



Interventions supporting Ethnic Minority labour market participation: Part two

Qualitative research exploring seven projects
supporting “stay at home” Ethnic Minority women

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Interventions supporting Ethnic Minority labour market participation: Part Two

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A report carried out by the Department for Work and Pensions. This is Part two of a series of two reports.

Executive summary

This report and the research underpinning the findings presented here, form the second part of a programme of work being conducted by the Department for Work and Pensions (DWP) in response to the Race Disparity Audit. Part one of the research examined existing interventions which encouraged Ethnic Minority labour market participation in 22 areas in Great Britain (20 of these were designated as “challenge areas” with high Ethnic Minority populations and a wide gap between the Ethnic Minority and white employment rate)¹. This report looks in greater detail at a selection of specific projects identified in part one of the research, these are organisations which Jobcentre Plus (JCP) would refer customers to for additional support. The purpose of this research is to:

- Examine interventions which may encourage the labour market participation of one specific group - “stay at home” Ethnic Minority women. That is women who, due to the traditions of some cultures, may be expected to remain in the home caring for the family and not participate in the labour market.
- Provide examples of best practice, to adjust existing interventions and explore the potential for new interventions based on this learning.

“Stay at home” Ethnic Minority women

Part of the reason for looking at interventions which support “stay at home” Ethnic Minority women is because data² shows that the female inactivity rates of certain female ethnic groups are much higher than that of the total female inactivity rate e.g. for Pakistani/Bangladeshi women the inactivity rate is 56% compared to 23.7% for white women. This evidence suggests that extra support is required to help members of this group enter paid employment. Whilst some women may not choose to work, others may want to engage with the labour market but lack the confidence, language and skills to do so.

A further reason for looking at interventions directed towards “stay at home” Ethnic Minority women is that Part one findings suggested that not all interventions provide “end to end” support for this group. Part two research aimed to explore options for enhancing staged progression.

¹ Race Disparity Audit (2017)

² Labour Force Survey (2018)

The research was carried out by conducting in-depth face to face interviews with project managers and staff in seven projects which provided support for “stay at home” Ethnic Minority women.

Lessons learnt when providing interventions to “stay at home” Ethnic Minority women

The research highlighted a number of key lessons for projects delivering support to “stay at home” Ethnic Minority women.

Strategic overview of policy and provision

Make links with policy and practice - links with wider policy and practice such as local Members of Parliament (MPs) and engaging in international, national and local campaigning can provide benefits. For example, in this research where one project engaged with their local MP, the MP directly influenced the project start-up, helped with recruitment and provided credibility.

Engaging and recruiting clients

The following may help project staff engage with and recruit this typically hard to reach group:

Build trust with the local Ethnic Minority community - where providers are trusted, members of the local community are more likely to participate in the project. For example, former participants will recommend the projects to others and male members of the household are more likely to encourage their female relatives to attend.

“...they come by word of mouth. We’ve been, we’ve been working for 30 years, people come through the doors for different reasons it’s a trusted place...It’s a place where husbands, or brothers and sisters will bring their mother or their father...they recognise that it’s safe, so that reputation is very, very important now that reputation (is) really for expertise”. (PROJECT 2)

Building trust can take time and several of the projects in this research had been working in the community for many years. Other factors, however, may also be associated with building trust such as engagement with the community. This can be achieved by:

- **Becoming embedded in the local community** – e.g. one project (PROJECT 3) works with all faiths in the local community to provide support to a range of disadvantaged individuals. Familiarisation with projects through community activities such as supporting local homeless people may help to build trust within the Ethnic Minority community.

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- **Working closely with other organisations in the local community** - partnerships with organisations located in the community such as Jobcentre Plus, health care providers, schools and religious groups can lead to referrals to the project and provide venues for out-reach at sites where “stay at home” Ethnic Minority women would normally frequent.
“... we work in the Mosque actually...you know we run some of our courses there. Because we know that’s the best place for women, you know women are allowed, especially women from Muslim backgrounds...allowed to go to the Mosque and that’s why we choose the Mosque because we want to reach women...” (PROJECT 4)
- **Employing members of the local community who understand the target group** - when working with a specific target group an in-depth understanding of the groups culture, values and behaviours helps projects tailor provision to their need.

Project activities

Other lessons learnt can help improve delivery to this group:

One to one working - providing support to enable “stay at home” Ethnic Minority women to move closer to the labour market can require intensive one to one support. Sometimes one to one support may be required in order to:

- **Encourage initial and ongoing attendance** – e.g. contacting women prior to them attending the project for the first time.
- **Provide assessments** – both initially and on an ongoing basis to assess the most appropriate support.
- **Provide support with severe issues** – e.g. some projects provided intensive one to one support to women to who were experiencing severe personal problems such as domestic abuse.

Group work – activities that are aimed towards building confidence, self-esteem and which enable “stay at home” Ethnic Minority women to feel more engaged with society may be a first step towards employment. This may involve:

- **Informal and formal learning groups** – the former enables women to begin talking to each other whilst in the latter more specific issues can be dealt with.
- **Activity based groups** – these may provide a range of activities such as new hobbies and visits to places.

Enhancing language skills - some projects worked with “stay at home” Ethnic Minority women to introduce and improve English language. This involved very basic pre-ESOL at levels 1, 2 and 3. Improving English language skills may also be combined with giving participants routine and skills related to work - see below.

Skills to help obtain employment and encouraging paid work - group work and one to one support may be used to help individuals develop skills to obtain paid work e.g. the creation of CVs, interview skills, basic IT and First Aid. Volunteering opportunities were also another method by which some projects in this research helped individuals to become ready for work and improve their language skills.

Working with employers

Links with employers and training providers may enable projects to provide work placements and training, as well as helping to raise projects participant's awareness about training and employment e.g. through holding job fairs.

Working with male members of the household

Some projects in Phase two of the research engaged with male members of the household/the husbands of women who attended/wanted to attend projects in order to "break-down" some of the cultural barriers. This included reassurance that the project was a safe place for their female relatives, the financial benefits of having a working wife and how to overcome problems with childcare.

Journey towards the labour market for "stay at home" Ethnic Minority women

Projects taking part in this research supported "stay at home" Ethnic Minority women at specific points on the journey to work. Some were geared towards providing support to women who were furthest from the labour market whilst others provided support to women who were well on the way to being job ready. However, **no single project supported these women throughout the whole journey to work.** Reasons for this included that some projects were small with limited capacity and so would not be able to provide the differing types of support required. As a result, "stay at home" Ethnic Minority women may complete an intervention and progress so far - but then progress no further towards work.

This research, as well as providing Jobcentre Plus with examples of good practice for projects which work with "stay at home" Ethnic Minority women, will enable operational staff to identify those projects which are most likely to be effective when making referrals and aid outreach work when working directly with these projects. Additionally, findings from this research will inform DWP's continuing development and introduction of effective and measurable local Ethnic Minority employment strategies, including the feasibility of end to end support for "stay at home" Ethnic Minority women.

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List of abbreviations

CV.....Curriculum Vitae

DWP Department for Work and Pensions

ESOL..... English for Speakers of Other Languages

JCP.....Jobcentre Plus

OECD.....Organisation for Economic Co-operation and Development

LEED.....Local Economic and Employment Development

MBE.....Member of the British Empire

MP.....Member of Parliament

POEM.....Partners Outreach for Ethnic Minorities

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1. Introduction

This report and the research underpinning the findings presented here, are part of a programme of work being conducted by the Department for Work and Pensions (DWP). This is in response to the Race Disparity Audit.³

For DWP the Race Disparity Audit is linked to the Government's commitment to increase Ethnic Minority employment by twenty per cent by 2020. The Government is further committed to closing the opportunity gap in our society and determined to implement the policies needed for the UK to succeed as a nation.

As part of DWP's analysis of the data gathered for the Race Disparity Audit's *Ethnicity Facts and Figures* website, twenty Local Authorities were identified across Great Britain with high Ethnic Minority populations and a wide gap between the Ethnic Minority and white employment rate. These are known as "challenge areas" (see Table 1).

The purpose of identifying these challenge areas was two-fold. First, to provide more area specific information on the labour market situation of Ethnic Minorities. A second reason was to inform where improvements in service and delivery of provision to Ethnic Minority groups would be most effective in terms of increasing their labour market participation. As Table 1 indicates, 2 further areas (Oldham and Sandwell) though not in the top twenty, volunteered to be part of any new local developments.

A previous publication, "Interventions supporting Ethnic Minority labour market participation: Part one" (January, 2019), examined existing interventions which encouraged Ethnic Minority participation in labour market in the above twenty-two areas.

The research presented in this report ("Interventions supporting ethnic minority labour market participation: Part two") looks in more detail at a selection of specific projects, providers and their interventions which were identified in Part one. The purpose of the research presented here is to:

³ See data from the Race Disparity Audits the *Ethnicity Facts and Figures* website, which was launched in October 2017 and is regularly updated. <https://www.ethnicity-facts-figures.service.gov.uk/>

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- Examine interventions which may encourage the labour market participation of one specific group - “stay at home” Ethnic Minority women. That is women who, due to the traditions of some cultures, may be expected to remain in the home caring for the family and not participate in the labour market.
- Provide examples of best practice, to adjust existing interventions and explore the potential for new interventions based on this learning.

The aims will complement the area based interventions which have been more recently introduced to tackle some of the key employment disparities highlighted by the Race Disparity Audit. These include, for example, community engagement events bringing claimants together with a wide range of local and national employers in a neutral setting.

Table 1 Top 20 Ethnic Minority employment challenge areas: July 2016 - June 2017

Position	Change on year	Local Authority	Region	Ethnic Minority Employed	Ethnic Minority Population	Ethnic Minority Employment Rate %	Employment Rate Gap % **	Ranking ***
		Great Britain		3,686,000	5,758,000	64	12	
1	0	Birmingham	West Midlands	184,000	329,000	56	17	56,000
2	3	Newham	London	91,000	154,000	59	22	35,000
3	-1	Tower Hamlets	London	60,000	116,000	52	25	29,000
4	4	Redbridge	London	77,000	119,000	65	17	20,000
5	1	Hackney	London	52,000	84,000	61	21	18,000
6	9	Westminster	London	38,000	72,000	52	25	18,000
7	14	Islington	London	34,000	61,000	55	27	16,000
8	12	Southwark	London	69,000	105,000	66	16	16,000
9	-6	Ealing	London	75,000	111,000	68	15	16,000
10	-3	Bradford	Yorkshire & Humber	51,000	91,000	56	17	15,000
11	12	Glasgow City	Scotland	28,000	60,000	47	24	14,000
12	12	Harrow	London	58,000	84,000	68	17	14,000
13	14	Leicester	East Midlands	70,000	118,000	60	12	14,000

Position	Change on year	Local Authority	Region	Ethnic Minority Employed	Ethnic Minority Population	Ethnic Minority Employment Rate %	Employment Rate Gap % **	Ranking ***
14	-10	Brent	London	90,000	141,000	64	10	13,000
15	1	Luton	East of England	38,000	64,000	59	20	13,000
16	-4	Waltham Forest	London	54,000	80,000	67	16	13,000
17	1	Manchester	North West	69,000	119,000	58	10	12,000
18	-5	Sheffield	Yorkshire & Humber	33,000	63,000	53	19	12,000
19	-9	Hounslow	London	72,000	104,000	69	11	11,000
20	47	Barnet	London	52,000	83,000	63	13	11,000
31	0	Oldham	North West	21,000	38,000	55	18	7,000
64	-32	Sandwell	West Midlands *	41,000	69,000	60	4	3,000

Notes

Source: Annual Population Survey: July 2016 to June 2017

Note: Figures have been rounded to the nearest thousand and nearest whole percent.

Also as stated this refers to the top 20 challenge areas from July 2016 to June 2017. Challenge areas for July 2017 to June 2018 – differ to an extent due to changes in levels of employment.

Key

* "Smethwick JCP has volunteered and is within Sandwell LA, 4 miles from Birmingham City Centre

Oldham JCP has volunteered and is within Greater Manchester"

** The gap is the difference between the White employment rate and Ethnic Minority employment rate

*** The ranking is worked out by multiplying the gap by the population

1.1 “Stay at home” Ethnic Minority women

Part one research findings indicated an overarching difference in Jobcentre areas in terms of how provision for Ethnic Minority groups is delivered. In some Jobcentre areas there is generic provision – that is individual types of employment support are available to everyone regardless of ethnicity. In other areas, whilst this generic support is available there is also provision specifically directed towards particular groups within the Ethnic Minority community. One of these groups is Ethnic Minority women who in some cultures’ traditions would be expected to remain in the home caring for the family and not participate in the labour market. This research indicated that this may include groups such as those from Pakistani, Bangladeshi, Somalian and Kurdish origins.

1.1.1 Why conduct further research into interventions for “stay at home” Ethnic Minority women?

This research looks at interventions which support “stay at home” Ethnic Minority women. In part this is because data shows that the female inactivity rates of certain ethnic groups are much higher than that of the total female inactivity rate. In particular, the female inactivity rate of the Pakistani/Bangladeshi group is much higher at 56 per cent than that of the white female inactivity rate (23.7 per cent) - see Table 2. This suggests that extra support is required to help members of this group enter paid employment. Whilst some women may not choose to work, others may want to engage with the labour market but lack the confidence, language and skills to do so.

As mentioned in Part one, the barriers to employment (and even taking part in society more widely) for “stay at home” Ethnic Minority women are well documented. To an extent this may be due to the effects of segregation and attitudes where in the traditions of some cultures these women are expected to stay at home and care for younger and older members of the household.⁴ Employment may be further constrained by practical issues such as affordability of childcare.

⁴ “Interventions supporting ethnic minority labour market participation: Part one” (January 2019), Chapter 3, 3.1

A further reason for looking at interventions directed towards “stay at home” Ethnic Minority women is that Part one findings suggested that not all interventions provide “end to end” support for this group. That is some interventions may help those furthest from the labour market e.g. support to lessen segregation and enhance confidence. Other projects may offer support to improve user’s English language, or employment related skills and job search which eventually may lead to employment. However, whilst projects appeared to address specific issues, none appeared to provide “end to end” support. Part two of the research aimed to look at how interventions could be developed so that they provide more opportunity for staged progression which would lead to employment.

Table 2 Female Inactivity – four quarter average from April 2018 to March 2019.⁵

Ethnic minority	Female inactivity rate %
Total	25.7
White	23.7
Ethnic minority	37.1
Mixed	30.2
Indian	26.6
Pakistani/Bangladeshi	56
Chinese	39.6
Black/African	31
Other	39.2

⁵ Labour Force Survey 2018

1.2 Qualitative research to explore interventions supporting “stay at home” Ethnic Minority women

During the research outlined here (Part two) we contacted seven projects which provide support to “stay at home” Ethnic Minority women. Not all the projects provided support solely to this group, some had a wider client group. Six of these interventions were identified during Part one of the research. One project, (PROJECT 7), was selected after Part one was completed but as it was supporting “stay at home” Ethnic Minority women it was included in the fieldwork for Part two. See Appendix 1 for details about the projects and interventions included in this research.

1.2.1 Methodology

In-depth face to face interviews with seven projects – we contacted each of the Jobcentre Plus staff members who participated in Part one of the research and who had identified the six of projects supporting “stay at home” Ethnic Minority women. We provided staff with a note introducing the aims of the research and how it would be conducted and asked them to contact the projects in the first instance. This was because they already had relationships with these project providers and so were able to talk them about the aims and objectives of the research. We also asked them to supply us with contact details. In the case of PROJECT 7 contact was made by other DWP staff who were already engaged with talking to the project leaders – who themselves worked for DWP.

Following this initial contact interviews were set up at a time that was convenient for the project managers and staff. We conducted in-depth face to face interviews with senior members of staff in each project. Each interview lasted between 60 and 90 minutes. Taking part in the research was completely voluntary and participants were assured that they could withdraw at any time and did not have to answer any questions they did not wish to. With permission, the interviews were audio recorded using a Dictaphone to ensure that the information gathered was represented and interpreted correctly in the report. All recordings were transcribed and analysed using a thematic approach.

Limitations of the research approach – the research relied on the subjective views of those interviewed. As these were generally relatively senior people in the organisation it may be expected that they had good knowledge of each

project. However, we do not have any observational data to support this nor was it possible to obtain robust quantitative data on outcomes. Whilst interventions collected data this was for internal monitoring and funding purposes.

1.3 Structure of the report

The remainder of the report is structured as follows. This structure covers the main themes coming out of the research.

Chapter 2 - Lessons learnt – supporting “stay at home” Ethnic Minority women;

Chapter 3 - Journey towards the labour market for “stay at home” Ethnic Minority women

2. Lessons learnt – supporting “stay at home” Ethnic Minority women

This chapter looks at lessons learnt when providing interventions to support “stay at home” Ethnic Minority women into the labour market. These tend to be focused on how projects working with this client group operate “on the ground”.

Before turning to these, the chapter first considers best practice identified by other research. The Organisation for Economic Co-operation and Development (OECD) Local Economic and Employment Development (LEED) programme brought together learning from eleven countries in relation to what was believed to be good and innovative practice in area based approaches to tackling long-term unemployment. It looked at various projects working with a range of vulnerable and disadvantaged groups.⁶ Although these tend to be framed at a strategic level, they provide some reinforcement for lessons learnt in this research.

Similarly the evaluation of the first year of the Partners Outreach for Ethnic Minorities (POEM) programme⁷ provided key lessons on supporting non-working partners from low income families into work. The POEM programme was delivered by partners contracted to DWP in 10 areas – 6 of which were in London. The remainder being in Birmingham, Bradford, Leicester and Manchester. The programme began in March 2007 and was designed to support individuals from low-income Ethnic Minority families who were not working nor in receipt of benefit but who faced barriers to employment. In particular, this included women from Bangladeshi, Pakistani and Somali communities. Its ultimate aim was to move clients into work.

⁶ Tackling Long-term Unemployment Among Vulnerable Groups, OECD. LEED, June 2013

⁷ Aston et al (2009), Evaluation of Partners Outreach for Ethnic Minorities (POEM): interim report. DWP, RR 561

2.1 Best practice - working with disadvantaged groups and communities

The following qualities were amongst those identified by the OECD when looking at successful approaches to supporting disadvantaged groups towards employment.

Understanding of the area and its context - before setting up interventions which will support disadvantaged groups in local areas:

- It is critical to understand the local labour market e.g. where and in which sectors jobs may be gained and where “real” jobs exist.
- Projects need to be situated within an overall strategy, recognising where the project sits in the broader framework of provision.
- Recognise a partnership approach may lead to a more integrated service which can tackle various barriers experienced by those disadvantaged in the labour market.

Understanding of the target group – when working with a specific target group projects benefit from:

- An in-depth understanding of the groups culture, values and behaviours – this helps projects tailor provision to need.

Engagement with the local community – this may help to gain:

- Trust – as disadvantaged groups may be more likely to relate to organisations rooted within their own communities.
- Access – community groups can facilitate this.
- Understanding about the target groups culture and needs.

Person-centred approach - this provides flexible support and takes account of the varied multiple barriers that may exist to entering employment. Ideally this will provide:

- A bespoke end to end service (from first meeting to training and work placement) with personal advisors who can take account of individual's needs.
- Detailed initial assessments – this will help provide the right support at the right time.
- Support which is holistic, not just focusing on one aspect of employability.

Engagement with employers – time needs to be spent with employers in order to:

- Provide work experience and placements and ongoing training for the target group once in work.
- Manage expectations by understanding the issues disadvantaged groups may experience and so that they can provide support to those who obtain work.

Similar points to those raised above were highlighted in the POEM evaluation. Key lessons on engaging and recruiting individuals to the programme included:

- Outreach at a local community level is key to accessing harder to reach groups Ethnic Minority groups;
- Outreach workers should mirror the ethnic and linguistic backgrounds of the target clients;
- Given sufficient build up time – word of mouth is an effective method for recruiting individuals.

In terms of best practice activities, there are similarities between these and the activities discussed below from the Phase two research. POEM activities included:

- One to one support - e.g. coaching to build confidence and assessment of English language competency and referrals to training. It also involved job related activities such as CV preparation, job search skills, contacting employers arranging work experience.
- Group work – e.g. interview techniques, job search skills and English for Speakers of Other Languages (ESOL).

2.2 Lessons learnt - working with “stay at home” Ethnic Minority women

The identified lessons learnt fall into different categories. Initially, we assess the benefits projects may gain from having a strategic overview of their position in the wider framework of policy and provision of labour market support. We then look at how projects engage with and recruit participants, before moving on to consider the client journey and project activities. Many of these lessons mirror the points above, where relevant this is highlighted in the text.

2.2.1 Strategic overview of policy and provision

Benefit of links with policy and practice - some projects taking part in Phase 2 research spoke of links with the wider political and policy background. For example, one project had close links with a local (Member of Parliament) MP and another was engaged in campaigning at an international, national and local level. In a third example, the lead had received an MBE for her work with the project which itself also regularly received a local community award. The involvement of MP's and those with high standing within the community can increase profile and encourage 'buy-in' and would therefore be beneficial to any project providing this type of community based support.

Such links with wider policy and practice could have a number of benefits. As outlined previously in 2.1 this could include understanding where the intervention sits in the broader framework of provision and recognising which local partners they could potentially work with. For example, in PROJECT 7 where the MP was involved, they directly influenced the project's start-up. The MP discussed with JCP staff the potential problems which may occur with "stay at home" Ethnic Minority Women in relation to Universal Credit. This requires that those making a claim for benefit with a partner will need to engage more frequently with the Jobcentre than previously. For "stay at home" Ethnic Minority women this may be viewed with some trepidation.

The project was partly designed to inform those attending about Universal Credit and partly to enhance their confidence to enable them to attend the Jobcentre. The MP also aided the project in terms of recruitment – using their surgery for this and credibility was reinforced by the MP attending some of the projects courses and a "graduation" on project completion.

Capacity matters - the size of projects in terms of numbers of staff, whether a management structure exists and types and level of courses depends on access to funding. Smaller projects may be less likely to access funding due to not having sufficient capacity to draft effective bids for funding or to manage the tendering process. This will affect their ability to provide support and courses which are more expensive. Hence they need to be aware of provision in the wider community in order to progress their participants on their journey towards labour market participation.

2.2.2. Engaging and recruiting clients

Key lessons in engaging and recruiting “stay at home” Ethnic Minority women involved the following:

Build trust/credibility with the local Ethnic Minority community – where providers are trusted, members of the local community are more likely to participate in the project.

- Participants are more likely to be recruited to a project if it is recommended by others who are trusted. Furthermore, male members of the household are more likely to encourage their female relatives to attend. This is an important issue for “stay at home” Ethnic Minority women where for cultural reasons they may be expected to remain in the home playing a limited role outside it (see “Interventions supporting Ethnic Minority labour market participation: Part one”, Chapter 3).

“...they come by word of mouth. We’ve been, we’ve been working for 30 years, people come through the doors for different reasons it’s a trusted place...It’s a place where husbands, or brothers and sisters will bring their mother or their father...they recognise that it’s safe, so that reputation is very, very important now that reputation (is) really for expertise”. (PROJECT 2)

“..people know the staff working here know what they are doing, they’re fully trained, they get supervised, there is (a) complaint procedures if they get into difficulties. They know the organisation is open, you know they will be supported....and if word gets out if one person gets helped from here obviously they will tell so many other people.” (PROJECT 5).

Several of the projects which took part in Phase two research, including both PROJECT 2 and PROJECT 5, had been working in the community for many years. Clearly trust had built up over time. Other factors, however, may also be associated with building trust such as engagement with the community – a point mentioned above in the OECD research and explored further below.

Become embedded in the local community – one project (PROJECT 3) which had been working in the community for over twenty years illustrates how providing support to a range of disadvantaged groups in the local community (not just to Ethnic Minority groups) can help to embed the project in the wider community.

- For example, PROJECT 3 have a welfare centre which provides meals and clothing for homeless people – they work with all faiths which play an

important part in supporting this work. It seems likely that sharing some of the same values and also familiarisation with PROJECT 3 helps to build trust within the Ethnic Minority community regarding the work the project conducts with "stay at home women".

"...the Muslim community are our biggest donors, one of our biggest donors in terms of food and stuff and they take over our soup kitchen once a month and prepare food for people and bring food in. Some of the sort of temples bring food in as well and yeah it's very, very plugged into that and we very much rely on those other organisations to support us as well." (PROJECT 3)

Work closely with other organisations in the local community –

partnerships with organisations such as Jobcentre Plus, health care, council provision, schools and religious groups located in the immediate community can bring a number of benefits in terms of engaging with potential clients. For example, they may provide:

- Referrals to the projects (as indicated above in the OECD report) when project providers make links with organisations in the local community. For example, by meeting face to face to explain provision or by becoming part of local strategy groups. This can lead to referrals as the work of the projects becomes well known.

"Basically they come to us by word of mouth or we get referrals from local hospital(s) and local GP's as well as all front line organisations of the council, they do refer people to us." (PROJECT 1)

"...also referrals were actually done by advisors in the Jobcentre...which means we have to meet them first, face to face to explain to them what the programme was, what we were offering." (PROJECT 5)

- A means for projects to market themselves – for example by leaving flyers and leaflets in community venues.
- Venues where projects can provide out-reach. For some groups such a "stay at home" Ethnic Minority women projects which are based in Mosques enable the women to attend as this is considered a "safe" environment. Or similarly, links with schools and community centres provide venues where these women would normally frequent.

"... we work in the Mosque actually...you know we run some of our courses there. Because we know that's the best place for women, you know women are allowed, especially women from Muslim backgrounds...allowed to go to

the Mosque and that's why we choose the Mosque because we want to reach women..." (PROJECT 4)

Providing projects in venues in which women feel comfortable is also important. Where they take place in more public facing venues, projects need to be aware of issues which might contribute to anxiety for some Ethnic Minority women. For example, students attending PROJECT 6 are required to have an identification (ID) card and to report on entry to security guards. This is, of course, standard procedure at many public buildings in order to protect the safety of both individuals and property. However, for those who have come from countries where they have experienced issues with the police, army and/or authority, these type of general security measures may be viewed as intimidating by some individuals.

"...some of our learners come from countries where they've had issues with authority and about people in the service industry, the army, the police and you come through to reception our security guys are dressed in black and white. They're not timid or small or know...they're tall. You come through, where's your ID...If they forget it, it makes them anxious...that's a huge issue for some of our learners...It's a big thing that someone said where's your ID card, why haven't you got it, you know next time take their name down, give them a temporary one, it frightens some of them." (PROJECT 6)

Employ members of the local community who understand the target groups culture - as highlighted in the OECD report, when working with a specific target group an in-depth understanding of the groups culture, values and behaviours helps projects tailor provision to need.

- Most of the projects taking part in this research were situated in the local community and project leads and/or workers were members of local Ethnic Minority communities who may be expected to have an understanding of the languages, values and cultures of those groups with which they worked. It was also mentioned that female workers may also be able to engage more effectively with "stay at home" Ethnic Minority women. These factors are thought to help build trust.

".... quite deliberately we try to recruit...sort of an Asian background teacher as well so she can speak the language and understand the issues because often...you think that people aren't engaged and there might be other reasons, cultural reasons for that not being engaged, which they wouldn't talk to me about anyway, they don't speak English and they wouldn't talk to a man about stuff like that..." (PROJECT 3, White male worker)

2.2.3. Project activities

Phase 2 projects demonstrated a range of activities available for helping “stay at home” women back into work, with key learning points identified where possible.

- No one project exhibited all of these learning points. They differed depending on the focus of the project, e.g. some projects were geared towards providing support to women who were furthest from the labour market whilst others provided support to women who were well on the way to being job ready. The next chapter provides more detail on the client journey and which projects and activities take place along this journey.

1. **One to one working** – providing support to enable “stay at home” Ethnic Minority women to move closer to the labour market can require intensive one to one support. Sometimes one to one support may be required in order to:

- **Encourage initial attendance** - “stay at home” Ethnic Minority women may be reluctant to attend, for example, due to lack of self-esteem and confidence in meeting others or travelling to venues. One to one support can take the form of contacting women prior to them attending the project for the first time.

“...we phoned them you know two or three times while they were waiting to start and to say oh don't forget you're going to this really cool thing that's happening...and then the day before don't forget you're going. Have you got everything you need, do you know about the buses...Because these ladies would, instantly change their minds.... So that keeping in touch and drip feeding them...And the person that was ringing them went to the first day...like so glad you've come.” (PROJECT 7)

- **Encourage on-going attendance** – due to lack of confidence and concerns over meeting others some “stay at home” Ethnic Minority women may need one to one support to encourage ongoing attendance and full participation in the project as in the quote below.

“...sometimes the women come and they can't sit in the crowd...They can't sit because they don't have the confidence, they, they feel like crying all the time, they're very depressed...so I do see them and my staff they do see them in private first to build up their confidence to make them understand... (PROJECT 1)

- **Assessments** – projects may work with participants on a one to one basis to assess the type of support which would be most appropriate for them

depending on their needs. This may occur both initially and on an ongoing basis in order to progress them towards the labour market.

“but very fundamentally on an individual basis, look with learners at their own personal and individual barriers to moving forward. So it’s not one size fits all...to make, to tailor provision so it’s relevant...” (PROJECT 2)

- **Provide ongoing support with severe issues** – some Phase 2 projects provided intensive one to one support to women who were experiencing severe personal problems such as domestic abuse. The project workers are trying to help women in very difficult situations, it is not that straightforward for the project workers to support these women, it is support that can require months of intensive engagement.

“..we’re working for hard to reach, women with issue of domestic violence, women with issue of the threat of undergoing forced marriage, early marriage you know and female gender mutilation, this is mainly the type of woman we’re working with.” (PROJECT 4)

Case study intensive one to one support

M lived in England for 25 years and was married happily for 19 years. Then the husband’s brothers and sisters came to live in the family home and “family politics made “their life hell, both of them”.

M rang the local project worker late at night for support. *“She kept ringing me and kept ringing me, when I rang her back...she said ...can you help me, can you come over, I’m in danger”.*

At this point the project worker was visiting a sick relative at the hospital, the project worker left the hospital to come to the aid of M at 11pm. This client relationship had been built up over time creating a high level of trust.

The intimate knowledge of their client’s home lives and situation means embedded local services can provide support above and beyond that expected of traditional 3rd sector organisations. Through negotiating with the client the project worker eventually persuaded the client to seek help from the police *‘it’s too much we have to call the Police, we have to tell them’*. The project worker attended the police station interview to provide assurance and support through a particularly difficult experience.

The project worker continued to support M through an Islamic divorce, and confidence building following the separation. After a number of months of

support, the client expressed an interest in work. The results of which are provided in the below quote:

'So we had a long conversation the... she sent her C.V. so we got that updated straight away brought that up to date, it was a little bit out of date but what was relevant was that she had done some cleaning work. Then we just did some basic employment going back to work sort of techniques and the interview techniques and really turn, making her believe in herself and she really started to believe in herself with all of this going on.... she was very keen to find a job so I spoke with the Engagement Team in the Jobcentre and said that I'd got this lady we've got a C.V. I actually got one of our other colleagues on the Engagement Team to spend some time with her and suggest that perhaps we could try some hotels cleaning the rooms... she got in touch with a couple of these Hotels.... she went to the one in South Kensington and had an interview and started work'

As Figure 1 demonstrates, domestic abuse can affect women from all ethnicities. What the above quote from Project 4 and the case study from a further project highlight is that the support required can be particularly intensive.

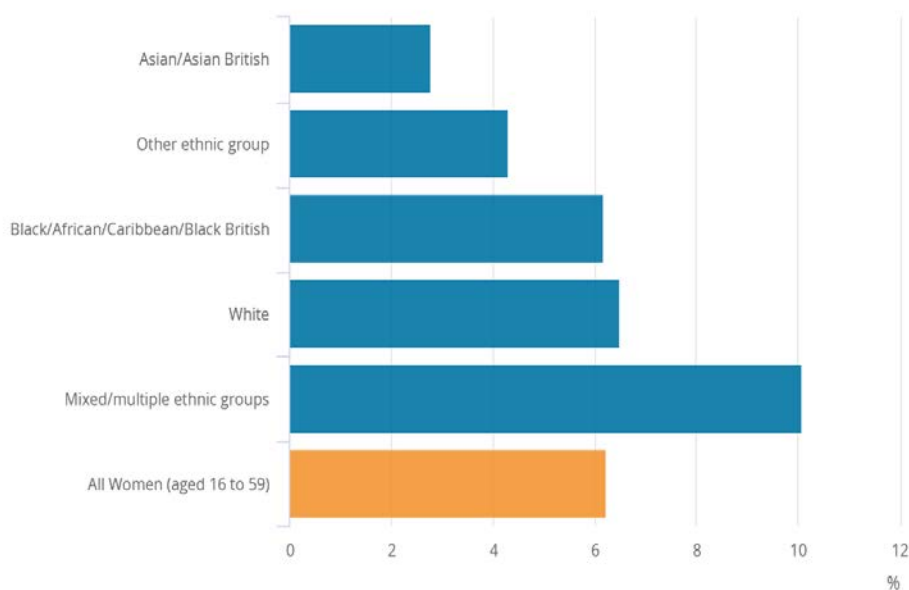


Figure 1: Partner abuse experienced by 16 to 59 year old women by ethnic group⁸ England and Wales, year ending March 2015 to year ending March 2017

Source: Crime Survey for England and Wales. Office for National Statistics “Women most at risk of experiencing partner abuse in England and Wales: years ending March 2015 to 2017

2 Group work - some “stay at home” Ethnic Minority women may not be ready to engage in skills training prior to looking for work. Activities that are aimed towards building confidence, self-esteem and which enable them to feel more engaged with society may be a first step. The extent of the support will vary depending on the type of issues experienced as referred to above. Group work to build confidence takes time and may involve:

- **Informal conversation groups** - designed to enable women to begin talking to each other and share experiences.
- **Formal learning groups** – these are designed to tackle specific issues such as relationships, parenting and working or mental health issues as demonstrated by PROJECT 4 below.

“What we do we still offer one to one support just to find out what she did, what she’s doing, especially we are focusing on (the) education side and skills....and when we found out, what is her interest what she wants to be we offer group support you know women coming like...not every week but twice in a month to come together we have different topics...like more, more related to mental health and well-being.” (PROJECT 4)

- **Activity based groups** - these may include a range of activities directed towards encouraging confidence and self-esteem e.g. visits to places in the local area e.g. restaurants or introducing exercises such as Tai Chi or new hobbies as seen below.

“...and when they come to us, we try to let them come every week to make some kind of interest for them. We provide activities like a knitting class, like the knitting they can knit for someone, they can knit for themselves to empower them to do something of their own. Cake baking...the flower arrangement you know, ...And I also said to them...who would like to do the creative writing, what’s creative writing you have to explain to them...they wanted to tell their own stories.” (PROJECT 1)

3 Enhancing language skills – in some cases women attending projects had no, or very limited, spoken English. Projects worked with “stay at home” Ethnic Minority women to introduce and improve English language.

- **Pre-ESOL: project based** – some projects provided very basic pre-ESOL at levels 1, 2 and 3. In the example below, participants came together in a “conversation club” at level 1. This encouraged use of English and started

off with basics such as letters of the alphabet but also encouraged participants to talk about topics relevant to their lives such as their GP. When it was felt participants had progressed they were moved to the next level. After level 3 they might go to college for full ESOL or participate in other skills courses.

“We have something called English conversation club...People who are aged or very new to this country or hardly speak, we have English conversation group...they come together with a professional person to start encouraging them just to talk, communicate in English...And we start may be with a letter.....letter A we encourage them to tell us how many words started with A...(PROJECT 4).

- **Pre-ESOL: college based** – PROJECT 6 provided further insight into how pre-ESOL may be delivered and linked to gaining employment related skills. Some courses whilst designed to improve English, were also aimed at giving participants routine, the opportunity to socialise and adapt to life in the UK particularly in relation to paid work. Regarding the latter, the college also helped with the creation of CVs, interview skills and support to look for work – including basic IT.

“...we have courses that are called English for Work courses and the idea is to engage them by teaching English and making sure that they come to College, they have some sort of routine you now and they can socialise and integrate into society”. (PROJECT 6)

As pre-ESOL is graded at three levels to take account of participants differing levels of understanding, the employment focus is also similarly graded. Thus at level one ESOL the employability content is limited but by level two, for example, participants may be encouraged to talk about their skills and abilities. These are further enhanced by “Project Weeks” and “Employability Weeks”. The former week is directed towards topics which supplement the course:

“...”so we have some people come in and deliver may be first aid courses or talking to students about nutrition and dental health, for example or the last time we had, we had someone talking about FGM for example.” (PROJECT 6)

The “Employability Week” involved students conducting work related activities in the college. This might include participating in shadowing members of staff, helping out in administrative tasks or building maintenance. This type of

activity provided work experience for those who may not have had any in the UK.

4 Skills to help obtain employment – a number of projects which took part in Phase two, in common with PROJECT 6, also mentioned activities directed towards making participants job ready. These could be conducted either on a one to one basis or during group work. These included: CV writing, familiarisation with IT, basic courses in childcare, First Aid or Health and Safety and interview techniques.

5 Encouraging paid work – PROJECT 5 spoke about how they encouraged participants to be job ready. They:

- Provided details about childcare (see point 8 below);
- Encouraged participants to travel to the project venue, even if it was some distance from their home.

“...sometimes you have to insist on people coming here... so if we identify someone who isn't attending...who is not willing to travel then we have to say well no you've got to travel to come here...if they can't travel to the community centre then how would they travel to work....so we have to say no look go do this. But bear in mind we cover some of the travel costs, so not putting a burden on them.” (PROJECT 5).

- Highlighted the benefits of paid work. PROJECT 5 used an “income maximisation model” to demonstrate to participants and partners (as below point 8) that it is financially beneficial for the family if women enter paid employment and reassure them that they will not be worse off.

6 Volunteering opportunities – some Phase two projects provided opportunities to experience unpaid work placements or voluntary work. This is an important means for helping individuals become ready for paid employment. Not only does this give people experience of work, but where they are mixing with others outside of their community it can help with the development of speaking English. For example, PROJECT 3 had numerous volunteering opportunities in its community shops, kitchen, laundry, warehouse and offices. These:

“...provides us with an opportunity for people to do work placements, work experience and volunteering, those opportunities vary from obviously retail through to warehousing and office work or whatever else that people might want to do. People also do volunteer work in our Welfare Centre where they

might work in the kitchen, support kitchen work that we do. So there's a whole like variety of work experience if you like, ... and we like to call them volunteering opportunities" (PROJECT 3)

- 7 Working with employers** – as pointed out earlier by the OECD research, links with employers and training providers may enable projects to provide work placements and training. For example, PROJECT 5 described how they held job fairs with employers in community centres and which its customers can attend to raise awareness of job opportunities.

"...sometimes we hold an information based job fair whereby we invited organisations like employers, training providers all come and they get the customers to come along, we get our customers to go as well ..."
(PROJECT 5)

They also had links with local employers, which have been built up over time. Employers contact PROJECT 5 directly or vice versa in order to place its customers into employment.

"...we've got like a lot of cleaning organisations...care agencies as well, like the ones in North London and east London mainly. I call them up and they say if you could get me ten people, I send them as many clients as they're likely to recruit and they tell me. I'll send them that number...and then they interview them and employ them if they like them." (PROJECT 5)

- 8 Working with male members of the household** - various reasons (see 1.1.1) may inhibit some Ethnic Minority women from taking part in paid employment and wider society in general. Some projects in Phase 2 research engaged with male members of the household/the husbands of women who attended/wanted to attend projects in order to "break-down" some of the cultural barriers.
- **Reassurance that the project is "safe"** – participation of "stay at home" Ethnic Minority women may be enhanced by reassuring male members of the household that the project is a "safe" place for their female relatives. For example, PROJECT 2 invited male members of the household to come along to the project with their female relatives to see that it was safe but they are not encouraged to remain in the learning area:

"well we say, we invite them (male family members) to come along with the women...you see I take the lead from our Chief Executive and Deputy Chief Exec., who are Asian, it's an Asian led organisation. And they are clear it's a safe place to come, do bring them along, come and have a look...But

actually you're gonna be here for 3 hours if you're sitting on your own in reception, you're very welcome to stay in reception, but why not try it and go and do something else whilst your partner, your wife is here. So you know that's line that, that I do take." (PROJECT 2)

- **Reassurance about the financial benefits of having a working wife** - PROJECT 5 worked with husbands to explain to the financial benefits of wives working using the "income maximisation" model discussed above.
- **Reassurance about childcare** - they also talked about how to overcome potential problems with childcare, for example, they explained rotas, provided information about childminders and benefits which can help to pay for childminders.

"I think in some cultures...husbands tend not to want their wives going out to work....we have explained through the income maximisation project, so they are better off by working both of them. And a lot of the time is husband's worries about how...you know who's going to pick up the children. So, so to explain rotas or they need to, you know, how they need to help out each other and realising you know making the husband realise the women working is good for the health, it's good for the family..." (PROJECT 5)

3. Journey towards the labour market for “stay at home” Ethnic Minority women

In Chapter 2 we looked at various activities which could be undertaken by projects when supporting “stay at home” Ethnic Minority towards the labour market. As already stated (2.2.3) no one project exhibited all of these learning points. The activities undertaken by each project depended on the type of support projects considered that their clients required. For example, some projects were geared towards providing support to women who were furthest from the labour market whilst others provided support to women who were well on the way to being job ready. The following quote illustrates that support is about a “journey” into society and work:

“...we started this to support people who are disadvantaged, marginalised on their journey back into the, to society, back into work again. ...We run sewing groups, we run craft groups, we run cookery classes, home maintenance and those courses are about engaging people who are perhaps not ready for work just yet, but actually need some routine, need to build their confidence so they can come into a group and be part of a group and have some sort of social interaction...” (PROJECT 3)

However, whilst projects taking part in this research supported “stay at home” Ethnic Minority women at specific points on the journey to work – **no single project supported these women throughout the whole journey to work.** The research suggests various reasons for this. For example, some projects were small with limited capacity and would not be able to provide the differing types of support required (see Figure 1). Some projects overcame this issue by linking up with other providers who could provide specific support which would progress clients in their journey to work. However, it was not clear that if further subsequent support was required this would be available.

3.1 Projects providing support at differing points along the journey to work

Figure 2 (Pg. 29) illustrates a journey into society and paid employment. It demonstrates a continuum of support based on findings from Phase 2 research and where on this continuum the projects participating in this research provided support.

The case studies below demonstrate more fully how the support needs of “stay at home” Ethnic Minority women may differ.

Case study – working with those furthest from the labour market

PROJECT 4 and PROJECT 1 are working with women who are in many cases the furthest away from the labour market. Some of these women have issues of domestic abuse, forced marriage and female genital mutilation. One of the main issues identified in the interview was control.

‘Main issue with the community is “controlling” – control by the family or husband and they speak little English.... this is the big, big issue and a big challenge for us because we simply have women being in this country for 20 years, don’t be surprised when I say 20 years or maybe born, never been at any ESOL never been at any place independent you know on her own.’ (PROJECT 4)

Other key issues facing women who do not speak English and/or have not previously engaged with the labour market and in some cases wider society are confidence, self-worth and self-esteem.

‘.....there are a lot of Asian ladies who are, we get to work who are illiterate in their own language ... and so that then compounds the, the whole problem and issue’. (PROJECT 3)

‘I was very frightened when I came in because I saw so many women here then I told myself no that’s not my type, I can’t sit with them because I, I’ve never seen people, I don’t like seeing people, I don’t like talking to them. But she said I have learned a lot from this group and from individuals as well’. (PROJECT 1)

There is also the issue of understanding your rights in the UK.

‘To understand the system, how the system work to understand more about themselves as a, a human being you know as a civilian and to understand more about equality. The right which is there for her but because of the language she cannot access...’ (PROJECT 4)

For a lot of the women who access support at PROJECT 4/PROJECT 1 many of them have children. Their main duty is taking care of the family, home and husband. These women are in some cases restricted from integrating with wider society. Much of their social interaction is within their own community with family or friends in the home.

'You know we're in London how many million live in here and its mix, they, they are just you know, they are staying with their community and doing less in term of, as a human being.' (PROJECT 4)

Case study – working with those who are job ready

PROJECT 3, PROJECT 2 and PROJECT 5 in many cases are working with women who are available for work but may require support such as ESOL for work, training towards qualifications and other learning. They may lack the confidence to successfully engage with the labour market and therefore require a level of support to become 'work ready'. In some cases, they may already be accessing benefits but may now be required to search for employment.

"... 'women returners as I call them that are looking to return, a little bit nervous about going back to work and it's a good way to ease their way into that, into the work sort of scene really' (PROJECT 3).

Additional support such as IT training may be required especially for women from an older generation in order to navigate the UC online platform, creating an online CV and job applications.

'The I.T. is also it tends to be employability focussed..., so we do a lot of interviewing, a lot of supporting people to establish their occupational focus within the employability and also use the I.T. to help people to get on line to apply for vacancies. And also to navigate the Universal Credit system as well so we run, we run job search, we run I.T. and ESOL we do a huge combination of different provision'. (PROJECT 2)

In some instances, the client may be willing to work but has not had a job previously or has not worked for a long time. Engaging with a regular course or programme can help prepare people looking to join the labour market.

'....engaging people who are perhaps not ready for work just yet but actually need some routine, need to build their confidence so they can come into a group and be part of a group and have some of social interaction which

many people don't you know, you know many people are suffering from isolation and loneliness these days'. (PROJECT 3)

Some of the women may also have skills and qualifications from employment in their country of origin and need help transferring these skills and qualifications to UK standards, For example:

'Well I think the one was already a qualified nurse and because her qualification wasn't recognised here, Agencies won't take her until she's done 6 months in a hospital. So the way around that is that we get her through the care route. She gets a job in care in a hospital, she then has her 6 months, and that validates her nursing qualification so it's, we've naturally gone job, better job for her.' (PROJECT 5)

3.2 Conclusion

The report looks in detail at a selection of specific interventions which were identified in previous DWP research (“Interventions supporting ethnic minority labour market participation: Part one”, January 2019). In part this research was undertaken because of the higher female labour market inactivity rate of some ethnic groups compared to the total female inactivity rate (see Table 2). This suggests that extra support is required to help members of these groups enter employment if they wish to.

A further reason for looking at interventions directed towards “stay at home” Ethnic Minority women is that Part one findings indicated that whilst interventions addressed specific issues, none appeared to provide “end to end” support along the customer journey towards employment.

The projects taking part in this research provided key lessons when providing interventions to “stay at home” Ethnic Minority women. These included good practice in terms of engaging and recruiting this typically hard to reach group and also lessons to improve delivery.

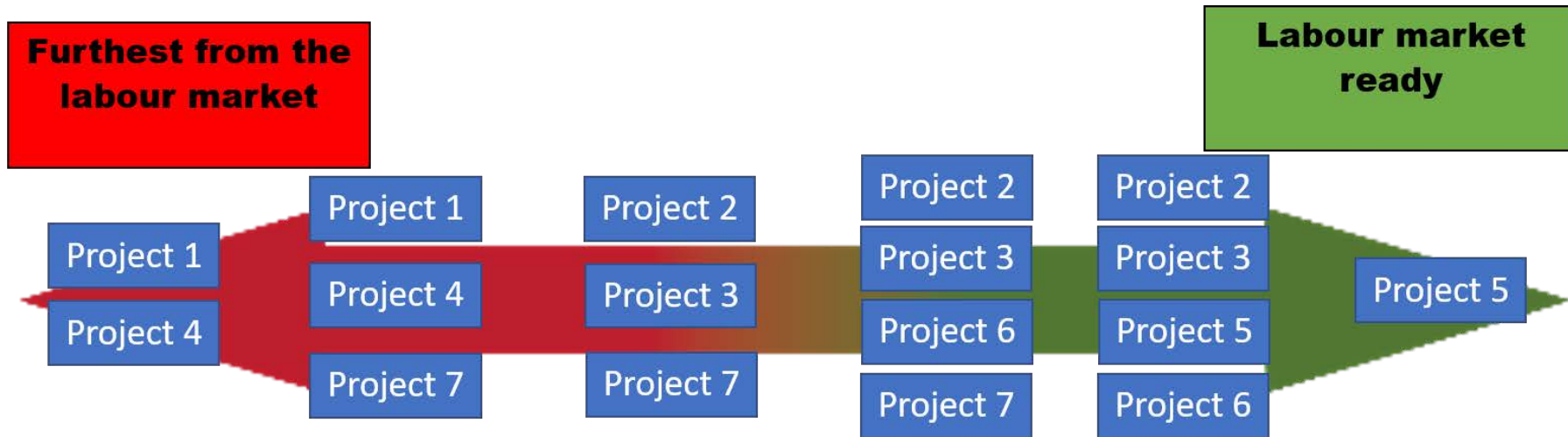
However, as stated previously in this chapter, projects taking part in this research supported “stay at home” Ethnic Minority women at specific points on the journey to work but no single project provided end to end support throughout the whole journey. As a result, “stay at home” Ethnic Minority women may complete an intervention but then progress no further towards work.

Interventions supporting Ethnic Minority labour market participation: Part Two

This research, as well as providing Jobcentre Plus with examples of good practice for projects which work with “stay at home” Ethnic Minority women, will enable operational staff to identify those projects which are most likely to be effective when making referrals and aid outreach work when working directly with these projects.

Additionally, findings from this research will inform DWP’s continuing development and introduction of effective and measurable local Ethnic Minority employment strategies, including the feasibility of end to end support for “stay at home” Ethnic Minority women.

Interventions supporting Ethnic Minority labour market participation: Part Two



Stages in the journey to employment					
Engagement and identification	Identifying barriers	Those with complex needs	Those who are more job ready	Refer/Provide employment support	Refer/Provide in work support
Initial engagement	Complex needs identified and support needs being addressed	Support to overcome barriers	Support to bring individuals closer to the labour market	Job ready	Employed
Actively working in the community and with local service providers in order to engage with this client group.	Following engagement with a new client a plan is created for the client based on their individual needs and situation.	Support may cover issues such domestic abuse, anxiety or lack of confidence. This may involve intensive one to one work or group work.	Support may include, for example, pre-ESOL levels 1, 2 and 3, ESOL, volunteering opportunities, learning how to use public transport and awareness of various occupations.	For those whose language and job skills are at a good level support is directed towards gaining employment. This may include: finding individuals employment through links with employers, drafting CVs, job search skills.	Providing in work support for those they managed to help secure employment. This support could also include finding 'better work'.

Figure 2. Journey to employment - continuum of support

Appendix 1 - Summary of Projects

Organisation/ Project		Activities	Size and management structure
<p>Project 1</p> <p>Location</p> <p>London</p> <p>Principle group supported</p> <p>Pakistani, Bangladeshi</p>	<p>The charity works with many women who lack confidence, are lonely and may have been subjected to domestic abuse and control. They aim to support these women through building their confidence.</p>	<ul style="list-style-type: none"> • They provide intensive one to one support, in some instances this has involved visiting someone at their home to intervene in a case of domestic abuse and assist in reporting incidents to police. • They have a range of classes including pre entry ESOL, self-esteem and confidence building workshops, keep fit and cultural trips. They do not have funding to provide ESOL classes so in some cases they refer women on to accredited ESOL courses. • Over 20 years in the area. 	<p>This is a relatively small organisation run and managed by unsalaried staff. They have small premises with limited access to IT equipment.</p>
<p>Project 2</p> <p>Location</p> <p>Yorkshire</p> <p>Principle group supported</p> <p>Pakistani, Bangladeshi</p>	<p>PROJECT 2 describe their aim as 'building a cohesive society where everyone can contribute'. They aim to support people from Ethnic Minorities to develop language and work skills to enable them to find jobs and progress in their careers.</p>	<ul style="list-style-type: none"> • PROJECT 2 deliver a range of educational courses including Quest for Opportunities which is for women with little or no English designed in conjunction with Job Centre. The course is under-pinned by ESOL, but with an employability focus including; workplace language, what employers expect, showcasing types of occupations and job search using IT. • They also provide activities like library visits to help understand the local area, to use public transport and to be able to go to a Doctor's Surgery. • Over 20 years in the area. 	<p>The organisation is relatively large. They have community hubs in the Bradford area and other bases around the country.</p>

Organisation/ Project		Activities	Size and management structure
<p>Project 3</p> <p>Location</p> <p>London</p> <p>Principle group supported</p> <p>Pakistani, Bangladeshi (note main group this organisation supports is homelessness)</p>	<p>To support those from disadvantaged backgrounds on their journey back to society and work. The organisation is not specifically for Ethnic Minority women but the local demographics mean that this is one of the disadvantaged client groups which they serve.</p>	<ul style="list-style-type: none"> • ESOL classes and many other educational courses are run daily. These classes are not segregated by gender or ethnicity. • Some of the courses that help our target group include ‘women returners’, ‘creative confidence’ and ESOL. The Woman returners class runs 9.30-3 to allow for the school run. • PROJECT 3 also provides the opportunity for work experience and training and employability skills in their commercial arm which includes a welfare centre, furniture shop, warehouse, office, soup kitchen and educational academy. • They also run a Job Club involving 40 local businesses to provide work opportunities and training. • Over 20 years in the area. 	<p>The organisation has numerous commercial ventures which provide a funding stream and valuable work experience opportunities for clients. They have over 40 staff and over 300 volunteers at any one time.</p>
<p>Project 4</p> <p>Location</p> <p>London</p> <p>Principle group supported</p> <p>Kurdish and Middle Eastern</p>	<p>They aim to help women recover from domestic abuse, family control and honour-based violence. They also aim to inform women of their rights and increase opportunities for better education, employment and participation in wider British society.</p>	<ul style="list-style-type: none"> • The organisation delivers education, training and employment services • The courses are non-accredited due to the cost involved but they have links with City of Westminster College where they refer women on when they are ready to move on to more advanced accredited education • Over 20 years in the area. 	<p>The organisation is relatively small. They are run and managed by a small team and volunteers.</p>

Interventions supporting Ethnic Minority labour market participation: Part Two

Organisation/ Project		Activities	Size and management structure
<p>Project 5</p> <p>Location London</p> <p>Principle group supported Somali</p>	<p>The is to provide support services for the Somali community in the East End of London to access learning and job opportunities.</p>	<ul style="list-style-type: none"> • PROJECT 5 supports women and unemployed individuals back into work through a range of advice, guidance, accredited and non-accredited training and employment support activities. • They also use a method called Income maximisation to show people they are financially better off in work. • They run a welfare advice project run by trained Somali speaking workers who support clients with benefits, housing and immigration problems. • Over 20 years in the area. 	<p>Relatively small organisation.</p> <p>Employs around 5 employees.</p>
<p>Project 6</p> <p>Location London</p> <p>Principle group supported Open to all</p>	<p>The primary aim is education.</p> <p>The ESOL School offers a wide range of courses including Entry Level 1, Entry 2, English speaking and listening, ESOL level 1 and Level 2.</p>	<ul style="list-style-type: none"> • The programme of courses also includes English for work. The courses are intensive and run full time 37 hours per week or part time 18 hours per week over a 12-week period. • The courses are taught by qualified teachers. • College has been running ESOL and ESOL related provision for a number of years. 	<p>The college campus has excellent facilities with access to modern classrooms and equipment.</p>
<p>Project 7</p> <p>Location Birmingham</p> <p>Principle group supported Pakistani, Bangladeshi</p>	<p>The aim was to ensure that cultural domestic violence and domestic unrest was not worsened in the community by the fact that Universal Credit full service is a family benefit.</p>	<ul style="list-style-type: none"> • Course ran for 3 weeks - first week 4 full days' remainder four half days per week. • This included a range of classes including; self-awareness and understanding more about Universal Credit full service, • Labour market advice and training, CV writing and inspirational speakers • This was a new intervention created for a specific issue. 	<p>The project was located in a Church hall where the women would go and feel comfortable.</p>