



ڕێکخراوی ژنانی کوردو روژمه لاتى ناوه راست

KMEWO

Kurdish and Middle Eastern Women's Organisation

Women Learning for Work



The Kurdish and Middle Eastern Women Organisation (KMEWO)

Our mission is to ensure that Kurdish and Middle Eastern women in the UK are supported and empowered, provided with advice, advocacy, educational opportunities and training, in the hope of helping them to achieve a better standard of life, free from any violence and with their legal freedoms intact.

Our aims are to relieve any distress and/or suffering of Kurdish Middle Eastern and African (KMENA) women and children resident in the UK and help them understand their human rights by providing them with the necessary information and advice as well as organizing conferences and seminars on human rights issues. We also aim to promote equal employment opportunities for these women by offering them educational and vocational courses that will help them get into employment.

Our approach is to empower women through the provision of holistic services, to enable mainstream services through the provision of frontline information and cultural expertise and facilitate women’s engagement with mainstream services and wider society.

Our services:



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“Our mission is to ensure that Kurdish and Middle Eastern women in the UK are supported and empowered”

Foreword

I am very pleased to present the evaluation report of Women Learning for Work project and very proud that we have more than achieved what we aimed to deliver. The report only captures a fraction of what we have done.

I am privileged to be leading KMEWO and, in its delivery of services to women from the ‘margins’, to be bringing them closer to the centre. It is our job to touch these women’s lives, widening their horizons and unlocking their potential so that they can walk towards the centre with steady steps. And we are good at it. This report is evidence of our success.

We have a fundamental goal: to close the gap between the margins and the centre. On the one hand, we work with women who are voiceless and invisible, who find themselves in situations where multiple axes of oppression prevent them from realising their dreams. On the other hand, we work with the ‘centre’, individuals and organisations that have limited awareness of what those on the ‘margins’ need and experience. The ‘centre’ only knows its own way and does not know how to appreciate what the ‘margins’ can bring. We work with the ‘centre’ to bring them closer to the ‘margins’. We are there in the middle as KMEWO and we try to restore these relationships to a healthy balance. It is a long journey. This project was one of the vehicles we took on this journey, but we need many more vehicles to reach our ultimate destination.

I am proud of the women who took this journey with us. Their strength and will-power have enabled us to push our limits, and their achievements have made our journey and our fight meaningful.

I am grateful to the management committee, the project team, the colleagues and the volunteers at KMEWO for their belief in women on the margins and their commitment to walk with women to the centre. Without them we could not have achieved the goals of this project.

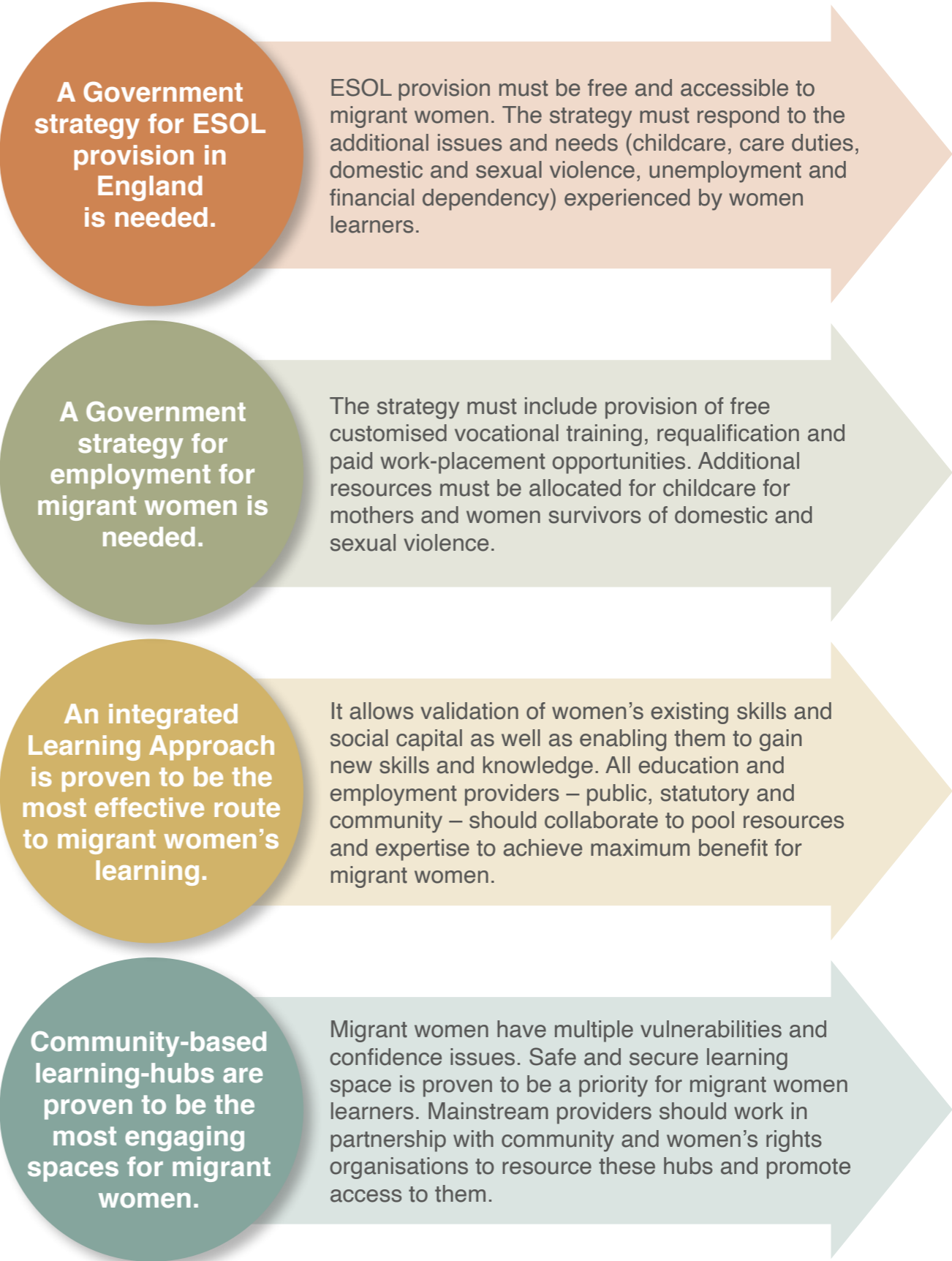
I am thankful to the partners of this project for sharing our vision and accompanying us. Their presence improved our capability and eased our journey.

Finally, I am hugely appreciative of the assistance and the financial support provided by the National Lottery Community Fund.

Sawsan Salim
Director



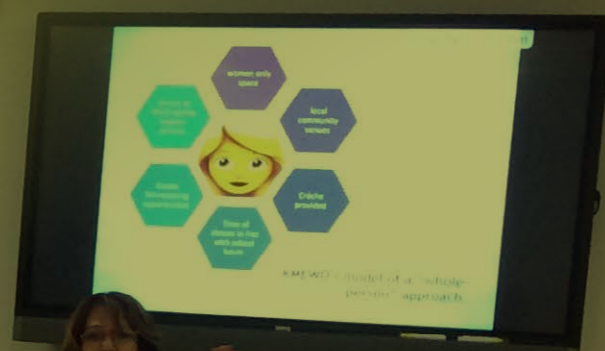
Recommendations



“ I have learnt about ESOL Entry 1 course through my friend. I joined ESOL1 class and then moved to ESOL2. These courses were my first step toward my goals. They were really important and helped me to improve my English and build up my confident however I feel I need more courses to be able to communicate effectively.

Furthermore, being in these courses helped me to meet new people and make new friends and practice my English. I would like to take this opportunity to thank you for running this course.

I would be very pleased if KMEWO could continue provide these courses in the future and I will be the first one to join. Thank you so much for everything. ”



Introduction to the Report

The development of the Women's Learning for Work (2016-2019) project was informed by feedback from over 700 participants of a previous project and learning from its independent evaluation and associated report "Lost in Translation, No More."

This project included providing 2 separate packages of learning determined by the results of women's assessments of their English and IT levels, as well as their personal ambitions and goals for progression.

Package one included ESOL courses from pre entry to Entry level 3, basic IT and internet skills as well as information workshops and outings with language support. This package was designed for women who found it hard to keep up with the pace of change in their everyday lives. Women who had very limited English and almost no IT skills were nonetheless expected to navigate digital journeys when accessing basic and essential services related to health, welfare, education and employment. As a result, everyday living was a struggle for them. Project activities aimed to help them manage this daily struggle and improve their knowledge, understanding and access to services.

Package two was designed for women who were well educated in their home countries and had reasonable English and IT skills. However, they still faced barriers when accessing mainstream educational opportunities either because of poverty, lack of knowledge about pathways, or their experience of repeated discrimination. This second package offered women

opportunities to enhance their IT and digital skills, undertake online research, enhance their CVs and improve their academic and presentation skills through attending taster vocational courses – for example in childcare and teaching, or IT for employability skills in which they learned how to use Word and Excel for work, how to write cover letters, make job applications and upload their CV to recruitment agencies.

Additionally, all the women who engaged with project activities in both packages were provided information on violence against women and girls and on the support services available if they needed to seek help.

The aim of this evaluation report is to assess the short- and long-term impact and the effectiveness of the Women Learning for Work project on the lives of women learners and their integration in the UK.

We are very pleased to have secured the services of an evaluator, Feride Kumbasar, who has witnessed KMEWO's development over the years, an academic and a women's rights activist with extensive knowledge and experience of working with "led by and for" BME women's organisations. As such, she has deep understanding of women's empowerment through education and training and its expected impact on women's lives in the long term.

Gona Saed
Project Manager

‘Women Learning for Work’ Project

Women Learning for Work Project was developed by KMEWO and funded by the Big Lottery (now the National Lottery Community Fund) Reaching Communities Fund to provide community-based learning opportunities for migrant and refugee women from diverse backgrounds.

The aim of the project has been to support women to learn English and/or gain vocational training and other essential life skills to improve their confidence, resilience and ability to navigate systems to improve access to new opportunities in education, volunteering and employment for themselves and their children.

Project activities:

- **ESTABLISHING COMMUNITY-BASED LEARNING HUBS**
- **ONE-TO-ONE LEARNING SUPPORT AND CASE WORK SUPPORT**
- **RUNNING**
 - ESOL Entry level 1,2,3
 - ESOL conversation classes
 - Childcare courses
 - IT for beginners and intermediate learners
 - IT for Employment
 - Teaching Assistant skills – NVQ portfolio
- **WORKSHOPS**
 - Violence Against Women and Girls (VAWG) and Honour Based Violence (HBV) awareness-raising and KMEWO support services
 - Employment and CV writing

- Individual budget planning
- Safeguarding
- Employability and benefits
- Parenting skills
- **OUTINGS**
 - Libraries
 - Children’s Centres
 - College visits
 - Museums
 - Mindfulness talks and walks
 - Socialising at cafes
 - City Farms

• **GRADUATION CEREMONIES – AT THE END OF EACH YEAR**

Project outcomes:

- **OUTCOME 1**

Women will have increased understanding of work, social and educational environments enabling them to make informed decisions.
- **OUTCOME 2**

Women will increase their knowledge and skills to further their goals and start working or volunteering.
- **OUTCOME 3**

Women’s confidence will be enhanced through provision of bespoke support and the acquisition of practical skills including language skills.
- **OUTCOME 4**

Domestic violence survivors will better access specialist and mainstream support services to help them and families.

Methodology of the Evaluation

Both qualitative and quantitative methods have been used for this report. Information outlined in the following pages reflects not only the numbers of learners and their quantifiable engagements with the project and/or their quantifiable achievements but also gives more in-depth analysis of how the learners’ ‘everyday lives’ have been changed as a result of this engagement. This includes insight into how new doors are opened, and new opportunities embraced by the women concerned through newly gained/improved skills, qualifications and social networks.

KMEWO collected a wide range of monitoring data during project and included analysis of some of this data in the reports submitted periodically to Big Lottery. For this evaluation report we have analysed this information again with a fresh eye, to see whether the monitoring data would give us new insights.

We list below the sources of evidence related to project delivery which were evaluated for this report:

- Enrolment forms
- Individual Learning Plans
- Case files
- Review reports
- Tutor evaluations
- Learning activity logs
- Attendance logs
- Learner feedback forms
- Equality Monitoring forms
- Outing logs
- Workshop logs
- Certificate logs

- Learner graduation speeches
- Case studies
- Project delivery reports and progress reports
- Project funding applications – 2 stages

The evaluation process also included further activities to reach a deeper understanding of the impact of the project and assess thoroughly the ways in which practice could be improved and women could be further supported.

Below is the data we collected following the end of the project and during the course of the project evaluation:

- Focus Group discussions – 2
- Teacher interviews – 2
- Development Worker interviews – 2
- Student follow-up interviews – 8
- Previous Learning Project reports – 1
- External reports
 - Refugees Welcome? The Experience of New Refugees in the UK, April 2017
 - All Party Parliamentary Group on Refugees
 - Empowerment Through Education: Women Breaking the English Barrier, 2016
 - The Wonder Foundation
 - Migrant Journey: 2018 Report, published in May 2019, Home Office
 - Policy Brief: Towards a Whole Person’s Approach to Migrant Women’s English Learning, Gona Saed, 2018, KMEWO
 - Innovations in English Language Teaching for Migrants and Refugees, David Mallows, 2012, British Council

Project Background

This project developed out of learnings from previous capacity-building programmes such as:

- ‘Learning for Living Project’ (2012-2015)
- ‘Women Volunteering Project’ (2009-2012)
- ‘Up-skilling Women Project’ (2010-2012)

Through running these projects KMEWO gained experience in developing and running educational, vocational and lifelong skills-building services for women experiencing multiple disadvantage, establishing itself as a centre of community learning with satellite delivery hubs.

Previous project evaluations informed us that we did well in facilitating women’s access to education. KMEWO also learned that without interventions, women simply would have missed opportunities to unlock their potential.

FROM PREVIOUS LEARNING TO A NEW PROJECT	
Learning Outcome	Translating into the 'Women Learning for Work' Project
Women told KMEWO that creating learning spaces where they feel safe and welcome are important for them to engage with learning activities and sustain this engagement.	KMEWO is expert on creating and providing a safe and welcoming space for women. Through Women Learning for Work project KMEWO could continue providing enabling and empowering spaces for women.
Women reported that long-term personal relationships with the development workers and the teachers made them feel confident about themselves and enabled them to effectively engage with other learners which had a huge impact on their learning experience.	KMEWO is committed to building a long-term relationship with women. Through Women Learning for Work project KMEWO could attract more resources to maintain its relationship with women but also facilitate their journey to full independence and integration.
KMEWO’s holistic approach to supporting women, that is, where practical services – advice, violence against women support, therapy æ are embedded in the “whole person” approach to learning and the provision of learning activities was proven to be a successful way of meeting the needs of vulnerable migrant women. Teachers informed KMEWO that women learned more quickly when they felt safe and supported. Women informed KMEWO that they could concentrate better when their practical issues were sorted.	Women demanded more accredited and employability courses along with ESOL. Women Learning for Work project could enable KMEWO to continue reaching out and supporting women holistically and bring in more resources to further develop its learning approach to get national recognition. One-to-one support and Individual learning plans have been added to create individual spaces for women’s progression.
Refugee and migrant women experience intersectional oppression which hinders their access to mainstream services including education. Lack of knowledge of opportunities, lack of confidence in making enquiries to find out more about courses, lack of language skills and cultural or religious barriers all play a role in hindering their access. They informed KMEWO that they needed more community-based learning spaces to develop themselves.	Through Women Learning for Work project we could continue enabling women to engage with community-based learning opportunities where they could build their capacity and language skills to access mainstream services effectively.



Project Beneficiaries: Women from ‘Margins’

During the project’s lifetime, 488 women were supported. Most of the women have experienced oppression and discrimination related to their ethnicity, gender, class, religion, immigration status, ability or sexuality.

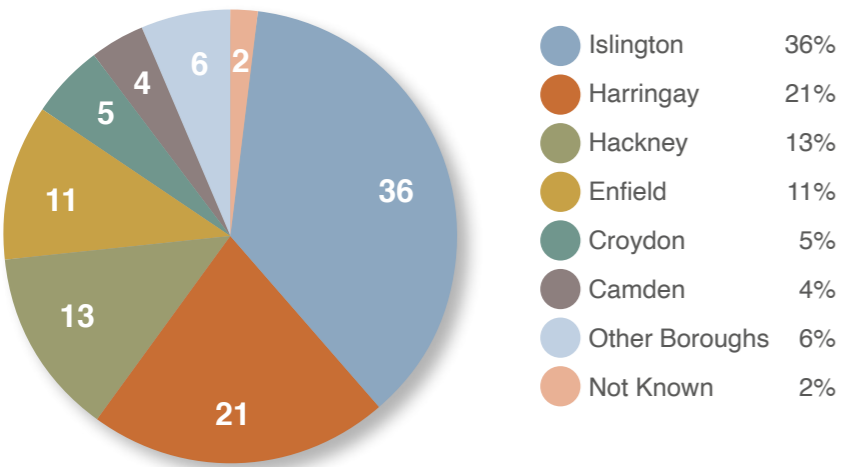
The project reached women from the most disadvantaged sections of migrant women communities such as:

- Older women living in the UK more than 10 years, some for over 30 years. Many of them have never used their own voice, are illiterate and have never studied English. Many of them are living alone, their children have grown up and moved out, depriving them of easy access to family members that can act as interpreters/

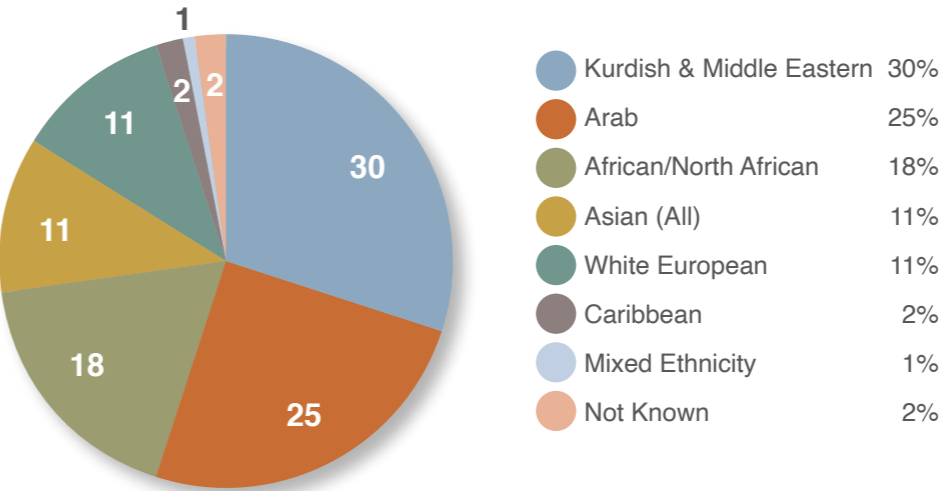
translators. Being able to speak English is extremely important to combat isolation and deal with everyday tasks and welfare issues.

- Young mothers with school-aged children who have finally got time to learn English or get training related to their future employment.
- Women on spouse visas, both those who are newly arrived and those who are newly settled. They have a wide range of issues related to immigration, housing, lack of awareness of their rights and entitlements, total dependency on their husbands and husband’s families. Many are extremely isolated and have no independent personal support network.

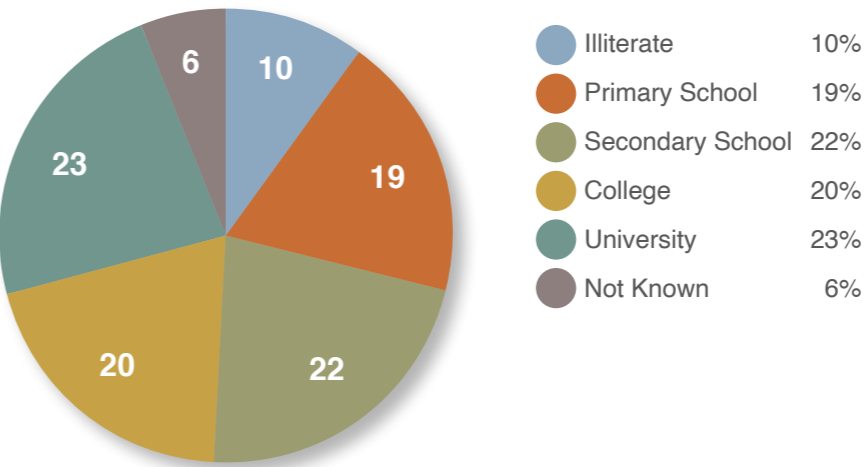
LONDON BOROUGHS WHERE PARTICIPANTS COME FROM



ETHNICITY OF PARTICIPANTS



EDUCATIONAL BACKGROUND OF PARTICIPANTS

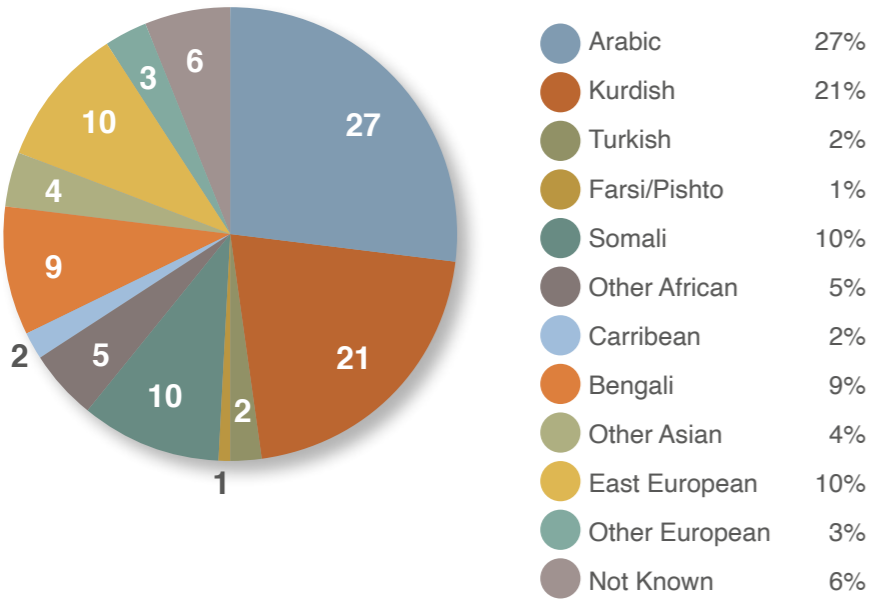


DISABILITY

12% 12% women learners self-declared as being disabled.

Project Beneficiaries: Women from ‘Margins’

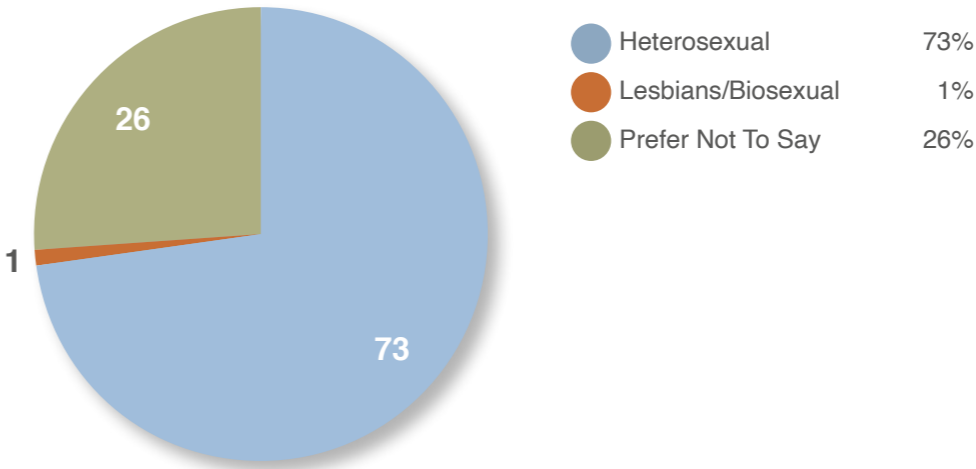
LANGUAGES SPOKEN BY PARTICIPANTS



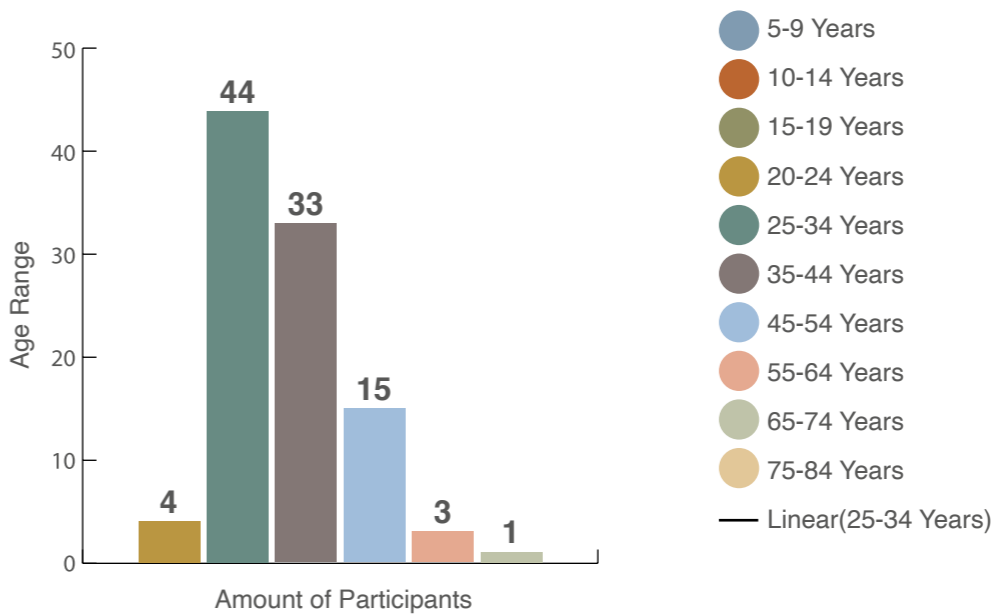
Participants Spoke 32 Different Languages

- MIDDLE EASTERN LANGUAGES:
Arabic, Kurdish, Turkish and Farsi (4)
- AFRICAN LANGUAGES:
Somali, Amharic, Kiswahili, Igbo, Lingala, Tigrinya and Yoruba (7)
- ASIAN LANGUAGES:
Bagnoli, Gujarati, Pashto, Urdu, Chinese, Mandarin, Tamil and Dari (8)
- EAST EUROPEAN LANGUAGES:
Albanian, Azerbaijani, Bulgarian, Hungarian, Polish, Romanian and Slovakian (7)
- WESTERN EUROPEAN LANGUAGES:
Italian, Spanish, English, Portuguese and French (5)
- CARIBBEAN LANGUAGES:
Creole (1)

SEXUAL ORIENTATION OF PARTICIPANTS

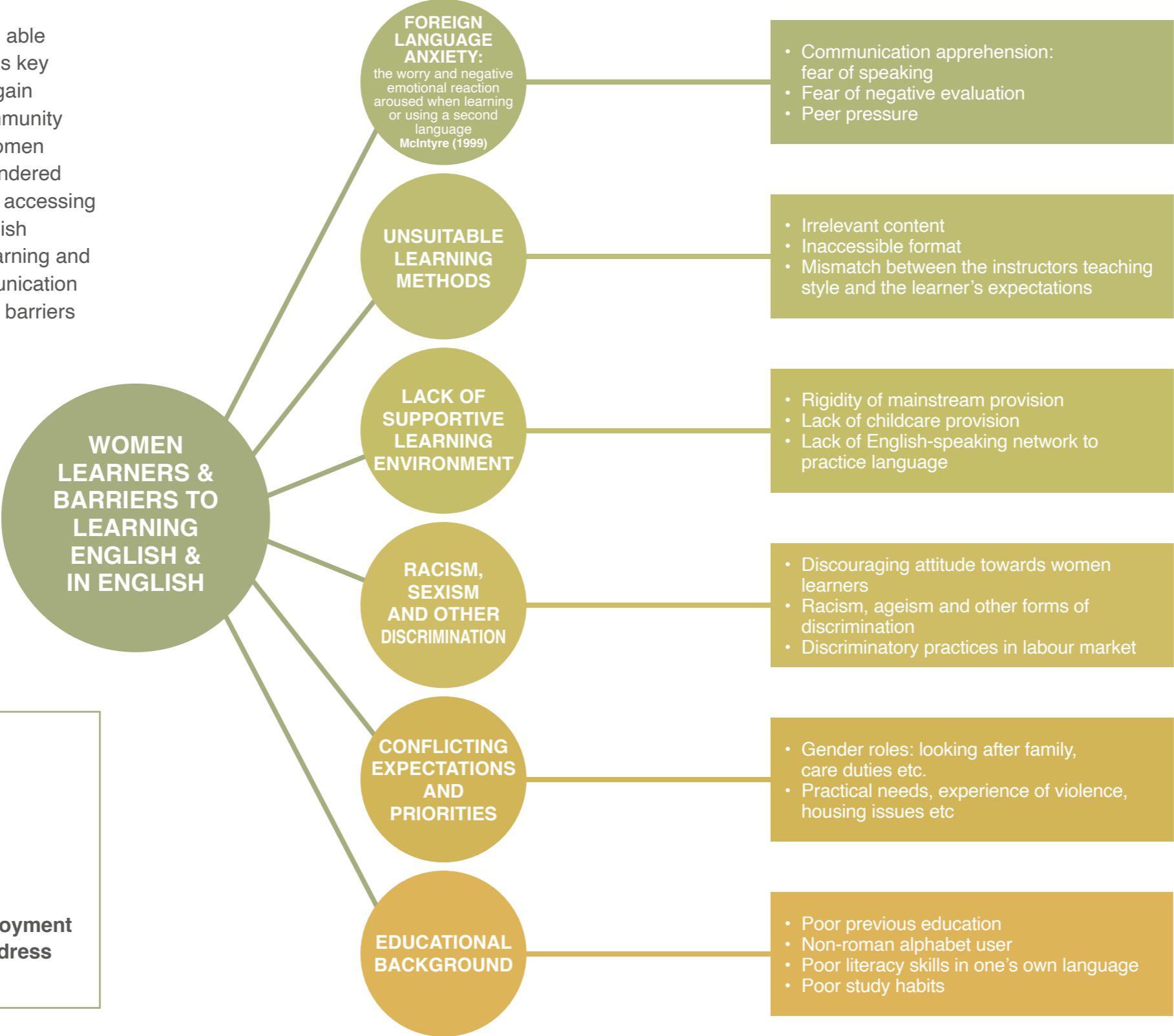


AGE RANGE OF PARTICIPANTS



Project Learners' Barriers to Learning

The evidence confirms that being able to speak, write and read English is key to being able to access support, gain employment and take part in community activities. Migrant and refugee women learners experience particular gendered barriers which prevent them from accessing and successfully completing English language classes (ESOL) and learning and using English as a tool for communication and self-exploration. Some of the barriers are outlined in this graphic.



WHAT IS NEEDED?

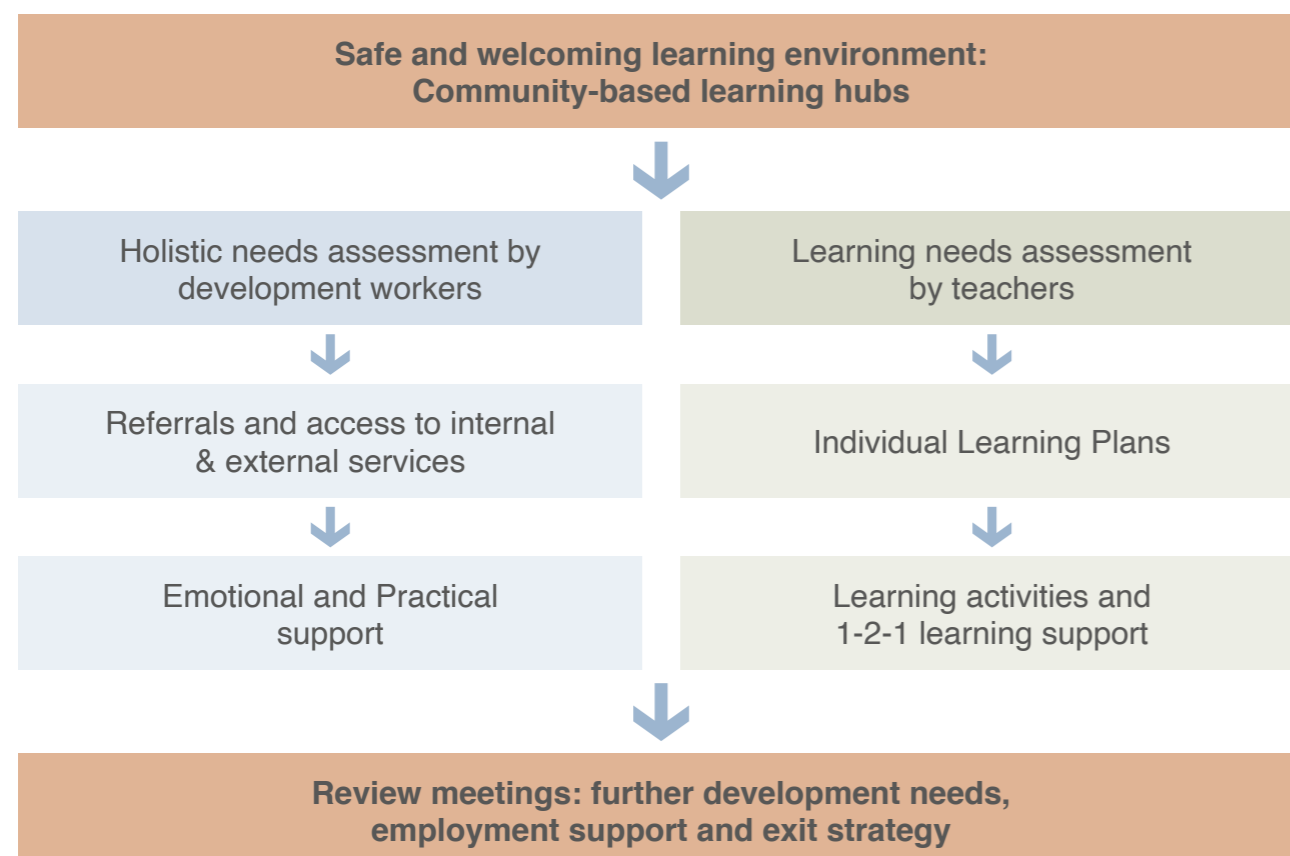
- Easy access
- Supportive environment
- Holistic support: emotional and practical
- Needs based learning
- Relevant information: leading life skills and employment
- Teaching techniques to address foreign language anxiety

“ KMEWO offered me many different courses: ESOL Entry 2 and entry 3, computer, free advice and Zumba. Now I am going to the college and taking ESOL Level 1 and a Hair Beauty Course.

What have I learned in KMEWO's courses? Before I was shy, NOW I am less and open to talking to people. Learning English helped my confidence!

After 20 years living in UK – I went back home to Somalia alone, and could see my family again, finally. ”

How Project Learners Are Supported



Women

- Become aware of their rights and entitlements
- Understand how they can improve their learning skills
- Become aware of discrimination and systemic injustice; stop blaming herself
- Get to learn decision making process
- Gain new skills and improve existing ones
- Improve their social network
- Restore their dignity
- **Take control of their lives and their children's lives**

“

I live in London. I want to start by saying a big thank you to KMEWO. I am the happiest person on earth right now because I am privileged to be part of this KMEWO family. Yes, I mean family, joining these courses have made me realise that life is beautiful even when you're going through disappointment.

I have been able to speak about it and have made good friends. These courses really gave me hope at a time when I thought I won't be able to study anymore as I've been trying to enrol into colleges, but it was really difficult for me to get accepted. I bless God for the day my daughter began going to the Seven Sisters Primary School as that's where I learned about KMEWO.

I had the opportunity to learn English, IT basic and IT for Employability and I'm looking forward to taking more courses from KMEWO. Trust me; their teachers are the best teachers I have ever met....

I would like to tell all vulnerable women who think they cannot become a better person, yes! You can improve yourself, just come to KMEWO. They are here to support you in many ways. They will support you with any problems that are too much for you to handle by improving your English, IT skills and health and social care skills for example. They even help with your immigration issues. They are here to listen and help. KMEWO is the best place to be so far, trust me!



These courses have really done a lot for me in terms of speaking out and it will really help me in future if I decide to continue with my education and it will really help me if I need a job. ”

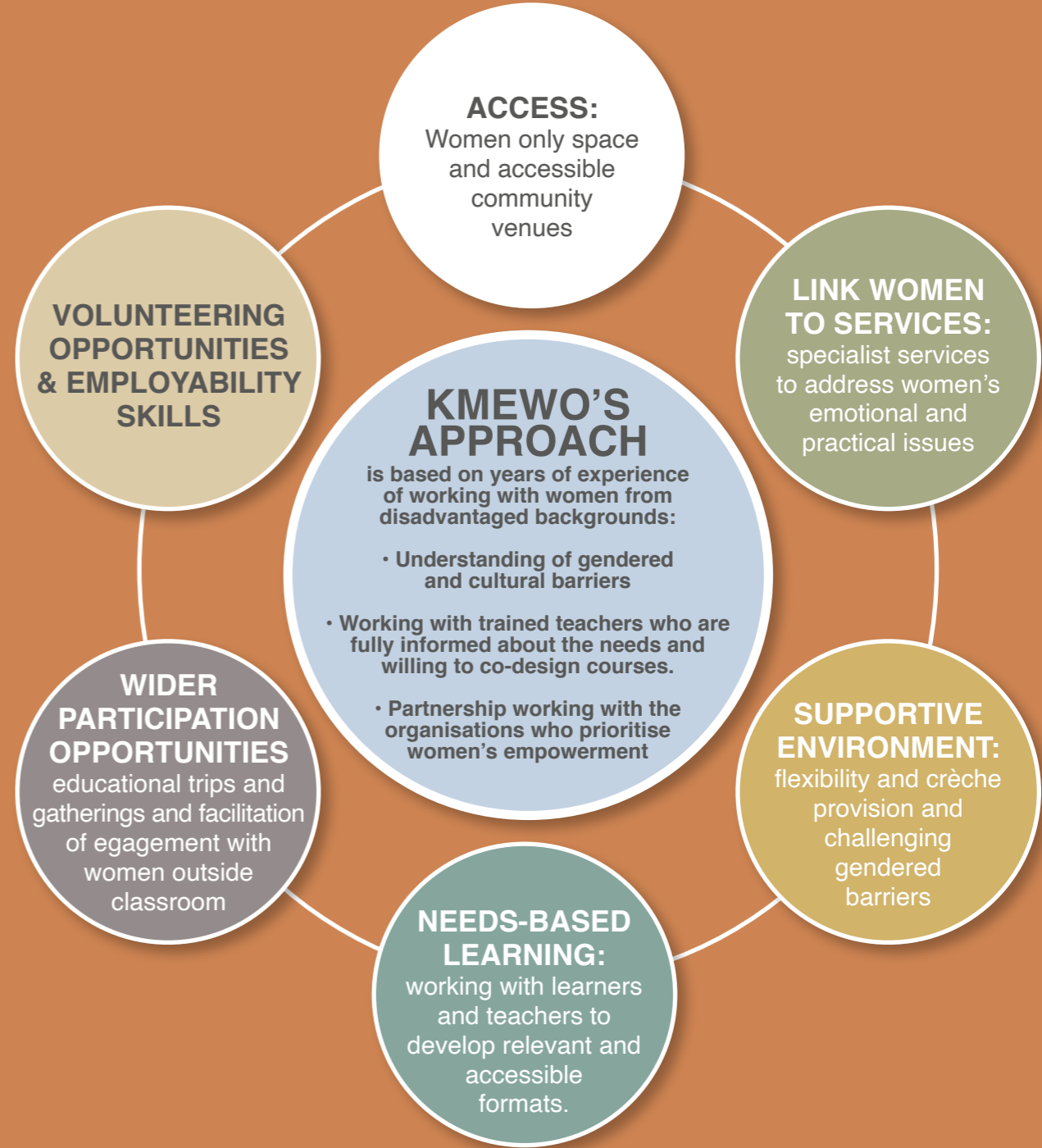
Alma started ESOL Entry 2 with KMEWO in Seven Sisters Primary School. Then, she moved to ESOL Entry 3, IT basic and IT for Employability.

Integrated Learning

KMEWO over the years has developed its own Integrated Learning approach which has been proven to be both effective and empowering when working with women from BAMER communities. This approach effectively addresses the barriers to learning experienced by BAMER women learners. Integrated learning has three main elements.



1. Whole Person Approach



Integrated Learning

2. Cooperative Learning

In our experience cooperative learning has been particularly effective in forming a community of multi-cultural and multi-lingual learners from different educational backgrounds to study together and benefit from the interactive experience and information exchange.

In our learning space women from a wide range of backgrounds came together to learn English or gain skills for employment.

Co-design of teaching content has been facilitated by teachers who introduce information about British culture and values, food, celebrations and many other aspects of its daily life; this allows learners to share their cultural practices, customs and geographical and social landscape of their home country.

The lessons provide opportunities for women to improve not only their communication and interaction skills but also to improve their awareness about other kinds of practices and existences which lead them to be constructively critical about their own 'normative' lifestyle.

It also leads them to be open-minded about people's choices which is an important element of integration into UK civil society and democratic participation.



3. Life Skills Development

The KMEWO project team together with teachers, learners and partners constantly searched for new and better practices to improve learning experiences and widen their impact on women's 'everyday life' experiences. A wide range of techniques was developed and tested to enhance women's life skills.



Think-pair and share sessions are used to encourage learners to work together to critically assess a situation, identify individual positions and develop arguments to contribute to a constructive debate.

Quiz sessions are introduced to encourage learners to work in groups to develop team-working skills in problem-solving situations. The learners were also involved in designing questions related to their own backgrounds i.e. the capital of their home country or the language they speak.

Talking about violence and abuse as part of curriculum in safe and confidential environments has enabled women to critically assess their own experience, come forward and seek specialist support to reach protection.

Visiting local libraries not only enabled women to become members of the libraries visited, but also facilitated women's unassisted access to information.

Reading and discussing news sessions are used to develop women's sensitivity to what is happening in the external environment, empowering them to become actors of social change.

Every aspect of the learning environment has been carefully co-designed to enable women to take control of their own learning. IT skills, for example, have opened a door to the digital world where they can access many different sources of information at any time and stay connected with the outside world.

Project Achievements

795 learners accessed to VAWG and HBV information and services.

605 women learners' have increased awareness of NHS services and access routes.

588 learners started reading a daily newspaper and following the news.

581 learners received one-to-one support to devise their learning plan.

488 women learners attended **1034** project activities.

468 learners attended various ESOL courses and gained vital language skills.

370 learners received practical and emotional support.

251 learners completed work-based training.

136 learners attended various awareness raising workshops.

138 learners attended various IT courses.

108 learners gained childcare skills.

94 learners visited a library and became a member.

53 learners gained theoretical and practical information on safeguarding.

37 learners visited a college and be informed about their courses.

Project Achievements

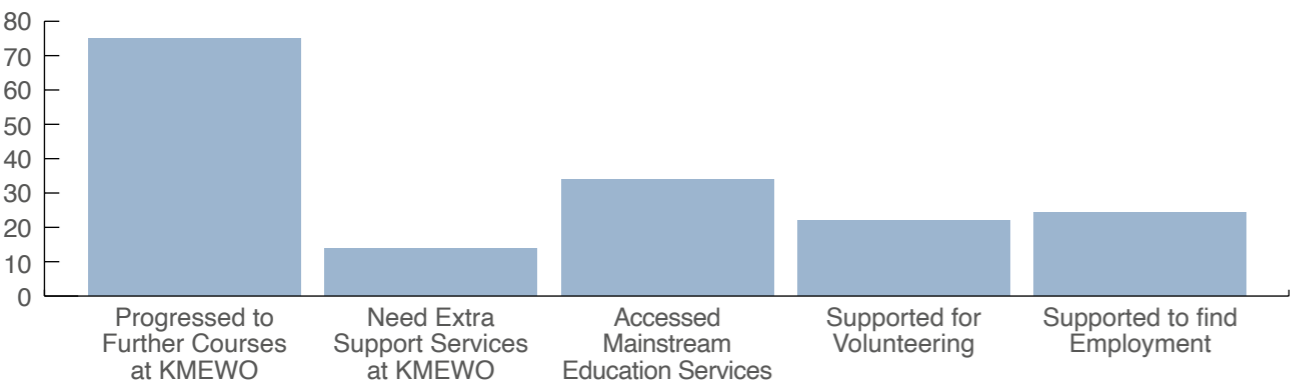
LEARNERS' PROGRESS

293 Individual Learning Plans (ILP) out of 353 ILPs have been analysed as part of this evaluation.

The outcome of this analysis is outlined below:

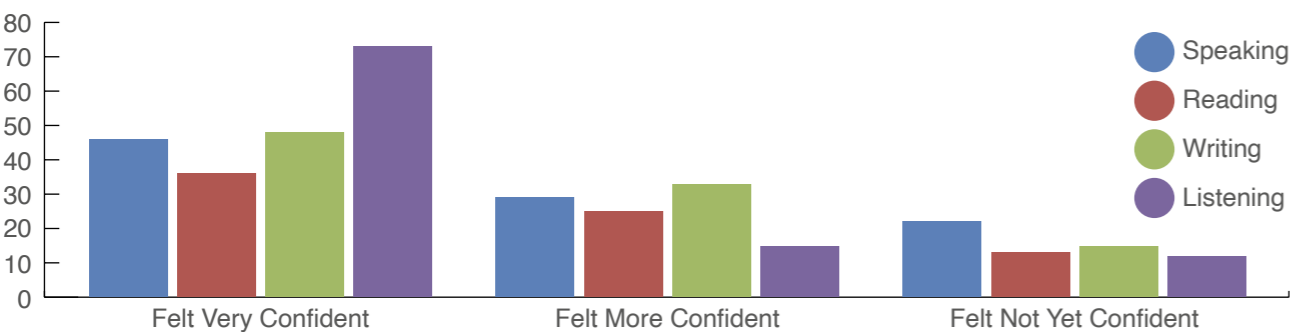
219 learners progressed to further courses at KMEWO	75%
40 learners needed extra support and accessed services at KMEWO	14%
100 learners proceed to mainstream education services	34%
64 learners supported for volunteering	22%
72 learners supported to find employment	24.5%

OUTCOME – PROGRESSION ROUTES



LEARNERS' CONFIDENCE LEVEL

Learners of ESOL reported that their confidence level increased. However, both learners and teachers reported that learners need more courses and more opportunities to practise their language before they feel fully confident.



Project Achievements

Activity	Delivery Venue	Start Date	End Date	Number Attended
ESOL Entry L1	Muslim Welfare House	03/10/2016	19/12/2016	11
ESOL Entry L3	Finsbury Park Mosque	05/10/2016	21/12/2016	14
Outing: Library Visit	N4 Library	17/10/2016	17/10/2016	11
Outing: Library Visit	N4 Library	19/10/2016	19/10/2016	10
ESOL Conversation	Caxton House Community C.	03/11/2016	02/02/2017	19
IT Intermediate	Elizabeth House	08/11/2016	28/02/2017	9
IT for Employability	Caxton House Community C.	15/11/2016	13/12/2016	9
ESOL Entry L2	Muslim Welfare House	09/01/2017	27/03/2017	19
ESOL Conversation	Muslim Welfare House	20/02/2017	25/05/2017	15
ESOL Entry L1/2	Newington Green Primary S.	01/03/2017	24/05/2017	15
IT for Employment	Elizabeth House	07/03/2017	28/03/2017	5
Child Care & Teaching A	Caxton House Community C.	08/03/2017	17/05/2017	13
Child Care & Teaching A	Caxton House Community C.	10/03/2017	19/05/2017	9
Outing: Safeguarding	Kentish Town City Farm	19/04/2017	19/04/2017	10
Outing: Safeguarding	Kentish Town City Farm	21/04/2017	21/04/2017	7
Outing: Library Visit	Stock Newington Library	03/05/2017	03/05/2017	11
Outing: Library Visit	N4 Library	08/05/2017	08/05/2017	17
Outing: College Visit	Westminster/Kingsway Clige.	12/05/2017	12/05/2017	11
IT – Mixed Level	N4 Library	22/05/2017	03/07/2017	2
IT for Employment	Caxton House Community C.	24/05/2017	12/07/2017	6
ESOL Entry L2	Newington Green Primary S.	07/06/2017	27/09/2017	9
Graduation Event Year 1	Caxton House Community C.	04/07/2017	04/07/2017	
Outing: College Visit	Westmnster Kingsway College	05/07/2017	05/07/2017	5
ESOL Conversation	Muslim Welfare House	11/09/2017	06/11/2017	26
ESOL Entry L3	Fieldway Community Centre	12/09/2017	28/11/2017	10
ESOL Entry L3	Muslim Welfare House	18/09/2017	14/12/2017	10
ESOL Entry L1	Seven Sisters Primary S.	20/09/2017	06/12/2017	9
ESOL Entry L1	Seven Sisters Primary S.	21/09/2017	07/12/2017	12
IT for Beginners	Newington Green Primary S.	09/10/2017	18/12/2017	13
ESOL Conversation	Mavlana Rumi Mosque	31/10/2017	06/12/2017	15
IT for Beginners	Daymer Communtiy Centre	03/11/2017	22/12/2017	5
Outing: Library Visit	St Anne's Library	09/11/2017	09/11/2017	17
Outing: Café	Finsbury Park café	13/11/2017	13/11/2017	10
Outing: Central London	Historical cites /café	20/11/2017	20/11/2017	9
Outing: Library Visit	Edmonton Green Library	21/11/2017	21/11/2017	12
Outing: Museum	Croydon Meuseum	21/11/2017	21/11/2017	6
Workshop: DV & KMEWO Services	Seven Sisters Primary S.	22/11/2017	22/11/2017	7
Workshop: DV & KMEWO Services	Seven Sisters Primary S.	23/11/2017	23/11/2017	12
Workshop: DV & KMEWO Services	Newington Green Primary S.	27/11/2017	27/11/2017	8
ESOL Conversation	Muslim Welfare House	27/11/2017	14/05/2018	17
Workshop: Employability & CV Writing	Fieldway Com. C	28/11/2017	28/11/2017	7
IT for Beginners	Seven Sisters Primary S.	09/01/2018	20/03/2018	9
Child Care & Teaching A	Finsbury Park Mosque	10/01/2018	28/02/2018	10
ESOL Entry L2	Seven Sisters Primary S.	11/01/2018	29/03/2018	14
Child Care & Teaching A	Caxton House Community C.	11/01/2018	29/03/2018	12
ESOL Entry L1	Mavlana Rumi Mosque	16/01/2018	28/02/2018	16
ESOL Conversation	Seven Sisters Primary S.	17/01/2018	02/05/2018	5
Outing: Safeguarding	Kentish Town City farm	01/02/2018	01/02/2018	10
Workshop: VAWG & KMEWO Services	Rotherfield Primary S.	07/02/2018	07/02/2018	6
Outing: Kentish Town Farm	Finsbury Park Mosque	07/02/2018	07/02/2018	5
ESOL Entry L3	Newington Green Primary S.	19/02/2018	21/05/2018	13
ESOL Entry L2	Mavlana Rumii Mosque	06/03/2018	05/06/2018	17
Outing: Library Visit	St Anne's Library	06/03/2018	06/03/2018	8
Outing: College Visit	City and Islington College	07/03/2018	07/03/2018	12

Activity	Delivery Venue	Start Date	End Date	Number Attended
Outing: St Anne's Library	Seven Sisters Primary S.	14/03/2018	14/03/2018	2
Workshop: VAWG & KMEWO Services	Seven Sisters Primary S.	15/03/2018	15/03/2018	9
Workshop: DV & KMEWO Services	Caxton House Community C.	15/03/2018	15/03/2018	7
IT for Employability	Caxton House Community C.	18/04/2018	27/06/2018	7
Teacher's Assistant Skills	Caxton House Community C.	19/04/2018	28/06/2018	8
ESOL Entry L3	Seven Sisters Primary S.	19/04/2018	05/07/2018	12
Workshop: VAWG & KMEWO Services	Muslim Welfare House	14/05/2018	14/05/2018	6
Workshop: VAWG & KMEWO Services	Newington Green Primary S.	14/05/2018	14/05/2018	9
Safeguarding Training	Light Project Pro International	21/05/2018	21/05/2018	9
Workshop: VAWG & KMEWO Services	Caxton House Community C.	07/06/2018	07/06/2018	5
Childcare Skills	Finsbury Park Mosque	25/06/2018	18/07/2018	10
ESOL Entry L1	Muslim Welfare House	25/06/2018	19/11/2018	9
IT for Employability	Caxton House Community C.	28/06/2018	18/07/2018	7
Outing: Safeguarding	Kentish Town City farm	09/07/2018	09/07/2018	9
Graduation Event Year 2	Caxton House Community C.	10/07/2018	10/07/2018	
IT for Beginners	Mavlana Rumi Mosque	26/09/2018	05/12/2018	7
ESOL Entry L2	Finsbury Park Mosque	26/09/2018	12/12/2018	13
ESOL Entry L2/3	Mavlana Rumi Mosque	27/09/2018	13/12/2018	9
ESOL Entry L2	Noel Park Primary S.	05/10/2018	21/12/2018	11
IT for Beginners	Noel Park Primary S.	08/10/2018	10/12/2018	16
Childcare Skills	Caxton House Community C.	22/11/2018	14/02/2019	10
ESOL Entry L2	Muslim Welfare House	26/11/2018	18/02/2019	12
ESOL Entry L1	North Haringey Priamary S.	28/11/2018	27/02/2019	16
Workshop: VAWG Awareness & Support	Mavlana Rumi Mosque	29/11/2018	29/11/2018	7
Outing: Library Visit	Edmonton Green Library	05/12/2018	05/12/2018	5
Outing: Safeguarding	Kentish Town City Farm	13/12/2018	13/12/2018	8
ESOL Entry L3	Finsbury Park Mosque	09/01/2019	03/04/2019	9
ESOL Entry L2 (+ ICT)	Noel Park Primary S.	14/01/2019	01/04/2019	13
Childcare Skills	Noel Park Primary S.	17/01/2019	28/03/2019	17
Workshop: VAWG Awareness & Support	Noel Park Primary S.	21/01/2019	21/01/2019	7
ESOL Conversation	Muslim Welfare House	24/01/2019	04/04/2019	7
Outing: Kentish Town Farm	Caxton House Community C.	01/02/2019	01/02/2019	10
Outing – Mindful Walk	Clissord Park	11/02/2019	11/02/2019	9
Outing: Parenting Workshop	North Haringey Priamary S.	13/02/2019	13/02/2019	4
IT for Beginners	North Haringey Priamary S.	26/02/2019	14/05/2019	8
ESOL Conversation	Woodlands Park Children C.	01/03/2019	24/05/2019	16
ESOL Entry L2	Muslim Welfare House	04/03/2019	10/06/2019	8
ESOL Entry L2	North Haringey Priamary S.	06/03/2019	12/06/2019	8
Outing: Working at a Children Centre	Woodlands Park Children C.	07/03/2019	07/03/2019	11
Outing: Café and N4 Library	Muslim Welfare House	14/03/2019	14/02/2019	6
Teacher's Assistant Skills	Caxton House Community C.	20/03/2019	12/06/2019	13
Workshop: Parenting Skills	Noel Park Primary S.	22/03/2019	22/03/2019	7
Workshop: VAWG Awareness & Support	Woodlands Park Children C.	05/04/2019	05/04/2019	11
IT for Employment	Noel Park Primary S.	25/04/2019	11/07/2019	7
Workshop: VAWG Awareness & Support	Muslim Welfare House	29/04/2019	29/04/2019	7
Workshop: VAWG Awareness & Support	North Haringey Priamary S.	01/05/2019	01/05/2019	8
Outing: Café	Haringey café	03/05/2019	03/05/2019	8
IT for Employment	Caxton House Community C.	09/05/2019	11/07/2019	6
Workshop: Employability/Benefits	Caxton House Community C.	12/06/2019	12/06/2019	5
Outing: Café	Wood Green café	13/06/2019	13/06/2019	8
Outing: College Visit	City and Islington College	19/06/2019	19/06/2019	9
Graduation Event Year 3	Caxton House Community C.	09/07/2019	09/07/2019	
Total = 107 Activities		Total participation		1024

My Learning Journey

UNTIL 2008

I am from Somalia. I was trained and worked as a nurse for 5 years. I had my own social housing allocated for medical staff. I was independent and enjoying my life. I spoke English.

I was supported by about 10 KMEWO workers and received over 300 hours of support to achieve what I have at present. I am totally thankful.

BETWEEN 2008-2016

I got married through arranged marriage and moved to London to reunite with my husband. My husband did not allow me to work. He was very controlling. I was financially dependent on him. I had no social network and I was very isolated. We had three children.

IN 2017

He became physically violent as I said no to polygamy. Social service, police and many people involved. He was arrested.

I was referred to Samira Project and first time I came to know KMEWO. Samira project helped me to obtain conjunction order.

BETWEEN 2017 AND 2018

I came back from holiday with my kids and found out that the locks have been changed. He informed me that he put my and children stuff in a storage. I was homeless, penniless and had no one to turn to. My neighbour left me to stay in their place until Monday. Then KMEWO helped me to get temporary accommodation, sort out my children's school, make benefit applications, provided counselling as well as practical support.

His family and my elders back home pressured me to drop the case and take him back and try again with him for the sake of my children.

I started getting counselling, attending support groups and attending awareness raising workshops at KMEWO. I did mentoring course. I started feeling more confident and was better aware of my rights and opportunities available for me.

BETWEEN 2018 AND 2019

I attended Teaching Assistant level 1 & 2 IT intermediate, Employment search training. I wanted to requalify myself as a nurse but didn't have income and didn't want to build debt so dropped that idea for now.

I volunteered at KMEWO, worked as lunch time supervisor, obtained my GCSE Math and English, attended job search course organised by Job Centre, took part in Safeguarding course and did work placement.

PRESENT

I was offered a permanent accommodation. Applied to divorce my husband. Applied for nursing Qualification – passed from theory and English. Waiting for practical exam. Volunteering at KMEWO Mentoring other women with similar issues. Looking for sustainable job. I feel supported and very confident about the future.

What Learners and the Project Team Say

Women learners were asked for their views on the project as part of focus group discussions and through evaluation forms. Teachers and development workers were also asked in what way this project differed from mainstream provision for adult learners. Interestingly, both women learners and the project team highlighted similar qualities.

Here is what they said:

- 1 Free and Accessible Courses
- 2 Safe, Familiar and Welcoming Venues
- 3 Relevant and Accessible Content
- 4 Information Workshops and Educational Outings
- 5 Suitable Class Times for Mothers
- 6 Bi-lingual, Resourceful and Committed Project Team
- 7 Crèche Facilities and Childminders
- 8 Holistic Support: Responding to Other Needs of Women Learners
- 9 Peer Learning: Friendship and Social Network
- 10 Volunteering and Workplacement

1. Free and Accessible Courses

“You have opened a lot of doors for me that I never thought I would have done before. KMEWO has given me three hours in the morning for three days a week to learn English and basic IT and IT for Employment that nowhere else has done before, not even Job-centres or any other organisations. Now, I know I can say that I have goals. What I will be doing in 5 years’ time, I have a future to build”. A learner

“I went to City and Islington College’s enrolment day. There was no place. There was no guarantee for finding a place next year either. KMEWO’s courses rescued my future. I have already lost a lot of time, I need to learn and catch up with life quickly.” A learner

“These courses really gave me hope at a time when I thought I won’t be able to study anymore as I’ve been trying to enrol into colleges, but it was really difficult for me to get accepted.” A learner

“Crèche space are generally allocated for full-time students who are in higher education. I am very lucky. My child was taken to the creche which enabled me to attend Childcare course. I want to become a Children Centre worker.” A learner

ESOL funding has been drastically reduced in recent years. In England, government funding for ESOL fell by 55% between 2008-09 and 2014-15. (A report by the All-Party Parliamentary Group on Refugees, 2017). ESOL providers state that these cuts have led to a growth in waiting lists, reductions in teaching hours and an overall increase in barriers to English language teaching. In some places, waiting lists for ESOL can be very long. Some providers have a waiting list longer than two years

with 1,200 people on the list. Women learners are more likely to be affected by the lack of free provision as many of them have no control of the family budget or finances, which are often controlled by their husbands or fathers. Their care responsibilities prevent them travelling long distances to access free provision. Most of the time, education for women is not a priority within the family due to patriarchal gender roles and sexism.

What Learners and the Project Team Say

2. Safe, Familiar and Welcoming Venues

“I attended the courses run from Finsbury mosque. It was great for me. I knew the place; it is close to my home. There are other events happening there and I take part of it.”

A learner

“I bless God for the day my daughter began going to the Seven Sisters Primary School as that’s where I learned about KMEWO. I had the opportunity to learn English, IT basic and IT for Employability and I’m looking forward to taking more courses from KMEWO.”

A learner

The courses were run from 13 different venues including a Children Centre (targeting women with children under 5), 5 Primary Schools (targeting women with school aged children), 3 mosques (targeting practising Muslim women of all ages) and 4 Community Centres (targeting women from different ethnic groups and characteristics).

Community based-learning hubs provide an effective solution for women learners who have access and confidence issues. Creating spaces where vulnerable women feel safe and welcome is important in developing their confidence to learn new things and improve their learning

experience. Familiar and safe environments can overcome anxiety related to learning and encourage women to be more motivated and outspoken. Learning becomes fun in a familiar space and with peers in similar circumstances and with similar experiences. For many women, it was their first ever opportunity of being in a learning environment. Many of them were illiterate in their own language and did not know what to expect from this learning experience. KMEWO’s settings provide a kind of entry to semi-formal learning and prepare learners for more formal learning settings such as colleges.

3. Relevant and Accessible Content

“Prior to enrolling the course, I was not able to book appointments on my own. I will ask my husband to help me. Now I can make my appointments. The course has shown me how to respond to questions and explain my health concerns to a doctor.” **A learner**

“I can now pick up a newspaper or magazine and read... I now use a dictionary to find meaning of some words. I didn’t know how to use dictionary before.” **A learner**

“What I found extremely valuable on the course, is that it was designed for women only and also highlighted the barriers women face in learning. I can now attend my GPs by myself and explain my illness.” **A learner**

“Many women never received formal education and never learned to learn. Colleges and other educational institutions teach people who have some level of learning skills... Our courses build women’s capacity to assess their opportunities in life and make informed decisions about what route to take. At the end of the course if they decide to continue with their education, they will be ready to study in formal settings. We make sure that they gain life-long learning skills.” **Zekiya Kartal, Development Worker**

“To make the learning experience more real, and not just use materials or grammar books, I tend to make it more realistic, I just use local newspapers. Sometimes you live near the station; you can pick up a Metro paper or even the Tube map. As most of them don’t know how to travel on public transport, I teach them to ask for and give directions. We hold discussions about a piece of news or issue of the day. They were very interested in talking about Brexit, LGBT issues and sex education. Most parents were not aware of how sex education fits into the school curriculum..” **A teacher**

“In KMEWO I use a variety of methods related to their daily lives; reading news, travelling, how to use maps... This flexibility is very useful for women learners. Tailoring the curriculum to their needs is vital.” **A learner**

Women learners reported that the content of the classes was very relevant to their needs: this increased class attendance and engagement with the project. The content has been co-designed, and the process has been facilitated by teachers who introduced information about British culture and values, food, celebrations and many other aspects of its daily life; it allows learners to share their cultural practices, customs and the

geographical and social landscape of their home country. The sessions on how to use maps when travelling, how to read and make sense of news, how to access mainstream services, getting to know local communities and their practices, choosing your child’s school, and accessing children centres were all aimed to equip women to successfully navigate everyday life situations.

What Learners and the Project Team Say

4. Information Workshops and Educational Outings

"We went to city farm as part of the course. I am from a small village and I have been longing for my village. I could never imagine that there would be a farm in the middle of a city like London. I was very pleased. Since I am taking my children there occasionally. I tell them how our village was and the chores I was doing in the farm. I feel that we are now better connected with my children as they know better now who I was and my emotions about my homeland." **A learner**

"You have a very good approach. Providing other courses with childcare support, organising workshops to improve their understanding of different issues, helping the access public places are all good approaches. I see how they helped the process of learning English." **A teacher**

Alongside the course curriculum, learners participate in information workshops on issues that are important to them. 189 learners attended sessions to improve their awareness of domestic violence, female genital mutilation, child protection and safeguarding, employability and CV writing. Women reported that these workshops were very useful, and they used the information to improve their lives.

Outings provided excellent opportunities for women to implement some of their learning in real life situations. Visits to Children Centres, local Farms, museums, colleges, libraries and public cafes enabled women to observe health and safety practices in these

places and put questions to staff members regarding operations. 244 women took part in outings.



5. Suitable Class Times for Mothers

"The course times are amazing. We are able to drop our children off and come straight to the class." **A learner**

Many learning sessions run after 9am and allowed women to drop their children off at school and join the class. They also finished before 3pm for women to pick their children up from school.

It is important to give mothers enough time to travel from school to their own classes. We listened to what women wanted from us. At their request some classes were closed for Ramadan to allow women to focus on praying and spending more time with their families.



What Learners and the Project Team Say

6. Bi-lingual, Resourceful and Committed Project Team

“You could easily see the workers of KMEWO as a role model. If they can do it, I can also do it kind of feeling.” A learner

“She (development worker) was part of my community, I knew her and respected her, before I enrolled on the course.” A learner

“The connection with development workers and learners is very unique. Development workers pick up on other issues that women may be experiencing immediately. Women feel valued and supported.” A teacher

“We might be privileged but we are still part of this community. Seeing the wider picture, being aware of intersections of oppression they experience and having commitment to achieve better opportunities for our women enabled us to support hundreds of women with very limited resources.” Zekiya Kartal Development Worker

Staff expertise, their networks and their resourcefulness made a huge difference to this project. Women learners reported that the fact that development workers are from diverse backgrounds and speak a range of community languages encouraged them to sign up and get involved in the project. Trust between women and the workers was established quickly.

Project team members are bilingual women who themselves have had similar learning journeys as the learners they support. The languages they speak include Kurdish Sorani and Kirmanji, Arabic, German, Aramaic, Amharic, Tigrinya and Farsi.

7. Crèche Facilities and Childminders

“I was not very hopeful that I could sort out care for my child. To my surprise the development worker found me a crèche in a very short time. I am so grateful. I wouldn’t have taken the course if she didn’t.” A learner

“Many organisations approached us offering their venues and asking us to run courses for their users. We had to refuse some of them because they didn’t have adequate space for the crèche. It was our priority to support mothers with young children. We knew that without a crèche we couldn’t reach them.” Sazan Salih, Development Worker

Many of the women learners had children under 5 years old. They would not have attended our classes or taken part in project activities if we had not organised crèche facilities within the learning venues. This need was met by organising as many creche facilities as possible with qualified crèche workers, operated in line with government guidelines for childcare provision. If the venue was not suitable, women were financially supported to arrange their own childcare.

Many of the learners reported that lack of childcare provision or the complexities of accessing and securing crèche facilities for their children have prevented them accessing education. Long waiting lists for creche and complex registration processes hinder many women’s access: sometimes women do not understand what they need to do to secure a place. Some colleges only accept learners who are on Income Support

to access fully-financed childcare provision or they expect the learner to pay a deposit to reserve a place for their child. These are some of the barriers for migrant women who are in poverty or who are financially dependent on their partners.



What Learners and the Project Team Say

8. Holistic Support: Responding to Other Needs of Women Learners

“My husband kicked me and my three children out of our family home when we returned from a family visit. I became homeless, without income and hopeless at that moment. I had to skip my classes at KMEWO to re-establish my life. The KMEWO worker found me, helped me to secure temporary accommodation. I felt I was protected and supported. With their help I finished my course and obtained my certificate.” A learner

I enjoy teaching at KMEWO’s courses. You have a very good approach, women feel at ease, they know they can get help from KMEWO when they get stuck.” A teacher

Many learners experience issues such as financial poverty and economic dependency, mental health issues, care responsibilities, domestic violence and racism and gender discrimination. These issues need to be addressed simultaneously. Women need support to deal with these issues and build their own capacity to take control of their lives and improve the lives of their children. When women are faced with urgent issues such as homelessness, lack of income, isolation and abuse, education slips from the list of their priorities.

KMEWO’s holistic approach to learning, where practical services (such as advice, violence against women support and therapy) are embedded in the provision of learning activities, has proven to be a successful way of meeting the needs of vulnerable migrant women. Teachers informed us that women make more progress and learn quicker when they feel safe and supported. Women informed us that they could concentrate better when their practical issues were being addressed.

181 women learners also used one or more of KMEWO’s services to meet practical and emotional needs.

9. Peer Learning: Friendship and Social Network

“It has improved my social skills. I have made friends and sometimes we meet outside the class. I am learning with other migrant women from similar backgrounds we understand each other better. Also we are from different countries and we learn from each other and about our cultures.” A learner

KMEWO’s courses bring together women from diverse communities who are going through similar experiences. Women learners learn from each other. They share all kinds of information including food recipes, parenting tips, cheap deals, effective use of energy, recycling, free

local activities and world news. Exchange of information and oral learning are a culturally familiar way of obtaining and producing knowledge amongst Middle Eastern women. In London many migrant women live in isolation and regaining their access to similar kinds of support networks can take many years. They need new platforms and opportunities to meet with people and establish new friendships. The Women Learning for Work project helped women to build friendships and continue with information and knowledge exchange outside the classroom.



What Learners and the Project Team Say

10. Volunteering and Workplacement

"I started volunteering at KMEWO and in six months I moved on to paid employment. Before I became a volunteer at KMEWO I attended a childcare course and a mentoring program. Volunteering at KMEWO gave me the confidence to look for a job. I had a job interview and came to KMEWO to get help. KMEWO has been like a family for me, each time I needed support I have come to you and I feel always you have my back when I have difficulties." **A learner, volunteer**

"I volunteered at KMEWO. I helped them with organising events and interpretation. I speak Somali. I learned a lot. Now I am looking for a job and KMEWO is helping me with the job search and applications." **A learner**

The Women into Learning Project actively encouraged volunteering amongst women. Women took part in the co-design of the lesson content, assisting teachers and

volunteering at events organised by course venues. When classes took place in primary schools or Children Centres, many mothers took part in winter and spring fairs.

One former childcare course student applied for a crèche worker position at KMEWO. She attended the job interview with her 3-year-old child as she did not have anyone to look after her. She was hired to provide childcare at two venues. KMEWO has always promoted flexible employment practices to enable women to work.



Project Impacts

1 WORKFORCE DEVELOPMENT

The project trained 488 women who are bi-lingual and who can offer a wide range of community expertise to the employment market. There is a need for raising awareness amongst employers regarding the benefits of employing bi-lingual staff for reaching out to local communities and what these staff could bring to their workplace.

2 MULTI-SECTORAL PARTNERSHIP DEVELOPMENT

The project worked in partnership with 27 cross sectoral organisations and services including primary schools, colleges, Children Centres, faith organisations, community groups, local libraries and Local Adult Community Learning Centres. The project-built capacity in these organisations for community engagement and provision of accessible services. One of the faith organisations reported that the project enabled them for the first time ever to provide ESOL and IT classes for their women members who wanted more of these services. Their members also demanded more awareness-raising workshops to learn about their rights and entitlements. The organisation now has a commitment to continue with similar provision.

3 REDUCED A&E AND NHS COST

605 learners were made aware of various NHS services and how to access them. The majority of these women primarily used A&E as they could not make GP appointments or did not know the role of pharmacies in providing health care. Similarly, women who are aware of their rights and entitlements in regard to VAWG and HBV are more likely to seek help before they end up using NHS emergency services in a crisis. Although KMEWO has no means of calculating the NHS's gain in financial terms, learner feedback indicates more effective and appropriate take up and use of NHS services.

4 CONTRIBUTION TO FAIRNESS AGENDA

The project contributed towards the local Fairness Agenda in two ways: first, the project provided access to extremely isolated and hard-to-reach women and second, the project delivered a wide range of learning activities from community hubs, with childcare resources for women with additional needs. It also brought together all stakeholders as active delivery partners.

5 CONTRIBUTION TO CIVIL SOCIETY

Many learners started volunteering at local organisations and projects. They became aware of local issues and took an active role in delivering local solutions. Many learners became mentors and started supporting their peers with information and connecting them to local services.

1 Respect, dignity and dreams are restored:
ASSERTING WHO YOU ARE IN ENGLISH.

2 Isolation is addressed, family and friendship ties are strengthened:
ACCESSING THE DIGITAL WORLD AND SOCIAL NETWORKS.

3 Autonomy, self-reliance and self-sufficiency are re-established:
BECOMING A MEMBER OF LOCAL LIBRARIES.

4 Self-confidence and self-belief are re-built:
VOLUNTEERING.

5 Connection with outside world is reinstated:
READING AND LISTENING TO THE NEWS.

6 Assertiveness gained and agency exercised:
RELISHING INDIVIDUALITY.

1. Respect, dignity and dreams are restored:

ASSERTING WHO YOU ARE IN ENGLISH

"It is very uncomfortable to ask your child to translate for you. They shouldn't look after you, but they should be looked after. You, as a parent, should be a role model to them. When you don't speak the language, you lose their respect. You are seen as incapable of making basic conversation, useless and a burden... what could be more hurtful than this for a parent." **An ESOL learner**

Functioning effectively in 'everyday life' situations such as shopping, taking children to the local park, getting an appointment with your GP or talking to your children's teacher is an impossible task to achieve without effective English skills. Some migrant and refugee women might be expected not to undertake these tasks due to the defined gender roles which are justified through their traditional culture or religion. However, a vast majority of women withdraw from undertaking these tasks simply because their English communication skills are poor. When they do, they not only withdraw from these tasks but also from social life which leads to isolation, withdrawal and depression. Many feel that they are useless and they are a 'nobody'. Many women learners of this project speak no English despite being in the UK for many years. Many lose their aspirations and dreams as they feel that they have no means of achieving them.

468 women have attended ESOL entry level 1, 2 and 3 courses and gained basic communication skills. Being able to say 'hello' to someone might seem insignificant, but it opens a door for you and lets you be exposed to different experiences and practices. At the same time, you start becoming a 'someone' who has a name and multiple identities, not simply a Kurdish or an Algerian woman. Many women reported in their feedback that by learning and improving their English-speaking skills they felt that they could better engage with the external world and effectively exert their agency. They felt they were valued and that their dignity was restored. Many women reported about what they would do next and many started dreaming of a better future again.

Learners reported that studying with women from similar backgrounds (migrant, women, bi-lingual, isolated) helped them to break cycles of self-blame and build their confidence.

"Before, when I went to the (my child's) school reception, I was scared to ask any question about my child, as I knew my understanding of English was not good. Now I feel more confident about saying hello to staff and ask my questions or respond to theirs." **An ESOL learner**

"Before I was nervous. I used to ask my children to read the letters and I could use the computer to type something. Now I have completed the ESOL and Computing course I no longer have to ask my children." **An ESOL and IT learner**

2. Isolation is addressed, family and friendship ties are strengthened:

ACCESSING THE DIGITAL WORLD AND SOCIAL NETWORKS

"The IT course connected me to a totally different world: I never knew what you could do with it. I have now email address and social media accounts. I have access to my children's school site and can follow his homework and how he should prepare for the next day's classes. I can get an online GP appointment. I used to find a friend to call the GP, make numerous calls before it was answered, it cost me time and money. Now I can do it myself in only a couple of minutes. I can pay my bills online. I know how to find children's games and songs on the internet. And can link up with my old friends and new friends through Facebook." **An IT learner**

Having access to the digital world is highly empowering: this impact is particularly strong for migrant women who may have no awareness of the scale of the information that can be reached through using the internet. Most of KMEWOs learners were first time users of the internet and other IT-related resources.

138 women attended IT courses and obtained vital skills to successfully navigate life in the UK. These also benefit their children, giving women skills to monitor and support their children's own use of the internet.

"I am now making my own appointments with the GP, make online shopping, trace my deliveries, trace the usage of my phone, check and pay my energy bills. I feel I have the full control of my life" **A learner**

Many women who opened an email account for the first time ever, or signed up for a Skype account, expressed their gratitude for being able to connect with their family members in their country of origin.

"I was missing out everything before. Following my children achievements and homework, cheap deals, booking appointments just because I was scared of using computer. Didn't know how. This IT course connected me to different world." **A learner**

"Facebook brought my family to my home. I could see my brothers' and cousins' pictures and follow their whereabouts every day." **An IT learner**

3. Autonomy, self-reliance and self-sufficiency are re-established:

BECOMING A MEMBER OF LOCAL LIBRARIES

“St Ann’s Library is very close to where I live but I never visited before. When we were taken to the library, I was so happy to find out it was a public building where you can borrow books and movies, music DVDs and attend different activities if you are a member. We all became a member there and then. I was given a library card. I opened another account for my children. I learned how to log on to the computers there. I picked up leaflets about the events taking place in my neighbourhood. I am very happy that I am a member now.” **An ESOL learner**

The majority of learners visited their local library for the first time in their lives through the project.

During the 3 years of the project we have taken 94 women to visit local libraries in different boroughs. According to library visit evaluation forms, only 7 of these women were members of a library before. 86 women had never visited a library before.

Women reported that library membership was very useful for them in many ways. It provided access to books, films, music

DVDs, information about activities happening in the immediate neighbourhood and also a space where they could go and use a computer, meet with people and use language support resources. Communities from the Middle East are not used to using libraries in their everyday life. They are not used to accessing public services and public information via libraries in their home countries. Visiting local libraries opened up a new path for them to access information. Learners improved their learning skills through library visits.

“I have never been to a library before and it is a magical place. Lots of language books as well. It was the best trip. I want to go there regularly with my children. Lots of children books and storytelling activities.” **A learner**

“It is a beautiful place. Full of different books.” **A learner**

“The library is near the mosque and I have never been before.” **A learner**

4. Self-confidence and self-belief are re-built:

VOLUNTEERING

“Over the course of 3 years I have taken ESOL 1&2, IT for beginners and Childcare courses. Many things changed for me. My English has been improved. I have started volunteering at school. I learned a lot about childcare, safeguarding and child development. I started working as a sessional creche worker which boosted my confidence. I am aware of my capacity and hopeful that I can get proper employment if I do some more volunteering. I really want to get some qualification to build my CV for it.” **An ESOL, It and Childcare learner**

KMEWO’s courses are designed to build women’s capacity and cultural capital by tapping into a wide range of areas which improved their communication and interpersonal skills, negotiation and decision-making skills and critical thinking and problem-solving skills; they also provide various tools for building self-confidence, assertiveness and resilience. Women felt ready to go out do some paid or unpaid work or continue with higher education.

Volunteering opportunities for women who are ready to take up paid or unpaid employment were reported to be extremely useful.

64 women received volunteering support alongside attending higher level courses such as ESOL Entry 2 or 3, Childcare and Teaching Assistant courses and IT for Employability. The support included content on understanding the role of a volunteer, boundaries to the work of a volunteer, responsibilities around safeguarding, health and safety, and childcare. 45 women have found volunteering positions at different places including primary schools, Children Centres, charity shops and small family businesses. They have volunteered in areas such as administration, mentoring, and peer support.

5. Connection with outside world is reinstated:

READING AND LISTENING TO THE NEWS

"I read newspapers to keep abreast of the news as well as to improve my English. I pick up the Metro on my way to the course each day and read as much as I can before I get to the course. Sometimes I read Healthy lifestyle magazines which are also useful. I get to know about new products. I learned a lot about healthy eating and exercise for healthy wellbeing. I watch TV with my children and especially make them watch world news with me. Sometimes we have discussions about what we have seen. I feel that I am more engaged what is happening in the world. Hearing what other classmates think about some issues made me be more open minded." **An ESOL and Childcare learner**

"We used all kinds of texts and community resources including media articles, website blogs and posters to achieve multiple tasks:

- *Enabling women to be aware of political, social, economic and cultural issues that the world is facing*
- *Improving learners' reading, listening and comprehension skills*
- *Improving learners' abilities to develop arguments and make informed decisions*
- *Keeping women engaged with classes*
- *Enabling learners to take control of their own learning and have access to information independently."* **A teacher**

The learners are encouraged to learn about and discuss human rights issues. They are prepared to challenge poor practices in their own tradition and become active citizens. They are given skills to respond to issues such as Brexit, the environment, animal rights and issues faced by diverse communities.

6. Assertiveness gained and agency exercised:

RELISHING INDIVIDUALITY

"I have always followed what my elders say to me. What others said was more important than what I thought or what I wanted. Now I look back and say it didn't help me. I was not happy. Now I know that I have one life and I have a right to do what I want in this life. I left a violent relationship, now I speak better English, I would like to become a Children Centre's worker. I have things to do. I will never let my children to be harmed by our nonsense traditions." **A learner**

"Our learners have a better understanding about human rights issues and have started challenging poor practices in our traditions." **Sazan Salih, Development Worker**

Our learners have gained assertiveness to exercise their agency as individuals." **Zekiya Kartal, Development Worker**



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Delivery Partners and Learning Hubs

Children’s Centre

Woodlands Park Children’s Centre

Mosques

Finsbury Park Mosque
Muslim Welfare House
Mevlana Rumi Mosque

Community Centres

Caxton House
Fieldway Community Centre
Elizabeth House
DAYMER Kurdish Community Centre

Primary Schools

North Haringey Primary School
Noel Park Primary School
Seven Sisters Primary School
Newington Green Primary School
Rotherfield Primary School

Visits and Outings Sites:

Kentish Town Farm
N4 Library
Edmonton Green Library
Stoke Newington Library
Clissold Park
Islington College
Westminster Kingsway College
Finsbury Park Café

Other Providers

Time Bank
Light Project Pro International
Islington Adult Community Learning ACL
Haringey ACL
Working Men’s College

Funder

National Lottery Community Fund; Reaching Communities – Sophie Mathias

Delivery Boroughs

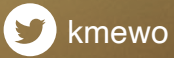
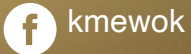
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