. Some were new arrivals who had been placed in Leeds by the Home Office. Some professionals and volunteers working with asylum seekers were interviewed by the researcher and others filled in the questionnaires themselves. One of the community workers working with asylum seekers and refugees contributed in formulating the questionnaires as well.



Research findings

An over-whelming response that was conveyed both by asylum-seekers themselves and professionals working with them was of uncertainty and fear. They seemed quite puzzled by the idea of training and employment in light of the fact that they are not allowed to work legally. Their main concern was to get their asylum seeker status resolved so that they could get on with building a new life in the UK. They welcomed any efforts to help in their pursuit of obtaining permanent right to stay. The uncertainty of not knowing was their main concern. They talked about other issues bothering them which included anything from financial hardships to accommodation. Some of them said that they knew people who were refused asylum and lived in utter poverty and depended on hand-outs from friends, families and voluntary organisations. They narrated tales of destitution and isolation. When it was suggested by the researcher whether they would consider working as volunteers, most women said they had young children to take care of. Men were willing but did not think that they could make a commitment because they were uncertain about duration of their stay in Leeds. One refused asylum seeker said that he did not have a passport or a job and asked whether the Learning in the Community project knew someone who could get him some work and help him with his appeal application.

The majority of people who were interviewed for this research had received basic school education in their home countries and learned basic English after arriving in the UK. The community development worker said in his experience this often varies. He has sent several highly qualified people to other organisations that offer more specialised guidance.

During the discussions when the researcher asked women whether they would consider taking up a job once their immigration status was sorted, all of the women of Eritrean origin were unanimously against the idea of working especially until their children started school. The researcher was told by a group of women that in their home country, it is uncommon for women to go out to work. It was a man's responsibility to earn a living for his family. Some said they would consider working after their children start school. This was partly due to their exposure to British culture and also to meet higher cost of living in the UK. One woman seemed surprised at the idea of mothers going out to work and leaving their young children in care. She could not comprehend why mothers pay someone else to care for their children instead of taking care of children themselves. All these women said that even though they do not plan to work, they would like to learn the English language to be able to integrate in their local community. They appreciated the free English classes run by the local volunteers supported by the Learning in the Community project. Besides learning English, these classes provided social interaction as well. Most women agreed that these groups are crucial to their emotional well-being. Asylum seekers lack of knowledge and information about services available for them is amplified by their lack of language and confidence. They often do not avail facilities offered to them.

One Kurdish man who has indefinite leave to stay in the UK said that he worked in a factory but was made redundant because of its closure. He took up various voluntary positions but still does not have a proper job. His ambition is to make a life for himself in England and become a fork-lift driver for which

he is currently training. He felt happier and positive whenever he worked. Times when he was out of work, he felt depressed and isolated. Work offers social interaction and stimulation for people like him because often work is their only contact with the outside world. Many have travelled to the UK alone and do not have any family or friends to fall back on for support.

One of the other problems highlighted by the refugees was the fact that often employers asked for references from prospective employees. Many of these people do not have anyone who can vouch for them. They often rely on the goodwill of new-found friends and sometimes struggle to fulfil this essential requirement.

One woman said that she would like to train as a nurse but her immigration status in the UK is stopping her from fulfilling her ambition. She fears that if her asylum application is refused, it is unlikely she will ever achieve her goal in her home country which is plagued by political and economic upheaval. She said that people like her do not want to live on handouts instead they want to contribute to the local economy and realise their self-worth.

One professional working with this group said that he often found himself in situations where an asylum seeker wanted him to read an official letter because they did not know English. He was often asked for advice on other matters. He felt that often these newcomers are unaware of places where they can seek legal and lingual advice. They are sometimes fearful and reluctant to ask for help.

One community development worker said that there are significant barriers preventing asylum

seekers and refugees from gaining employment. 'A Poor Reception: Refugees and asylum seekers, welfare or work?' (A 2001 report by The Work Foundation) found three areas in particular: employers are under or ill informed of the legislation regarding employing asylum seekers and refugees; discriminatory attitudes among the general public towards asylum seekers, perpetuating the myth that asylum seekers are 'work shy scroungers'; and a lack of good English skills.

To this list we might add issues such as difficulty accessing affordable childcare, a lack of education about how the British job market works, employers' disregard for qualifications gained overseas, and, should an asylum seeker get 'leave to remain' status, they may find an ongoing prejudice against them in the employment field simply because of their background. In his experience, help with English language is what is wanted more than anything else. Beyond that sometimes people request help with IT skills. The Learning in the Community project was doing its best to help Asylum Seekers and Refugees improve their English skills through informal Conversation Clubs and more formal English classes. An important element of this is the childcare provided (a significant barrier preventing women attending college), as well as the community-based classes (reducing the travelling distance and therefore increasing accessibility).

It was suggested that more could be done even at this local community level. With funding, IT workshops and CV skills workshops could be run, as well as classes teaching skills in how to find work in the UK. Unfortunately the funding for training asylum seekers and ESOL classes from government agencies is being curtailed to discourage people

from entering UK. It was felt that the project could work with other larger groups to lobby government on behalf of asylum seekers and attempt to change public perception.

Another professional working closely with refugees described how highly educated refugees find themselves in a new place without any friends. Some are at the brink of breakdown and their confidence is very low. They are in great need of intellectual stimulation and feel their vital skills are unused. Volunteer groups aim to build confidence and self-esteem in their service-users. They offer encouragement and hope for future to their users and help them to integrate in society. Refugees often struggle to find information and are keen to improve their expertise. Voluntary organisations are providing a practical service in this area by enhancing refugees' education and training by providing information, advice and support to refugees and asylum seekers. They help build bridges with the mainstream services. They offer Basic ESOL and IT skills. They signpost and support refugees in accessing education, re-qualification and facilitating more specialised training. These organisations often depend on funding from various sources and hope for continuous grants. This worker highlighted the need for a more sustained funding to be able to plan effectively for future projects.

One Learning in the Community volunteer working with refugees and asylum seeker families pointed out the anxiety and uncertainty many of these people go through. Anything to combat these issues can only be a positive contribution. She felt that before talking about jobs and training, authorities have to address fundamental issues and

provide basic facilities for these people who are already tormented by their past experiences. She highlighted the fact that many people she works with do not feel safe to walk after dark for the fear of being attacked. Due to racial tensions within the community in parts of Leeds, many newcomers do not feel safe. Localities that have predominantly migrant population are found to be more welcoming places for refugees. She also commended the work done by her local Church and Mosque to help and support refugee families to settle and integrate in local community. She reiterated the need to educate the host population about the hardships faced by some of the asylum seekers.

When asylum seekers enter the UK they experience a lot of psychological problems caused by lack of social interaction and work. It has been suggested that some volunteering schemes to keep people positively occupied and in touch with mainstream society can prove to be invaluable for their psychological and physical well-being. This would also provide the possibility of the project providing a reference for them after a certain period. One other complaint received was that once the asylum process is successful, people have to leave their accommodation and look for work to support themselves or their families. It has been suggested that there should be a smoother process and people should be given longer time to make this move. This argument is also used in support of training asylum seekers so that once they have a right to stay in the UK they are ready to take up jobs/work with greater ease.

'No other project brings together such diverse communities.'
(Learning Provider)

Recommendations

Better access to education and training

- More English classes as these classes are in great demand by both refugees and asylum seekers and other European migrant workers
- Access to vocational training, followed by placement
- Training people in skills that are locally in demand to improve future job prospects
- CV skills and interview techniques
- Conducting mock interviews to build up confidence
- Providing good quality clothes that are appropriate for job interviews for people. Many people have said that they do not have suitable clothing for formal occasions.

More support throughout college

- Some of the refugees need counselling and linguistic help for a sustained period
- They sometimes need extra help to catch up with course work and to meet required standard by British educational institutes
- More scholarships to meet their financial demands for basic necessities and college fees
- Better child-care facilities and publicity about free child-care facilities. Many women we interviewed were unaware of these facilities

Close partnership amongst agencies working with refugees and asylum seekers

- Liaison workers who work closely with individuals. Often quite a bit is going on in lives of refugees and they face complex problems including many psychological

anxieties that can affect their performance at college.

- Asylum seekers and refugees arriving from different parts of world have wide-ranging requirements. One set of plans may not be suitable for everyone.
- More publicity of services, including advice and benefits available to refugees
- More drop-in centres where people can seek advice and counselling
- Better use of resources by organisations working together
- Stronger partnership between voluntary organisations and local authorities

Awareness amongst employers and improved connections with employer

- Improved information for employers about employing refugees and safeguards against exploitation by some unscrupulous employers
- Improved links with employers for placements and apprentice schemes
- Taking advantage of professional skills refugees have already acquired in their home countries. Many of these skills go untapped because they are not recognised by the UK establishments. Refugees with skills should be fast-tracked by some kind of a certification process



GYPSY AND TRAVELLER COMMUNITY

Background information

The first written record of the Gypsies in Britain is in 1505. They had originally come from Northern Indian sub-continent and travelled through Europe, absorbing different influences in their language and culture. Irish Travellers consider themselves to be the indigenous population of the island of Ireland and are different from the Irish. Traditionally Gypsies and Travellers had a nomadic lifestyle. They would travel from one town to another selling all kinds of essential domestic goods and other less important but nevertheless desirable items like ornaments, trinkets and other bric-a-brac.

They often worked on farms helping with fruit picking and packaging. Gradually the fruit farms began to employ overseas students rather than Travellers and other local people at more competitive rates. Modern day Gypsy and Travellers remain proud of their cultural inheritance and still seek to express it in the way they live whether it is by maintaining the language or in the decorative styles and fashions that they follow.

In the absence of traditional means of livelihood and skills that were passed on down generations, this community has almost become isolated from mainstream society. This has led to deprivation and isolation. There has undoubtedly been a long history of prejudice and persecution against Gypsies and Travellers. Prejudice against this group has caused more segregation and is often reflected in reluctance on part of employers to offer employment to Gypsies and Travellers. These communities can often be independent from the settled community and can at times be suspicious and have negative perception of strangers and authorities. This has resulted in this group being

secretive and protective of their communities. Gypsies and Travellers place a high value on family life, and families will rally round in times of need. Children are at the centre of Gypsy and Traveller life. Couples tend to marry young and have large families. Women are often expected to look after children at home, while men go out to work.

According to Leeds Baseline Census there are more than 1071 Gypsies and Travellers living in Leeds. Partly due to their nomadic lifestyle, many adults in Gypsy and Traveller communities have missed out on basic literacy and are often unable to read or write. There is a growing acceptance in Gypsy and Traveller communities that education generally, and reading and writing specifically, are important. Improved literacy and education enables the communities to access services more easily, and stand up for their rights.

Traveller Inclusion service, GATE and several other voluntary organisations including the Learning in the Community project, are working closely with the Traveller community to help with education and training. Race Relations legislation recognises Gypsies and Travellers as specific racial groups, i.e. Romany Gypsies and Irish Travellers. Commission for Racial Equality has made recommendations to combat racism and any form of discrimination against Gypsies and Travellers.



Research process

Out of the fourteen people who were interviewed, there were eleven women and three men. The researcher found that women were more willing to talk and discuss issues affecting them and their families. Most of the activities and groups run by the Learning in the Community project are attended by women from Traveller community. The ages ranged from 17 to 62. One person filled the questionnaire herself and one was interviewed over the phone by a community development worker. Twelve others were interviewed by the community development worker individually at their home or at the centre where the group met for various learning activities. The researcher held a short detailed discussion with a focus group of participants who had previously answered the questionnaire.

Some of the issues that had not been covered by the questionnaire were highlighted by the participants and some additional information was gained during these conversations. Professionals working with the Traveller community were also interviewed due to their regular contact with this group. The researcher acquired some background information on Gypsy and Traveller community and consulted previous publications dealing with employment and training needs of this particular community.

Research findings

Throughout the research with Gypsies and Travellers, it was clear that these communities were disillusioned with many voluntary and statutory organisations. This research was viewed as yet another consultation that would have no real impact on their plight. Many commented that they have

been promised many changes, but 'nothing ever happens'. This was reflected in their reluctance to answer questionnaires. There is a general feeling that they are 'a forgotten lot' and they are treated differently to non-travellers. There is widespread frustration with present immigration into the UK which has affected Travellers employability.

Out of the fourteen people interviewed, only three people worked at the time of research. One was employed by an organisation to work with Gypsies and Travellers. Other two were self employed and worked periodically. Those who did not have a paid employment were mainly women looking after children at home. Two of the participants could not work due to long term health conditions. In the past this group had worked as skilled or unskilled labourers in food packaging and fruit picking industry. Only five of the participants had primary schooling and one achieved three GCSE's. Many of them struggled to read and write.

It is clear from conversations with participants that there is a strong bond within families and within the wider Traveller community. They look out for their own and support each other. Children again play a central role in their lives and are considered very precious. Many Traveller women said that they aspire to be good mothers and have a lot of children. They are concerned about the future of their children and often fear for their safety.

'I would like to see my children get on in life and people take a different (more tolerant) view of Gypsies'

'To see my children grow up happy and healthy. I would like a proper job.'

(Traveller women)

Almost all participants raised their concern about racism and discrimination. Many of them were directly or indirectly affected by prejudice against Travellers. They feel that they are unfairly treated in the housing, welfare and work sector. They hope one day their community will be recognised by the rest of society. They want to fit into the community and be treated equally. One Traveller said that he managed to get work only when he hid his Gypsy roots. He eventually lost his job when the employer found out.

'Employers have wrong ideas of Travellers...When I appeared on T.V. speaking about Travellers Rights, I lost my employment'

(An unemployed Traveller)

Traveller community would like to continue with their traditional way of life, but they are aware of the changes around them and accept that they will have to move on and adapt to changes. They are open to further education but more needs to be done to persuade them to acquire skills and training. Since many have had negative experiences at mainstream schools, they are fearful for the safety of their children and want to protect them from bullying. Many said that they were picked on at school because of their Traveller origins. One person suggested that it would be helpful to have some form of recognition for skills that have been passed on from generations to Travellers by their families. A certification to prove their skills would

increase their employability. A few people said that they would like to gain training and skills and work towards improving their community. The Travelling community is at the centre of most people's endeavours and see themselves as part of wider Travelling community. One Traveller pointed out that the rents are too high and they need benefits to make ends meet. Since many Travellers do not have any recognised qualifications, it affects their employability and earnings. There are other side effects of low income which are reflected in housing conditions and their standard of living. The main concern of this community is lack of basic facilities on Travellers' sites which are often overcrowded and without proper sanitation. Lack of facilities often leads to an unusually high rate of infections amongst children and adults.

Only one person said that they do not feel discriminated against and Gypsies and Travellers can help themselves. This community has been self-sufficient for such a long time that it is difficult for them to accept help from outside. They feel that by working together and supporting each other they can overcome any problems. Despite this point of view there is a general consensus, especially amongst women that Travellers will have to change their long-established life-style to progress further.

The Travellers valued highly some of the services provided for them by the Learning in the Community project and its other partner organisations, including Family Learning, Travellers Progress, Leeds GATE and Travellers Inclusion. These groups provide basic literacy, computing skills, yoga and life skills. Travellers feel that they should be more involved in decision making and service provisions for Gypsies and Travellers rather than outsiders who may not

have a full understanding of their specific needs. In the focus group discussion it was evident that the Travellers would like courses which are run in their community centres and specifically designed for them. Many of the adults lack basic literacy skills and see it as one of the major obstacles in securing a job. More needs to be done by providing flexible courses in smaller groups. It was suggested that different organisations working with Travellers should work together to reduce the amount of confusion. Travellers are bombarded with a lot of information from different groups and organisations without being clear about their specific roles. Within their own community, Travellers appear to be very confident but this confidence is not reflected in interactions with the rest of society. They are often unsure of different facilities and benefits available for them. They will benefit from more signposting and clear information about services available.

Professionals working with Gypsies and Travellers highlighted the problem of racism and discrimination faced by this community within the British society. They have been marginalised for a long time and some have completely severed links with mainstream society. The press has done much to fuel prejudice against Travellers who are perceived more as a burden rather than part of the society as a whole. There is also a drive to force Travellers into settled housing. The attitude of several organisations and government appears to be to change the traditional lifestyle of Travellers rather than work around it. There is a lack of trust between voluntary and government organisations and Travellers.

Racism and lack of trust has created a community that survives on its own and is essentially trying to

preserve itself in this ever changing world. Some feel that by staying close to each other and shutting themselves off from the rest of society, they can save their identity and protect themselves from others. The professionals feel that it is time society accepted Gypsies and Travellers for who they are and their contribution to a wide range of areas. The press rarely runs any positive stories about Travellers and people from this community who provide positive images. There is stigma attached to this community which often prevents many from making their origins public.

The impact of discrimination and rejection suffered by the Gypsies over the centuries has resulted in social exclusion. The feeling of non-identification of Gypsies with the institutions of mainstream society and their lack of familiarity with the rules governing the labour market in particular has led to high levels of unemployment. As mentioned earlier in this report and also in previous publications, there is general discrimination against Travellers seeking employment. These have to be addressed before any real progress can be made.

The organisations working with Travellers have to recognise that this community has been closed for many generations. They have specific needs and only a very flexible education and training can make a positive impact on this community. Their low self-esteem, lack of confidence and aspirations will have to be addressed before any concrete progress can be made. Going into training and higher education is the last thing on people's mind when they live in sub-standard conditions where basic facilities do not exist. It is often a question of survival rather than the quality of it. Many Travellers live below poverty line and contrary to belief they

do not take advantage of the welfare system and are often unaware of unemployment welfare benefits. Extreme poverty leads to marginalisation and breakdown of traditional family structure which results in poor mental health and social problems. It has been suggested in previous studies that if these issues are not dealt with urgently, it could lead to conflict within the Gypsy and Traveller community. Once these basic needs are met, the agency can think of meeting other targets. Society as a whole needs to change their expectations, awareness and attitude towards Gypsies and Travellers. There is a long way to go before any change can be perceived because this community has been isolated for such a long time.

There is still a long way to go to build bridges between Travellers and mainstream society. One professional suggested that while providing various services, more emphasis should be placed on making provision for Gypsies and Travellers. They need to have positive strategies to increase the involvement and engagement of Traveller community. An active monitoring to ensure that this community can easily access services will help. An easy access to jobs and training for Travellers is needed that are more appropriate to their specific needs. The voluntary and government agencies need to do more to break down barriers and create community cohesion.

Despite all these concerns, some improvements have been made with the involvement of voluntary organisations. Travellers themselves are trying to bring about this change and it is reflected in the number of Traveller children attending schools. The various groups running for the benefit of adults may not have resulted in Travellers queuing for

jobs or training but it has created more awareness amongst Travellers. They are more involved in the education of their children and are making a positive contribution. A number of Travellers are now directly working with various organisations and are playing a key role in bringing about awareness within their own community and rest of the society.

To tackle high unemployment rate among Gypsy populations, training clearly has an essential role to play. Greater access to education is needed, particularly secondary and higher education, so that a young generation of well-trained Travellers/Gypsies can engage and be competitive on the labour market. At the same time, vocational training and apprenticeship schemes should be made more accessible to young people. In some Central and Eastern European countries, quotas or reserved places are available for minority groups, and grants are also made available so that young Travellers can gain access to vocational training and/or higher education. It was suggested by one professional that Gypsies and Travellers might benefit from a similar system in the UK. In order to ensure that vocational training produces realistic results in terms of employment, young people should be trained in professions for which there is a local need. The traditional skills of the Travellers should be enhanced by some kind of accreditation and further training. It is important to have a continued dialogue between this community and service providers.

Majority of women from this community who were interviewed for this research felt that their foremost responsibility is towards their family and children. Gypsies and Travellers see mothers as primary carers of children. Women are expected to stay

at home and look after children. So the question of women especially young mothers going out to work does not arise. Most people said that they would consider working as volunteers, more so if it can help them in getting a job. But some monetary incentive would be appreciated to boost family earnings for a comfortable living. Though some of these people are economically inactive at the moment, most said that they would consider paid employment once their children start full time school. In the meantime they are keen to acquire new skills and training to work effectively.

Recommendations

Increased awareness amongst service providers

- Dispelling myths about Gypsies and Travellers
- Involvement of Travellers within services provided for them
- Frontline staff need diversity training

More interaction between Travellers and mainstream society

- Networking between Travellers and rest of the society for increased trade
- Positive role models for younger people to follow

Consolidation of information available for Gypsies and Travellers

- Organisations working with Travellers need to work together to maximise resources
- Straightforward and unambiguous language should be used for providing information

- Easy access to services and information

Employment and training questions addressed

- Support for basic literacy and numeracy
- Providing training and skills to meet local demand for increased employment
- Inclusive service provision monitoring
- Extra help and support with college work
- Accreditation of traditional skills passed down from generations
- Encourage local employers to work closely with this community and actively recruit
- Volunteering opportunities for gypsies and travellers to provide a 'stepping stone' towards more structured training and employment
- Apprenticeship for younger people
- Targeted training and opportunity for self-employment



PAKISTANI & BANGLADESHI COMMUNITIES

Black and Minority Ethnic groups within Britain come from a wide range of backgrounds and have different patterns and histories of settlement. The different community histories contribute to widely different experience in employment and employability. A substantial proportion of the South Asian community, other religious communities in Leeds and surrounding cities arrived in 1960's to meet a demand for labour to work in the textile industry.

The BME communities represent a growing section of the population but settlement is concentrated within particular districts, i.e. inner city areas where unemployment levels remain high, particularly amongst people of Pakistani and Bangladeshi origin. The recent migrants from the Indian sub-continent are mainly IT and medical professionals. A significant number of new arrivals are through marriages to British born Asians.

The cultural and religious barriers faced by many Asian women and responsibilities for looking after the elderly and children, often holds them back from the labour market. Employment opportunities for migrants coming from the sub-continent vary to a certain degree. Those who are professionally qualified in IT or medicine, have a straight-forward entry into the local labour market. But others struggle to get their over-seas qualifications recognised and often settle for jobs for which they are over-qualified. A substantial number of these migrants do not speak English which again decreases their employability. Many individuals need various forms of support to overcome the physical and mental barriers to learning and development. It is not just about vocational and academic skills. They need relevant and usable labour market information to

help them make informed decisions about options available to them. They often need training to learn new skills or gain further education.

Pakistani and Bangladeshi communities

Statistics show that many in the Pakistani and Bangladeshi communities have failed to benefit from inclusion initiatives. Two thirds of families from these communities are living in poverty. The achievement levels are very low especially amongst women. Families and the community at large support each other. Women often look after young and elderly. A substantial number of people from this community are self employed in catering industry and also have a higher than average number of people working as taxi drivers. In Leeds like elsewhere, this community has remained a closed-knit group and often stay in areas populated by people of similar origin. There is a strong bond between these communities and people rely on each other and especially extended family for support. Many self-employed people employ their own family members to reduce the costs to the businesses.

According to Leeds Baseline Census Pakistani community is the largest BME group in Leeds (2.1% of the total population) They have some of the lowest levels of economic activity (particularly for females) and has the second lowest proportion of people employed in a full-time capacity and second highest proportion of people who are full-time self-employed. This is reflected in educational level as well, where this group has the least number of people who have formal qualifications.

Bangladeshi community forms 0.35% of total

population in Leeds. They too experience low levels of economic activity and have the lowest proportions of people employed in a full-time capacity. There is a high proportion of people in the category of “never worked” and has the highest unemployment rate of any group. Their educational levels are also some of the lowest in the city. All these factors have led to deprivation and sub-standard level of housing amongst many households from Bangladeshi background.

Research process

A total of 25 people were interviewed from this community out of which 24 were women and only one man. Their ages ranged from 18 to 48. Out of this group 14 (seven part-time and seven full-time) were employed and 11 were homemakers. Seven people had degrees in various disciplines. Seven had GCSE's and diplomas in office administration, Business administration and computer skills. Other two had education up to A-level. Remaining interviewees did not disclose their educational and skills background. Fifteen women said that lack of child care stopped them from applying for paid work. Eight people said lack of skill and English affected their employability. Majority of women interviewed were Bangladeshi and eight were of Pakistani origin. Most of the Bangladeshi learners attending groups run by the Learning in the Community are women.

A majority of people were interviewed by the community development worker individually. Nine people were interviewed by the researcher. One fourth of the group who were interviewed had a long discussion with researcher. During this discussion many other issues came up which were

not included in the original questionnaires. All Bangladeshi women were interviewed during weekly group activities. One person who was interviewed at home is not yet a regular member of the group and was unable to come to the community centre due to child care and other carer responsibilities. Two Pakistani women were interviewed on the telephone. Most interviewees were happy to answer the questionnaire and were hopeful that this research would yield positive results that would help them in the long term. People felt at ease with the community development workers and were willing to share personal stories and expectations.



Research findings

Majority of people who were interviewed from this community agreed that they were proud of their identity and ethnicity. They were proud to be Muslim and British and were comfortable with their identity. Out of twenty-five people interviewed, only three said that they could not progress in their chosen careers due to racial discrimination. One person who had a Degree in Law said that she applied for Law training positions after her degree in Law but did not get shortlisted anywhere. None of the organisations gave her any positive feedback. She strongly believes that racism and sexism faced

by Asian women, was the main contributing factor in her failure to secure a job in legal profession. White women with similar background would do better and their job prospects are brighter as compared to Asian women. She found the whole situation very frustrating and eventually settled for a job as a community development worker within Asian community and is quite happy in her new role. One woman felt that people did not take her seriously at work and questioned her efficiency just because of being an Asian woman and her white subordinates did not accept her authority which she found very frustrating and affected her work. Another person who was born and brought up in the UK, said that often people are quite amicable on the phone because they are unaware of identity, but when she turns up to meet them in person, they are shocked to see an Asian woman in head scarf.

Many women said that due to cultural reason they do not work. It is a man's responsibility to provide for his family. Their main responsibility is to look after young children and extended family. One woman who had worked in past before she got married and had children, said that she enjoyed working at a local supermarket. She gave up work to look after children, one of whom is disabled and an elderly relative who suffers from a long term condition. It was expected of her to fulfil this role of a carer and she complained that she did not have much time for herself and would have liked to work if her circumstances were different. Many women said that child care and cultural expectations are the main barriers to seek employment. Several women said that the child care costs are too high. One person said that she would like to work but the child care costs for two children add up to more than she could earn. Another woman who has a

disabled child said that she would like to work full-time but caring commitments stopped her from seeking better job prospects and felt that as a temporary worker, she did not have many benefits as compared to her other permanent colleagues and was stuck in a dead-end job without any future job prospects. This was again something highlighted by women and professionals that many women who do choose to work often take up work for which they are over-qualified. Some of these women worked as agency or temporary workers and got paid far less and without additional benefits. They also relied on availability of these jobs and often faced uncertainty.

Seven of the interviewees who had over-seas qualifications said that they had struggled to get them recognised. Some of them had taken up jobs that were below their capabilities and qualifications. A few others did not bother to look for paid employment due to lack of guidance. Many of those who did not work often had low self-esteem and lack of confidence. They were reluctant to look for work. Only four people said that they saw lack of spoken and written English as an obstacle to work. There were a small number of women who had never applied for paid or unpaid work and did not plan to look for employment in near future. They were either not allowed to work by their families or in some cases they felt that their husband's earnings were sufficient to meet financial demands of their families.

'I want to get qualifications and get a good job and feel independent.'
(Learner)

Five women said that they are working as volunteers through the Learning in the Community project and enjoy social interaction and have acquired new skills. Only three people said that they would not consider volunteer work. Others said that they were too busy with their paid jobs and family responsibilities. The idea of working as volunteers was welcomed by most participants but all of them felt that they would appreciate some financial incentive to boost their family income.

Aspiration levels were quite high especially amongst the younger participants. Many would like to work within their own community to improve lives of future generations. Many mothers have high aspirations for their children especially their daughters. They hope for better education and freedom for young girls who often are under pressure from their family and are deprived of socialising with their peers. One young woman said she would like to set up her own business in health and fitness. Younger single women had higher aspirations and felt Asian women should try to realise their full potential and cultural barriers that stop women from getting higher education and careers, should be questioned. There was an over-whelming underlying motivation amongst young women to succeed in life but some feared that cultural barriers and family expectations might crush their dreams and felt that more should be done to educate the older generations.

One woman suggested that organisations working with ethnic minority women should give a lot of practical help to women to enable them to get jobs.

'Run workshops which will help to gain skills in getting a job, help people with filling in applications for jobs and prepare them for interviews.'

Many felt that advertising these activities in Mosques and community centres is essential because many people are not aware of these free courses. They themselves joined groups through word of mouth. They often did not know where to look for jobs and needed help with filling job application forms. Those who attended the activities run by the Learning in the Community project felt that they had acquired new skills and their confidence level had gone up. Many of these women said that they would consider looking for jobs once their children were older. In the meantime they really valued interaction offered by group activities which they attend regularly with their children. Often these group meets are their only social interaction outside their family and extended families. In many ways they felt empowered by learning new skills and felt more involved with their children's education and were more confident in their interaction with their children's schools. Some women suggested that training providers should have better links with local employers, so that after completing their respective training they have better job prospects. Though most women did not see racism as a major barrier, many felt that more could be done by educating people about other cultures and discourage stereotyping.

One of the professionals said although many women speak English, they rarely socialise outside their extended family or ethnic group. Most of them have caring responsibilities of either young children or elderly relatives. There is a small minority where women do not work because they feel it is socially unacceptable in their community for a woman to

go out to work. In some cases their husbands did not allow them to work. Community development worker said that it takes a lot of courage for some of these women to take the first step and explore the opportunities outside their homes. More work has to be carried out to facilitate this process and make their experiences positive. She cited examples from her group where attendance varied and some women did not attend activities regularly. Often in such cases women were motivated but could not attend due to personal reasons. Lack of child care, transport and religious reasons (during the month of Ramadan) were some of the commonest causes. Many women from ethnic minority do not drive and sometimes feel uncomfortable to use public transport. Organising training schemes for them locally with child care facilities can improve attendance



While talking about group activities, one of the community workers said that some of these women have been attending regular group sessions for over 4 years. There is a provision for child-care and transport is provided for most of the users, which has helped many of these women to attend sessions regularly. They have acquired skills like counselling

and CV skills. The community development worker observed a noticeable change in their self-confidence. The worker felt that this in itself is a big achievement for many of these women who have had very little contact with the outside world. Out of this group two women have managed to get paid work. One person is working as a volunteer and several are looking to set up their own business. The worker suggested that the social exposure motivated women to explore the opportunity for paid employment. Groups, similar to theirs, provided an ideal ground for women to meet and learn without being nervous and self-conscious. More can be done to attract other women to these groups. Many do not feel part of the rest of the society and are reluctant to come out of their comfort zone. They also face social exclusion from people other than their own community which results in very little or no interaction with people of other races and cultures. Educating different communities about each others cultures and beliefs would help in community cohesion.

In inner-city areas poverty coupled with lack of spoken English affects their self-esteem and they are often unaware of many free courses and benefits available to them. In such cases professionals found very low aspirations and lack of motivation to succeed amongst adults. It is evident from previous publications that women are worse off in these communities due to gender inequality. They have constant pressure to conform and adhere to cultural values and norms. For these women it is often difficult to envisage a different way of life. It is sometimes reflected in their attitude towards their daughters who again are expected to follow traditional customs and practices. It has been suggested in a previous research that these

women somehow should be encouraged out of their homes for exposure to other choices that are accessible to them. This should be done by gentle encouragement within their community centres where they feel at ease and secure. Due to religious and cultural reasons it is sometimes unacceptable for women to go in public places and interact with strangers especially male members of the society. So a neutral place with female tutors has been suggested by some professionals.

One professional said we are dealing with only the tip of an iceberg. There are many more women who do not attend activities and training programmes because they are tied down by their domestic responsibilities and often not aware of these activities. More should be done to attract these women either by advertising in their local communities or through word of mouth. Word of mouth is cited as a best means to include this reluctant group. Their mental and emotional well-being should be addressed and more should be done to reach them. In a minority of cases, women suffer from domestic violence that is never reported because of isolation and lack of contact with outside world. This professional said that groups run for ethnic minority women are more than training places. These groups serve a social purpose and benefits from group activities are far reaching and cannot be measured purely in terms of women seeking work and higher education. These groups are a life line for many of them.

One professional highlighted the complex nature of barriers faced by some people from ethnic minorities which range from religion and culture to lack of skills and spoken English. Often women are faced with a multitude of barriers to employment.

To overcome these difficulties can take a long time, even generations, especially in case of women. So the hope is that by enlightening women about these issues could influence their aspirations for future generations. It is to empower women by offering them various choices. It was suggested that the organisations working with ethnic minority women should try to capitalise on skills already known to some of these women. A local organisation has been very successful in promoting traditional skills like sewing and knitting which many women from Indian sub-continent learn through their older generations. Some of these agencies working at grass-root levels have managed to improve upon these skills. More should be done to tackle social cohesion by interactions between white groups and ethnic minority women. Both groups could benefit through these dialogues.



Work carried out by some of the groups and voluntary organisations working with people from ethnic minorities is yielding results. Learning in the Community and community development work has provided positive learning experience for women. It

has offered a support structure and a way forward for these communities. Future projects can be built on the success and foundations of past ventures. For the professionals working with ethnic groups it has been a positive experience to see self-esteem and confidence some of these women have acquired as a direct result of their involvement with groups run by voluntary organisations. More needs to be done to move forward but these first steps are appreciated by women and professionals alike. Future projects need to challenge traditional roles and stereotypes. Local employers could benefit from cross-cultural understanding by accommodating religious and cultural needs and by being sensitive to specific requirements of their workers and apprentices. A mentor scheme run by one of the local colleges is seen as way forward by providing support network for adult learners within their own communities. The way forward is to stop stereotyping Muslim women and give them the credit for achieving even when odds are stacked against them. There are many successful role models within the Muslim community who are an inspiration to many young women.

Recommendations

Increased awareness amongst service providers

- Service providers have to be sensitive to cultural and religious needs of this group
- Improved diversity training for frontline staff
- Increased involvement of communities in decision making and improved provision for their particular requirements
- More single sex groups to accommodate

women who do not want to attend mixed group courses

Improved support and encouragement

- One to one support for those who want to go for further education
- Individual training programmes to address specific issues
- More vocational training to improve skills women/men already know

Targeted training for those who are seeking work

- Confidence building
- CV and interview skills
- Volunteer placements
- Better links with local employers

More economical and improved provision for child-care

- Many women showed their concern about high child-care costs and see this as a major barrier when thinking of going back to work

Better monitoring of inclusion policies

- Equal opportunity policies in work place implemented and monitored
- Better advertising for jobs and training places in ethnic newspapers and community centre
- Improved monitoring of discrimination against workers of ethnic origins

INDIAN COMMUNITY

Indian community

Indian communities that included Sikhs and Hindus started arriving in Leeds in the late 1940's. Colonial connections of Great Britain with India encouraged this stream of migration from parts of India and East Africa where many people of Indian origin were forced to move out after these East African countries gained their independence from British rule. Some of the migrants in 1960's and 1970's were doctors and medical graduates. A significant number of them became family doctors because there was a shortage of doctors in many inner-city General Practices across the country. Others came as labourers to work in woollen mills in and around Leeds and Bradford. These migrant families started settling in inexpensive accommodation in inner-city areas due to proximity and easy access to city centre. Like many other migrant communities they stayed together and tended to settle in areas already occupied by Indian families. This offered them support and social network in a distant land away from their extended families.



Today, many young second generation Indians are professionals and some are self-employed. This prosperity has helped many families to move out of inner city ghettos into more affluent areas. The emphasis of Indian families on education and achievement has motivated many to move out of low paid jobs and inadequate accommodation. However many others have not benefited from this success and remained in poverty. Some of the migrants have been unaffected by recent achievements due to their lack of knowledge of English language and cultural pressures from their families. Majority of these are women who have arrived in the UK through marriages to British born Indians.

According to national statistics, Indian community that includes Sikhs, Hindus and other religious groups, represents 1.7% of total population. They have the highest levels of economic activity in the city and have the highest proportion of people who are self-employed and in full-time employment. This community has the lowest unemployment rate of any community in the city. Women from Indian origin have some of the highest employment rates within the BME communities.

Research process

Out of twenty-one people who were interviewed from this community, there were only four men and rest were women. Their ages ranged from 26 to 56. Only six were unemployed. One worked as a volunteer office assistant. Four people held part-time jobs. Ten people were in full-time employment. All but one had GCSE/equivalent or higher education. Seven people had graduate and post graduate degrees from Indian or the UK

universities. Many had completed training from the UK educational institutes. These included skills like fashion design, business and office administration, IT skills NVQ's in child-care. Many of these women have chosen to either work part-time or be housewives to be able to look after children full time. Most said that they would like to go back to work once their children were older.

Majority of the interviews were carried out by the researcher. Six people were interviewed by the community development worker. Two men chose to answer the questionnaire on their own. Majority were interviewed individually during group sessions and five were interviewed on the telephone by the researcher. One woman was interviewed in her home. Most interviewees were excited about the research and were keen to express their opinions. Over the years people of Indian origin have moved out of inner-city and South Leeds areas, hence majority of people interviewed for this research lived in North Leeds.

Research findings

People who were interviewed from this community can broadly be divided into two groups. First group had people who were born and brought up in the UK. Second group consisted of men and women who were brought up outside the UK, mostly in India. The achievement levels for both groups varied considerably. Despite higher qualifications, people who came from India struggled to get their over-seas education recognised and did less well as compared to those who were brought up in the UK. English was one of the main reasons for reduced employability. Either they did not speak English or they had problems with their English

accent which many local people found difficult to understand. Some who could read and write English, were self-conscious to speak in English. Lack of UK qualifications and English affected their employability considerably.

One person said that he lost his job as a technician when the factory he worked in shut down and moved production in another EU country where labour was cheap. He found it difficult to secure a similar job elsewhere and blamed it on production being moved over-seas. He presently works in service industry where his technical skills are not of much use and salary is lower compared to his previous job. He also relies on second income by working over weekends. He complained that working long hours affected time he spends with his family. When asked if he would consider getting retrained for another job, he said that it would put further financial burden on him and his young family.



Another young woman painted a picture of success and described her experience with the Learning in the Community project as very positive and fruitful. She arrived in the UK about four years ago after getting married to a British national. She did not speak any English. She had completed A-level equivalent qualifications in India. She did not plan to work but was keen to learn English and computer skills and got involved with the LIC project. She eventually started working as a volunteer for LIC team. This experience gave her new direction and her confidence grew with time. Her aspirations have changed and she continues to acquire more qualifications. A professional working with her felt this transformation proves that a great deal can be achieved through Learning within the Community. It can also help change peoples' mind-sets and expectations. The process of learning feeds aspirations of people and they are able to think differently. Ambitions grow on the foundation of knowledge. Organisations working within the community are trying to raise aspirations by introducing people to new ideas and skills.

Many women who came from India said that they did not know enough about the local labour market and needed help with understanding job criteria and job searches. For many of these women stepping out of their homes is a significant step forward. They are keen to learn and gain financial independence. Some women said that their husbands were concerned about their wives going out to work and did not see the necessity for them to look for a job. Others said that they were encouraged by their husbands or parents to train and acquire skills. Although majority were supported by their families, there was a small minority who said that their husbands or families disapproved of women

going out to work or getting higher education. In some cases the community development worker had to personally go and convince families of these women and reassure them.

Out of seventeen women interviewed, fourteen said that child-care was their priority and they were the main carers for their children. This restricted their choice for jobs and they either did not consider work or took up low paid or temporary jobs due to the flexibility some of these jobs offered. A few women said that organisation like Learning in the Community should organise more courses and train people in a variety of skills. Placement schemes and a closer affiliation with employers were some other suggestions put forward by women.

Though having qualifications and skills was universally considered as an asset, one woman who has had primary education and works as an unskilled employee, said that sheer determination and desire to improve her financial circumstances after the death of her husband drove her to get a job. She works long hours on minimum wage. She feels that getting formal qualifications might improve her earning capacity. She said:

'There is no shortage of work if someone really wants to earn some money. You might earn very little and if you are willing to put in hard work, there is hope for everyone.'
(A Sikh woman)

One woman who works at strategic level within the local council said that she had to work twice as hard compared to her white colleagues. She felt that the cultural differences between her and her co-workers meant she did not and cannot socialise

with them after work. She felt that she missed out on promotion many times because she could not form a closer connection with her peers and superiors. 'I have to go home to my family after work instead of going to the pub for a drink with other colleagues. I missed out on work dinners as well because my family does not approve of women going out to socialise after dark'. She felt that she might be seen as a snob or indifferent by her colleagues. 'I wish people were a bit more sympathetic about my cultural values.'



Only two people said that they did not have any feedback from prospective employers. So they do not know why they were not offered the jobs they applied for. Majority of women interviewed said that their expectations are very low and they apply for jobs well below their capabilities. Many are reluctant to move forward. The two main reasons given were; firstly they are afraid of rejection and lack confidence. Secondly some women said that they do not want to take up too many responsibilities at work because this might affect the time they can devote to their families. Most women, who attend courses as part of Learning in the Community, had fairly low aspirations for personal achievements. A

substantial number of women are keen to get any paid work to boost their family income. They are not very ambitious about a structured career. A small number of women who have been working for a long time said that they are quite frustrated with their future job prospects and would like to move forward. Women who were just starting a job or looking for work had completely different expectations to those who were already employed. Working women were more ambitious and had higher aspirations.

Most professionals constantly pointed out that exposure to new ideas and opportunities helped women to aspire to achieve either in field of career or higher aspiration for their children. One worker said that she is amazed at accomplishments of some women. They were confident and assertive and had clear goals.

'It is very rewarding to see some of these women go through the training and become independent and determined, especially those who were very shy and quiet at the beginning of the course.'

(A professional working with Sikh women)

One professional working with Sikh women said that she had to be very persuasive in approach with some women who were very reluctant to come to courses organised by her organisation. Sometimes she had to speak to either parent-in-laws or husbands of these women and explain the nature of the activities. She also had to assure them that these courses were run by female tutors and were for women only. She said that running these courses in Sikh temples was an advantage because most women and their families felt comfortable in

familiar surroundings. Many of these women were either not allowed to or did not want to travel on public transport. So providing transport facilities proved fruitful and attendance also went up. Crèche also enabled many women with young children to participate in group activities without having to worry about hassle and cost of child-care. A former community development worker recalled occasions where she personally took some women to the bus stop and helped them understand Leeds public transport system. She said it was quite rewarding to see some of these women become independent and be able to travel confidently by public transport. Many of these women were reluctant to step out of their comfort zones. They were afraid to travel on buses because they did not speak English and were unable to communicate with the bus driver. For many this in itself was a great achievement.

A community development worker felt that many Asian families are scared that if women become independent and resolute, they might not conform to cultural expectations. It is one of the reasons why many are married at young age and are not allowed to attend college and go into higher education. The cultural perception of women's role has to change to move forward. It must be said at this stage that such incidents are not very common amongst families of Indian origin. Many women have gone on to achieve professional success. There is no shortage of role models in this community.

Despite these success stories, there is a minority where women have achieved very little professionally and education levels are inadequate. Community worker cited the case of a young Sikh lady who has failed to secure permanent employment despite completing various qualifications. This particular

woman has given up any hope of ever getting a job and is almost on the brink of depression.

'It is difficult to comment on individual cases without knowing the full picture. It seems this lady's lack of confidence at the time of an interview might be affecting her prospects.'

(Community Development Worker)

Community development worker explained that majority of Sikh and Hindu women who attended courses organised by the Learning in the Community project have either secured employment or have enrolled into higher education or other training schemes. Some women cannot work because of caring for young children.

Organisations like the Learning in the Community project are working at grass-root level and deal with people who have either little or no experience of adult learning. This worker went on to say that 'it would be really good to have our own premises, an academy of learning. At the moment we are relying on goodwill of community centres and religious place to run these courses. Occasionally management committees of these centres are driven by different agendas and have caused problems.' Another difficulty is that some centre committees restrict the use of the centres by others outside that particular community and prevent them from attending activities.

'We need to bring different communities together to promote understanding'

(Community Development Worker)

Recommendations

Increased awareness amongst service providers

- Service providers have to be sensitive to cultural and religious needs for these communities
- Frontline staff needs diversity training
- More people from these communities being involved and consulted about their specific requirements
- Groups specifically for Asian women

Improved support and encouragement

- One to one support for those who want to go for further education
- More outreach work by community development workers
- Individual training programmes to address specific issues
- More vocational training

Targeted training for those who are seeking work

- Confidence building
- CV and interview skills
- Volunteer placements
- Closer partnership with prospective employers

More economical and improved provision for child-care

- Many women showed their concern about high child-care costs and see this as one of major barriers when thinking of going back

to work

- Improved advertising for courses that have provision for free child-care

Better monitoring of inclusion policies

- Equal opportunity policies in work place implemented and monitored
- Better advertising for jobs and training places in ethnic newspapers and community centre
- Improved monitoring of discrimination against workers of ethnic origins
- More transparency in job selections and feedback from employers for not selecting candidates

For older people

- Training courses in health related issues as well as arts, crafts, IT and computer skills
- Intergenerational projects with younger people and children to promote respect and understanding of the achievements and wealth of knowledge of elders leading to improved relationships



PART TWO: RESPONSE OF THE LEARNING IN THE COMMUNITY PROJECT

Information, experiences and recommendations for improvement were gathered for this part of the Report from:

- Project staff
- Learning Group members
- Project partners including Learning providers

The Project staff supplied information regarding the Project's: Initial Purpose; Project Aims; Target Communities; Approach Taken; Staff Team; Staff Management; Groups supported; Courses and Events organised; Achievements, Networks Established and Recent Events organised for specific cultural communities.

The Learning Group members completed Questionnaires sharing their experiences and views regarding their involvement in the project and the effects on their lives.

The Project Partners shared their views regarding their involvement in the project and the effects on their work.

a) Information from the Project Staff :

1. Initial Purpose - Health for All established the Learning in the Community project in 2002 to connect local black and ethnic minority excluded communities to learning opportunities and enable participants to make positive choices to enhance their learning and employment prospects. Funding was secured from West Yorkshire Learning and Skills Council for one year initially. The project undertook to engage 120 BME women in learning activities in the community. In fact, it recruited

more than 160 women onto the scheme in the first year. Since then, the project has received funding from different sources including Connecting Communities, Neighbourhood Renewal Fund, Joseph Rowntree Trust (Audhikhar) and Awards for All.

2. Project Aims - The project aimed to improve the quality of life for women and men from disadvantaged communities in South Leeds by connecting them to learning and through that, to further training, volunteering and employment opportunities, seeking to address one of the major root causes of poverty and inequality.

3. Target Communities - The target communities served by the project are primarily Pakistani and Bangladeshi, Hindu and Sikh Indian, Gypsies, Roma and Travellers, asylum seekers and refugees. The majority of participants had no previous experience of adult learning and some, in particular the gypsies and traveller learners, minimal school education as youngsters. This project has created 'pathways out of poverty' by enabling participants to take the first steps to learning.

4. The Approach Taken - The approach taken to learning is a Community Development approach, that of starting where the target community are and responding to their expressed needs. This has led to the project establishing learning groups within the hearts of communities, to take learners out of their isolation and provide maximum accessibility to those most in need. Topics and courses are chosen by the learners themselves and are delivered by tutors with an understanding of learners' needs. For example, the project has responded to the wishes of older learners by interspersing courses

in subjects such as computer and internet skills or digital photography with arts and crafts and health related courses. Other groups have chosen to pursue one topic or skill rather than a variety – for example, Bangladeshi women achieving Level Three NVQ Counselling over three years and others have chosen to pursue an interest in acquiring enterprise skills and awareness. The starting point of others has been much further away from academic achievement so the project has started at that point and responded accordingly. Examples include delivering basic English and Numeracy to gypsy and traveller adults and English conversation to asylum seekers and refugees.

5. Staff Team – The Staff team appointed was representative of the communities served, recruited and selected for their qualities, skills and ability to engage the most excluded, deprived communities of interest in south Leeds with learning. The team comprised of a Coordinator, job shared by staff representative of Indian and Bangladeshi communities, and community learning development workers experienced and knowledgeable of the communities of interest served, including gypsies, asylum seekers and refugees, Pakistani, Bangladeshi and Indian. The Team were originally based in the United Free Church Centre in Beeston, south Leeds but recently moved into the new Hillside Enterprise Centre, again in the centre of Beeston, to offer an improved learning environment for beneficiaries.

6. Staff Management – The team coordinators were line managed by the Operations Manager within Health for All, the charity hosting the project, who in turn was managed by the organisation's Chief Executive. Throughout its life, an active Steering Group has met regularly to steer the direction of

the project. This has consisted of representatives of the various learning groups as well as partner agencies including local learning providers.

7. Groups Supported – Over the life of the Project, the following groups have been established and supported; with membership ranging from six to thirty members:

- # Two learning groups for Bangladeshi women
- # A carers learning group for Bangladeshi carers
- # Two learning support groups for Pakistani carers, including one for carers of children with hearing impairments
- # Three English Conversation Clubs for asylum seekers and refugees
- # Two learning groups for Sikh and Hindu women and men
- # Three learning and support groups for older Sikh women and men
- # Two learning groups for gypsies and travellers



8. Courses and events organised - Delivered by learning providers including local colleges, Park Lane, Joseph Priestley and Thomas Danby, Skippco Arts, West Yorkshire Playhouse, Leeds University and a range of independent providers, the courses delivered have included :

- Literacy and Numeracy,
- British Sign Language
- IT Computer and Internet skills,
- Enterprise Awareness
- Play worker qualification
- Introduction to Childcare,
- CV and Interview Skills
- English Conversation and ESOL
- Management committee training
- Job searching and Interview skills
- Arts and Crafts
- Health related courses and activities promoting physical activity, healthy eating, positive mental health, coping with stress.
- Events organised have included an Enterprise Awareness Event for BME women, Multicultural Awareness Events with speakers from different communities, cultures and religions, Learning Awards Celebration events, Volunteer Recruitment and Professional Information Days, and visits to local places of learning to signpost learners and build their confidence and ability to access further training.
- Events and trips for whole families during school holidays
- Workshops on *dementia, *depression and *myth busting around mental health issues in the Bangladeshi Community, *carers rights, '*stressed out' workshops
- Aromatherapy

- Creative writing & drama project – ‘my journey as a carer’
- Weekend residentials
- Create your own fashion
- Creative crafts to sell
- City + Guilds Level 1 Dressmaking
- Assertiveness and interpersonal skills

9. Achievements - These include:

- Over 1200 learners worked with over the past three years
- All learners acquiring a range of knowledge, skills , awareness and confidence,
- Formal qualifications gained including ten Bangladeshi women achieving Level 3 NVQ in Counselling; eight Asian women carers achieving Level Two in British Sign Language, Sikh and Hindu elders achieving Certificates in Computer and Internet Skills.
- Learners progressing to delivering talks and presentations at events, Festivals and Conferences.
- Four BME women starting their own business, in fields including driving school hair and beauty, catering
- Fifteen women gaining employment, in fields including caring, education, health, administration, voluntary sector
- Eleven women and men have moved into voluntary work
- Five women have moved into representation, joining governing boards of local schools as parent governors, management committees of voluntary organisations, and local regeneration boards
- Groups winning Community Adult Learner Awards for outstanding learning

- Gypsy and Traveller and Asylum Seeker and refugee 'Myth busting' events organised



10. Networks Established – These include:

- Establishment of two independent Network Forums, offering groups the opportunity for representatives to meet and work together; in response to request by group members and now led by them, supported and serviced by project staff
- Audhikhar bringing together the groups offering services to the Bangladeshi community
- Sangam bringing together groups serving Indian Sikh and Hindu communities.
- Close partnership work with existing Networks serving asylum seekers and refugees and gypsies and travellers.

11. Recent examples of events for specific cultural communities

- Staff and members of the Sikh/Hindu groups assisting with the community languages page for the 'Info-Store Website for older People'.

- Presentation of certificates to Sikh women for 'Collage of Cultures' at the Discovery Centre
- Health event organised for Lee Gap local horse fair, to raise health awareness among Gypsies and Travellers
- Gypsies, Roma and Traveller History Month celebrated in various venues across the city and 6 women from Travellers Progress attending Stress management
- Presentation of Travellers History were presented by 4 members of the 'Travellers Progress' group to school children in an Exhibition centre
- Completion of 'A Taste of Textiles' project on Vaisakhi Sikh festival
- Launch of 'Info-store website for Older People' attended by Sikh men and women at the Civic Hall
- Bangladeshi Women's Group successfully organising a community cohesion event in partnership with West Yorkshire Police

The Staff Perspective

All Project staff, including coordinators, community development workers and group support workers and volunteers, were asked for their views and there was an expression of unanimous support for the project and its work. Respondents were asked to highlight what they felt were the positive aspects of the project and what they felt would improve the service for learners.

'The staff know these women and the barriers they face to simply get out of the house.'
(Learning Provider)

The positive aspects:

1. All felt that the approach taken by the project to directly work with disadvantaged communities within their own communities, often in their mother tongue was very effective. Staff felt that the success of the project – for example, the large numbers of hard to reach people engaged in groups and on courses was the result of the longstanding trust built up over the years with communities and the positive reputation of the project passed on by word of mouth. The work led to substantial job satisfaction: 'You can make a real difference to people's lives – it's not like a job'. 'I really enjoy being able to make a difference to my own community – as a Bangladeshi woman in a position of responsibility, I feel I offer a positive role model to others, showing them what they can achieve too'. 'I really enjoy being a volunteer with this project, you feel well supported and I feel I am making a difference'.
2. All mentioned the multi cultural celebration events as being successful in the different communities meeting each other and gaining knowledge and respect for other cultures. 'I didn't think the travellers would come to the Celebration event, but lots came and gave really positive feedback. They were surprised at how much they had in common with other cultures'.
3. Most staff felt that the clear targets for the project were very positive: 'It's really good knowing what you have to aim for'

although some felt that the targets set for the NRF funding were too ambitious for the community they worked with: 'It's just not possible to get some of these communities into work in such a short space of time with limited resources. They are so far away from employment, I can't even get them to attend regular lessons - funders need to recognise that'.

Suggestions for improvement:

1. Some staff felt the project would benefit from stronger partnership with other agencies, 'The project needs to work more closely with other agencies in the area, for example, health, Social care, local authority departments We can reach these communities and engage them and then they can offer additional services'.
2. All staff felt the impact of insecure funding: 'I know we are doing a good job but I wish we had long term, secure funding for a change – It's really difficult knowing that you are building up trust with these people who have faced such terrible traumas in their own country yet you may not be here for them in a few month's time They need some stability in their lives'.
3. All staff felt the project needed more recognition for its achievements: 'I don't know of any other project that brings together such diverse communities in the same room at events – it's amazing! Maybe the publication of this Report will help get us recognition'.



The Learners Perspective

Two groups serving each community were asked to express their views, which were gathered in open focus group discussion, with translation where necessary, as well as short questionnaires analysed. The positive aspects

1. All learners expressed strong satisfaction with the learning they had received through the project, with the general view being that they would never have engaged in such activities without it. All had been persuaded to attend groups for the first time through word of mouth, either by personal invitation from a staff member or by a friend or relative recommending the group to them.

'I would never have got involved... I was too shy, never came out of the house. My husband didn't like me mixing with strangers but my sister in law started attending the Counselling course and wanted someone to go with... I'm so glad I agreed!'

'I am old and was lonely in the house all day. I could not use my time and had nowhere to go. Now, I meet my friends each week. I am not lonely anymore and time flies. I would like to come for all the week!'

'Easy access group and is local and in a friendly building'

'Groups need to continue because it is the only group for Bangladeshi Carers'

'I don't go to other groups and it has raised my confidence and self esteem'

'Visiting the University made me realise I could progress'

'If the group was not on, I would not go out!'

'It is good that as local women, we are in charge of the group'

2. Some learners felt that gaining real qualifications was really important, because of their ambitions to gain employment and to progress, while others disagreed, saying that the joy of learning was sufficient for them. 'I can't believe I have gained an NVQ Level Three in Counselling – I didn't think I had it in me but now I have achieved that, I want to go on and on and on! I want to get enough qualifications to get a good job and feel independent ... that must be a fantastic feeling, I never thought I would be in reach of it. I came to this country just to get married and have kids but this group has given me the confidence to do and be more'

'I'm determined to learn to read and write. Someone once ridiculed me and I've never forgotten it. My kids love school now – I know not all travellers think this way, but I want to be able to help and encourage them'

'I feel I get more respect now from my husband and children – that means a lot to me'

3. All felt that one of the most important aspects of the project was the welcome and encouragement provided by staff. 'The staff are fantastic – they can't do enough for you. They never judge you, just encourage you and accept you. They go out of their way to organise trips in the school holidays too – a lot of classes would close down then but not these – they seem to be always there when you need them most.'

Suggestions for improvement

1. Learners were disappointed that most classes were only once a week and wanted them more often. 'The class is over in a flash! My child is so happy in the crèche and I feel so at home here, I want to come more often please.'
2. Some learners felt the need for mixed groups as well as groups for only women although others felt they would not be allowed to attend by their husbands if the groups were NOT women only groups. 'I would like to attend something with my husband – he is so lonely at home and there is nothing for older men like him.'



3. A number of learners suggested improvements regarding practical issues such as improvements to transport, or updating of the venues in which the groups met, or expressed the wish for more trips out in the holiday periods. 'better building, make it warmer in the winter'

The Partners' Perspective

Telephone interviews took place with a number of partners including local colleges and Universities and other providers such as Skippco Arts or West Yorkshire Playhouse, all of with which the project had a longstanding relationship.

The positive aspects

1. All partners strongly welcomed the ability of the project to link them with communities which were regarded as extremely hard to reach by other agencies.

'It's amazing how they seem to be able to introduce us to an existing group of really enthusiastic learners from almost any BME community! This is our first port of call if we're working on an arts project and want to involve a Bangladeshi women's group, or Sikh elders group or carers group – you name it, and they seem to be able to come up with it!' 'Our Aspire project would not have worked without their involvement'

2. All partners felt that a significant aspect of the project was the fact that staff were representative of the communities served: 'The staff really know where these women are coming from, and the barriers they face'

to simply get out of the house. They've been there themselves and that's a real incentive for others to follow suit'

3. Some partners had attended the multi cultural celebration events and recognised their potential: 'I think these really need to be developed and expanded... they are celebrations of achievement so the different communities are coming together for something positive, not to be preached at about other cultures or religions but to celebrate and that could be a powerful tool in overcoming racial tension in these communities.'

Suggestions for improvement

1. One partner, from a local University, felt that she understood why the groups were 'like to like' and restricted to one community of interest and often one gender initially, to build learners' confidence and act as a first step but felt that 'the real test of success will be when the project gets people from all of the different communities not just attending celebration events but weekly groups together – that's the challenge I would like to pose!'
2. Some partners felt that the project did not publicise its achievements enough and so missed out on potential recognition and in turn, funding : 'I've suggested several times at Steering Group meetings that they really should produce better publicity and market themselves better. It's a great idea and very innovative, this approach to learning that

brings such diverse communities together – it should be replicated all over the city, so many organisations just serve one community and feel they have to compete with others while this project treats them all equally.'

3. Several partners echoed the staff view for the need for one project manager to offer clarity of direction for the project: 'A super project but needs stronger and clearer strategic management to ensure it develops as it should and could – particularly in the areas of services to gypsies and travellers and asylum seekers and refugees. The services for the other communities, for example, Bangladeshi and Indian are increasingly well developed but the others need to catch up.'

Recommendations

1. Strategic leadership to draw together the different communities.
2. Progression of learning groups to serve different ethnic communities
3. Improved publicity and marketing
4. Stronger partnerships and joint working with other agencies, including health
5. Action by management to secure sustainable funding
6. Action to improve learning environments where possible

Summary and Conclusions

Over the years, the project has:

- Successfully engaged a wide range of individual learners in learning activities and courses to which they would not otherwise have been given access
- Established a fruitful partnership with learning providers.
- Maintained a regular dialogue with representatives of Park Lane College, Joseph Priestley College, Northern College, Skippko (Arts Company), Leeds University, Leeds College of Technology and more recently Leeds Metropolitan University which has enabled the sharing of invaluable information and the formation of fruitful relationships with community groups
- Organised a wide range of courses including, among others; ESOL(English for speakers of other languages), Arts and Crafts, basic and advanced Computer Skills, confidence building, CV and interview skills, literacy and numeracy, Aromatherapy and massage, sculpture and design, sewing, emergency first aid for children, hair and beauty.
- Supported a number of groups in undertaking more specialised courses to meet the needs and interests of the participants including more advanced computer skills courses, Some women undertook and completed a Learning Support Assistant course, following which many participants managed to secure posts as classroom assistants
- Enabled Asian women carers groups to undertake British Sign Language courses to enable them to communicate effectively with their hearing impaired dependants and other family members.
- Engaged isolated and hard to reach communities
- Identified and addressed the barriers faced by these communities to learning, overcoming these by taking appropriate actions, for example, providing child care or addressing mobility issues by providing transport facilities.
- Set up many of the groups in local mosques, temples, church halls, community centres and other suitable places where participants feel at ease.
- Worked under the direction of a proactive project Steering Group, which has encouraged fruitful partnerships with learning providers and enabled a number of interesting issues have been highlighted and discussed. Examples of these have included the lack of suitably trained, qualified ESOL tutors and the acceptance by colleges of the need for provision in local community centres as well as college sites.

- Learning providers reporting that the project has made a significant difference in changing and improving their attitudes and practice regarding learners within excluded communities.
- Learners reporting that the project has transformed their confidence, achievements and aspirations.
- Highlighted the positive benefits of Community Learning
- Signposted and supported a number of BME women to attend college courses independently
- Supported members of groups to progress through the project to gain paid employment or voluntary work posts, to expand their experience and acquire new skills or further their education.
- When surveyed for this Evaluation, all the project participants questioned have found the experience of learning stimulating and empowering. The success of the project has been recognised by funders and providers and has resulted in Health for All being seen as a significant contributor to the progress of black and ethnic minority communities.

From the research carried out with project staff, learners and professionals associated with the Learning in the Community project, it is clear that the project has made a significant difference to the lives of some of the most excluded and vulnerable in society. It is also clear that the project is still very much needed to continue its work within communities most removed from learning and social opportunities outside their homes and own communities.

There are significant opportunities for improvement, growth and development but the project appears to offer a model which works and which could be successfully replicated in other parts of the city, given appropriate funding.

‘This group has been a lifeline for me – it has changed my life. I am now hopeful for the future for myself and my children’
(Member of Learning in the Community Group)



HEALTH FOR ALL

CHANGING LIVES, TRANSFORMING COMMUNITIES



HEALTH FOR ALL DIRECTORY OF SERVICES

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BANGLADESHI CARERS GROUP/AUDHIKHAR	ALIA NESSA	TEL 07946 191887
BEESTON VILLAGE COMMUNITY CENTRE (BOOKINGS)	RACHEL IRWIN	TEL 0113 2706903
BELLE ISLE FAMILY CENTRE (BOOKINGS/CATERING)	TESS IGOE	TEL 0113 2774819
BREASTFEEDING SUPPORT	CATH STONE	TEL 0113 2762386
BUSINESS SERVICES/FINANCE MANAGER	VICKY BRADSHAW	TEL 0113 2706903
CARERS SUPPORT	GULNARGIS HUSSAIN	TEL 0113 2343069
COMMUNITY CARAVAN AT CAYTON BAY (BOOKINGS)	RECEPTION	TEL 0113 2706903
COMMUNITY TRANSPORT	SHABBIR OR JILL NEWTON	TEL 0113 2706903
CRIMINAL RECORDS BUREAU CHECK SERVICE	RECEPTION	TEL 0113 2706903
CUPBOARD PROJECT (13 TO 19 YEARS)	ALISON CHANDLER	TEL 0113 2762720
EDUPLAY MOBILE CRÈCHE	SONJIA POLLARD	TEL 0113 2762386
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INTENSIVE FAMILY SUPPORT	VIKRANT BHATIA	TEL 0113 2702288
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