Working with Ethnic Minority Clients: A Toolkit for Employability Partnerships and Projects

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# Table of Contents

Introduction ................................................................................................................... ............................................................................................. 1

Section 1: Why this is Important............................................................................................... ................................................................................ 3

1.1: Why this is Important: Ethnic Minorities in Scotland ......................................................................................... 4

1.2: Why this is Important: Ethnic Minorities and the Labour Market ......................................................................................... 7

1.3: Why this is Important: Barriers to Employment............................................................................. .................................................................. 8

1.4: Why this is Important: Discrimination as a Barrier to Employment.......................................................... ..................................................... 9

1.5: Why this is Important: Legislation and Compliance......................................................................... ............................................................. 10

1.6: Why this is Important: The Business Case .................................................................................. .................................................................. 15

1.7: Why this is Important: Links to Community Cohesion ........................................................................ ......................................................... 16

Section 1: Checklist ........................................................................................................... ...................................................................................... 19

Section 2: Preparing To Work with Ethnic Minorities............................................................................ ............................................................... 20

2.1: Promoting Equality ........................................................................................................ ................................................................................... 21

2.2: Assessing Need through Community Profiling ......................................................................................... 31

2.3: Developing Partnerships .................................................................................................................. 34
2.4: Removing Barriers to Services ........................................................................................................... 41
2.5: Planning ........................................................................................................................................... 49
Section 2: Checklist ................................................................................................................................... 57
Section 3: Working with Ethnic Minority Clients .......................................................................................... 58
3.1: Engaging Ethnic Minority Clients ........................................................................................................ 59
3.2: Progressing Clients: Discrimination ....................................................................................................... 63
3.3: Progressing Clients: Improving Skills ................................................................................................... 64
3.4: Progressing Clients: Improving English Language Fluency .................................................................. 66
3.5: Progressing Clients: Tackling Wider Barriers ...................................................................................... 74
3.6: Progressing Clients: Improving Knowledge of the UK System .............................................................. 82
3.7: Progressing Clients: Working with Employers ...................................................................................... 87
3.8: Sustaining Employment ....................................................................................................................... 91
References and Further Reading ................................................................................................................ 93
Resources .................................................................................................................................................. 95
Introduction

*Scotland is a place where no-one should be denied opportunities because of their race or ethnicity.*

*Ethnic minorities* are disadvantaged in the labour market. People from ethnic minorities:
- are less likely to be in employment and more likely to be unemployed;
- have lower earnings if they are in work; and
- are more likely to be in lower skilled jobs and less likely to progress in the labour market.

Ensuring that everyone can contribute fully to the economy will be essential to Scotland’s future growth and prosperity. As ethnic minorities will account for half of the growth in the working age population over the next decade, they will become an increasingly important target group for employability services in all areas of Scotland. At the UK and Scottish levels narrowing the gap between the ethnic minority employment rate and the overall employment rate is a key policy goal.

All employability services should be concerned about what they can do to assist ethnic minority clients effectively. This should be part of a broader approach which ensures that services are accessible to all people. Employability services need to ensure they are promoting:

- **equality of opportunity** – by making sure measures are in place to ensure that different groups with different needs do not experience barriers to accessing services; and
- **equality of outcome** – by ensuring services meet the needs of people who experience disadvantage or inequality so that they are able to achieve the same outcome as people from other communities or groups.

Although the aim of this toolkit is to help projects increase the effectiveness of their work with ethnic minority clients, it should also help you consider equality issues affecting other groups.
Introduction (cont.)

The toolkit is based on the premise that employability practitioners already have many of the skills and experience to enable them to work with ethnic minority clients effectively. This relevant experience includes:

- working with people who face discrimination and disadvantage, are distant from the labour market, or have barriers to accessing mainstream services;
- networking in your local community to engage clients and to access the support your clients may need (such as money advice) to achieve their employability goals;
- working with employers to make them aware of the difficulties your clients may have and supporting them in work.

The toolkit suggests ways you can build on current practice to feel more confident you are taking the right approach. You may be interested in the entire toolkit or only some sections, depending on your own needs and experience.

The toolkit is organised as follows.

- Section 1 outlines why this work is important.
- Section 2 aims to help you plan services to meet the needs of ethnic minority clients.
- Section 3 looks at what you can do at the various stages along the employability pathway to help clients effectively.
- The final section draws together further reading and useful resources.
SECTION 1: Why this is Important

This section contains information that will help you increase your knowledge and understanding of issues facing ethnic minority communities in the labour market. Specifically it will assist you to:

1. Understand how ethnic minorities continue to be disadvantaged in the labour market and identify the specific barriers to employment they face.

2. Understand discrimination and the way it affects employment chances.

3. Understand the key points of the Equality Act (2010) and how it affects employability projects.

4. Recognise the business case for promoting equality.

5. Recognise how employability projects can contribute to the development of more cohesive communities.
1.1: Why this is Important: Ethnic Minorities in Scotland

*Ethnic minorities are groups who have a different national or cultural tradition from the majority of the population.*

Ethnic minorities live all over Scotland, although the urban areas tend to have the biggest populations of all ethnic minority groups. Most ethnic minority people in Scotland are Scottish and therefore have the same rights to work as anyone else.

There are other groups which may include ethnic minorities who have different rights to work.

**Refugees** are defined as someone whose application for asylum has been accepted by the government and recognised as needing protection under the 1951 UN Refugee Convention. People who have refugee status, Indefinite Leave to Remain, Humanitarian Protection or Discretionary Leave to Remain have the same rights to work and benefits as anyone else.

**Asylum seekers** are people who are not yet recognised as a refugee under the 1951 Convention. It is a human right to seek asylum in another country. Some asylum seekers have permission to work, generally if they have waited over a year for their initial decision on whether they have been given leave to remain in the UK.

**Migrants** are people who come to Scotland looking for work. It is generally expected that migrants will be able to support themselves without any support from public funds. People who are not from the European Economic Area (EEA) and who are applying for leave to remain (or to extend leave to remain) do not have access to benefits like income based Jobseekers Allowance, income support, tax credits and housing benefit.
1.1: Ethnic Minorities in Scotland (Cont.)

However, if migrants have made National Insurance contributions they would be eligible for work related benefits which are dependent on contributions, like contribution based Jobseekers Allowance.

People from the Czech Republic, Estonia, Hungary, Latvia, Lithuania, Poland, Slovakia and Slovenia have the right to live in the UK if they are working here or if they have enough money to support themselves without help from public funds. However, they will normally have to register under the Worker Registration Scheme if they want to work for an employer in the UK for more than one month. They may have no or only limited access to public funds, including work related benefits. This only applies until April 2011. You can find out more about this at the UK Border Agency website:
http://www.ukba.homeoffice.gov.uk/workingintheuk/eea/wrs/whomustregister/.

Whether or not a client is allowed to claim benefits is important if eligibility for your employability programme depends on clients being on certain benefits. Information about eligibility for benefits can be sought from the department which issues the benefits, usually the Department for Work and Pensions http://www.dwp.gov.uk/ or HM Revenue and Customs http://www.hmrc.gov.uk/index.htm.

The UK Border Agency can give you further information about which groups have no recourse to public funds. See: http://www.ukba.homeoffice.gov.uk/.
Ethnic minority communities are very diverse.

As in the white Scottish population there are considerable differences in the characteristics and circumstances of people within and across different ethnic minority groups. This will affect their employability in different ways.

Differences in labour market outcomes across and within groups can be related to:

- different levels of education and training;
- where people live – whether they live in areas with lower levels of employment and fewer job opportunities;
- gender, disability and age;
- different levels of English language fluency;
- discrimination – unequal treatment by employers related to race, colour or religion; and
- different cultural factors which affect likelihood of participating in the labour market.

It is important not to have preconceptions about clients just because they come from a specific community.

Although there is this diversity across and within groups, it is also important to note that ethnic minority clients will also face *many of the same barriers as other disadvantaged groups* you are already working with, such as difficulties accessing childcare, being stuck in a benefits trap or having few skills and little employment experience.

Experienced employability practitioners will already be expert in helping these other disadvantaged groups and can apply this expertise to working with ethnic minority clients.
1.2: Why this is Important: Ethnic Minorities and the Labour Market

The key fact is that ethnic minorities continue to be disadvantaged in the labour market.

A starting point for working more effectively with ethnic minority clients is developing a better understanding of the employability issues they face. These include the following:

- There is a gap in the employment rates of ethnic minority groups and the white Scottish population of 13.9% (APS July 2009 - June 2010).
- Inactivity rates are higher for ethnic minority groups with 37% of ethnic minority people inactive, compared to 23% of the white Scottish population (APS July 2009 - June 2010).
- Self employment as a proportion of all employment is higher for ethnic minority groups (Barrett, 2010).
- People from ethnic minority backgrounds tend to be employed in low skilled and low paid jobs (Barrett, 2010).
- Earnings are lower compared to the white Scottish population (APS July 2009 - June 2010).
- There is evidence that the recession is compounding these disadvantages in some areas of the UK. See: [http://www.equalityhumanrights.com/uploaded_files/research/47_the_equality_impacts_of_the_current_recession.pdf](http://www.equalityhumanrights.com/uploaded_files/research/47_the_equality_impacts_of_the_current_recession.pdf).
1.3: Why this is Important: Barriers to Employment

*People from ethnic minority groups face more barriers to employment compared to white Scottish people.*

There are several reasons why ethnic minorities are disadvantaged in the labour market:

- There is plenty of evidence that *employer discrimination* puts ethnic minority jobseekers at a disadvantage. Unequal treatment by employers on grounds of race or colour is likely to be a major factor underlying the pattern of ‘ethnic penalties’ which restrict access to the labour market, hinder occupational achievement and lower pay. See: [http://research.dwp.gov.uk/asd/asd5/rports2005-2006/rrep341.pdf](http://research.dwp.gov.uk/asd/asd5/rports2005-2006/rrep341.pdf).
- Some ethnic minority groups have *lower levels of education and skills* than the Scottish population and are less proficient in English. Language proficiency is an important factor in determining employment opportunities.
- 60% of ethnic minorities living in Scotland live in Glasgow, Edinburgh, Aberdeen and Dundee and these cities contain 45.4% of the 15% in the most deprived data zones in Scotland. See: Scottish Index of Multiple Deprivation: 2009 General Report - [http://www.scotland.gov.uk/Publications/2009/10/28104046/3](http://www.scotland.gov.uk/Publications/2009/10/28104046/3).
- Ethnic minorities are *less likely to claim benefits* and this can limit *access to mainstream employability support.*
- There may be family pressure not to register as unemployed (especially for young Asian women). There may be perceptions that employability organisations will not understand their needs.
- In addition to these, ethnic minorities can experience *other barriers to employment*, including lack of childcare, lack of job readiness, lack of motivation or poor health.
- People may lack knowledge of *job seeking processes* in the UK.

Therefore, although ethnic minorities may not make up a large proportion of the client caseload, their support needs are likely to be substantial.
1.4: Why this is Important: Discrimination as a Barrier to Employment

*Discrimination is likely to be the key factor which affects entry to and progression in the labour market.*

Although there is legislation to protect people from discrimination it is still the key problem which people from ethnic minorities face when they are trying to get a job or progress in the labour market.

See: [http://www.equalities.gov.uk/pdf/NEP%20Report%20bookmarkedfinal.pdf](http://www.equalities.gov.uk/pdf/NEP%20Report%20bookmarkedfinal.pdf). It is important to understand the dimensions of discrimination and to be aware of all of the ways it can affect people. It can affect entry to the labour market. For example, recent research has shown that apparent ethnicity determined by a person’s name on a job application affected whether applicants were successful on the first round of the selection process. See: [http://www.equalityhumanrights.com/uploaded_files/triennial_review/how_fair_is_britain_ch11.pdf](http://www.equalityhumanrights.com/uploaded_files/triennial_review/how_fair_is_britain_ch11.pdf).

There is other evidence that although people are often short listed for jobs they face difficulties moving from the short listing stage into jobs. See: [http://www.equalities.gov.uk/pdf/NEP%20Report%20bookmarkedfinal.pdf](http://www.equalities.gov.uk/pdf/NEP%20Report%20bookmarkedfinal.pdf).

Discrimination is also the reason why ethnic minorities have difficulties progressing in the labour market. Many remain underemployed in jobs which do not reflect their qualifications. Many are segregated occupationally in certain sectors such as catering and hospitality and find it difficult to move into other sectors. Many find it difficult to sustain jobs – there tend to be lower retention rates and higher exit rates for ethnic minorities. There may be several reasons for this including harassment and isolation at work. See: [http://www.ippr.org/publicationsandreports/publication.asp?id=633](http://www.ippr.org/publicationsandreports/publication.asp?id=633).

Yet race is not the only dimension on which ethnic minorities can be discriminated. They can be members of other equality groups linked to disability, sexual orientation, age, religion or belief. People can experience multiple discrimination when these factors intersect. It is important to be aware of the issues around intersectionality which can compound problems for ethnic minority clients and increase the discrimination they face.
1.5: Why this is Important: Legislation and Compliance

Public authorities have a duty to eliminate discrimination and promote equality.

The Equality Act (2010) is the main piece of legislation that addresses discrimination and inequality in the UK. It brings together nine separate pieces of legislation into one single Act simplifying the law and also strengthening it in many ways. The majority of the provisions came into force on 1 October 2010. The following are the characteristics which are protected under the Equality Act (2010):

- age;
- disability;
- gender reassignment;
- marriage and civil partnership;
- pregnancy and maternity;
- race;
- religion or belief;
- sex;
- sexual orientation.

The law prohibits discrimination relating to any of these characteristics whether direct or indirect. Individuals who feel they have been discriminated against on any of the above grounds can bring an action in court against the perpetrator. The law also prohibits victimisation of persons who have brought action against a perpetrator or given evidence in connection with proceedings under the Act.

Of direct relevance to ethnic minorities are the provisions on racial discrimination. Race is defined as including colour, nationality and ethnic or national origins. Discrimination on the grounds of any of these is unlawful.
The Act prohibits discrimination across a broad range of areas including employment, the provision of goods and services to the public and the exercise of public functions. In addition a Public Sector Equality Duty will come into force in April 2011. Public bodies (and others discharging public functions, such as third sector organisations) have been assigned:

- a general duty to eliminate discrimination, harassment, and victimisation; and
- to promote equality of opportunity and to foster good relations.

Further specific duties designed to enable the better performance of the general duty will be made by Scottish Ministers.

Remaining Compliant
A broad underlying principle in the Equality Act (2010) which providers of public services need to consider is that everyone must be treated with dignity and respect. The following are some specific things you should know to help you remain compliant.

What Constitutes Direct Discrimination?
In services and public functions when a person is treated less favourably than another person because of a protected characteristic this is considered to be direct discrimination.

A Practical Example
An employability adviser refuses to provide advice to Nana who is an African woman on the assumption that she will not be able to understand the information because of her ethnicity. This is a case of direct discrimination.
1.5: Why this is Important: Legislation and Compliance (Cont.)

Direct discrimination can also occur when a person is treated less favourably because of a protected characteristic even though that person does not have the characteristic themselves. This includes a person being treated less favourably because they have links or associations with someone who has a protected characteristic.

A Practical Example
Khalid is Julie’s partner. Julie is unemployed and trying to get support from an employability agency. Khalid is Somali and as a result Julie is treated less favourably by advisers at the employability agency. This is discrimination because of association with an ethnic minority person.

Direct discrimination also includes discrimination because a person is wrongly perceived to have a particular protected characteristic.

What Constitutes Indirect Discrimination?
Indirect discrimination occurs when there is a rule, a policy or practice which applies to everyone but which disadvantages those with a particular protected characteristic. Indirect discrimination can be justified as lawful if it can be shown that the rule, policy or practice is intended to meet a legitimate objective in a fair, balanced and reasonable way. When considering introducing a new rule or policy, you should consider whether there are other ways you can meet your objectives that would not have a discriminatory effect.

A Practical Example
An employability agency has a policy of informing clients about jobs and training opportunities by telephone in English only. This makes it difficult for many ethnic minority clients, who do not speak English, to access information. Unless the service can justify its policy of informing clients only in English and by telephone as being a proportionate means of achieving a legitimate aim, this can be considered to be indirect discrimination.
1.5: Why this is Important: Legislation and Compliance (Cont.)

**What You Should Know About Harassment**
Harassment occurs if the conduct of the person harassing is unwanted and has the effect of creating an intimidating, hostile, degrading, humiliating or offensive environment for the person being harassed. It is unlawful to harass somebody because of their race. If the person is then treated less favourably because he or she rejects or submits to the conduct this could also be seen as harassment.

*A Practical Example*
Fumi, a Black woman is queuing at a local project when she overhears two members of staff making racially abusive comments. As this conduct was unwanted and it made her feel humiliated and degraded, she can bring a claim of harassment.

**What You Should Know About Victimisation**
Victimisation occurs when someone is treated badly because they have done something in relation to the Equality Act, such as making or supporting a complaint or raising a grievance about discrimination, or because it is suspected that they have done or may do these things. A person is not protected from victimisation if they have maliciously made or supported an untrue complaint.

*A Practical Example*
Aisha makes a formal complaint against her employability adviser that they have discriminated against her because of her Asian background. The complaint is resolved through the agency’s grievance procedures. However, as a result of making the complaint the adviser has refused to provide support for Aisha. This is a case of victimisation.
1.5: Why this is Important: Legislation and Compliance (Cont.)

**Positive Action**
Some people with protected characteristics are disadvantaged or under-represented in some areas of life or have particular needs linked to their characteristic. They may need extra help or encouragement if they are to have the same opportunities as everyone else. The positive action provisions in the Equality Act allow public sector organisations to take reasonable steps to help people tackle their disadvantages or to meet their needs. Taking positive action is not a requirement, however.

**Further Information Sources**
The following sources provide useful information on equality legislation.

- Local Government Improvement and Development Website: [http://www.idea.gov.uk/idk/core/page.do?pageId=5145524](http://www.idea.gov.uk/idk/core/page.do?pageId=5145524)
- Universities Scotland's Race Equality Toolkit has useful information on terminology: [www.universities-scotland.ac.uk/raceequalitytoolkitterminology.htm](http://www.universities-scotland.ac.uk/raceequalitytoolkitterminology.htm)
1.6: Why this is Important: The Business Case

*Diversity in the workplace makes good business sense.*

The business case for a diverse workplace is clear. Businesses which have a more diverse workforce are more successful for a number of reasons:

- They are more *competitive* – they are more likely to have a wider customer base, to recognise potential new markets, to develop more tailored services and to recruit from the widest possible talent pool.
- They have better *industrial relations* – if they tackle discrimination they are likely to have other policies that support the workforce and encourage better relationships in the workplace. This means that they are likely to have better recruitment and retention, better staff morale, reduced absence and labour turnover. This, in turn means that they are likely to have higher levels of *productivity*.
- Finally, the *public image* of businesses is an increasingly important factor in securing markets and being competitive. If businesses have a more diverse workforce then they are likely to have a better public image.

It is also good business for employability projects to increase diversity to ensure that they are *reaching the widest client base possible*.

Employability projects that do this are likely to:

- provide services that are tailored to the needs of local people;
- be effective at engaging and progressing clients with different needs;
- have high quality services;
- have strong networks with other organisations; and
- have a good reputation.
1.7: Why this is Important: Links to Community Cohesion

**Employability projects have an important role to play in promoting community cohesion.**

The concept of community cohesion has been defined in the following way in Scotland:
“In a community that is cohesive, individuals feel safe and connected. Differences in an individual’s belief, practice and background are respected. All members of the community understand what makes it safe and connected and feel responsible for it. Services are fair and just and are seen to be so by all in the community.” (See: [www.scotland.gov.uk/Resource/Doc/924/0103395.doc](http://www.scotland.gov.uk/Resource/Doc/924/0103395.doc))

A cohesive community is one where:
- there are high levels of **bonding social capital** – that is good relationships with families and friends;
- there are high levels of **bridging social capital** – strong relations with distant friends and colleagues;
- there are high levels of **empowerment** and **participation**;
- there is a **sense of belonging** and **identities** are accepted; and
- there are **strong life chances**.

At the most simple level it is a community where people get on well together. It applies to every member of society, not just migrant or ethnic minority households.

**Lack of economic opportunity** is one of the key threats to community cohesion and equality of access to the labour market is one of the factors that contribute to cohesion. Many ethnic minority communities will perceive the difficulties they have getting work and the fact that often only low skilled and poorly paid jobs are available to them weakens their chances of feeling integrated into the local population. Thus, there are strong links between employability and community cohesion. It is difficult to achieve cohesion without employment opportunities being fair.
1.7: Why this is Important: Links to Community Cohesion (Cont.)

Employability projects have an important role in building more cohesive communities by helping people into employment and also conveying that their services are fair, just and available to everyone in the area. The following practice examples show how employability projects are addressing community cohesion and employability issues together.

Some employability projects are supporting social networks and local organisations.
- Social networks can help people find jobs. In the UK, 10% of people find jobs through job centres, but over a quarter find them through social networks. Job clubs have been set up in many areas of the UK to help ethnic minorities. They can offer people formal help with the job application process, but also help job seekers support each other, hence developing social capital. For example, Blackburn with Darwen City Strategy funding has targeted deprived areas, many of which have high ethnic minority populations, to develop community based projects. There are links to community cohesion with the local authority’s community engagement team supporting the organisations providing the job clubs.
- In Glasgow, the Integration Networks help asylum seekers and refugees integrate into their local community. Employment is one of the indicators of integration they use and so they work closely with employability services to increase employability. Projects include partnerships with colleges to increase access to English for speakers of other languages (ESOL) courses and training to increase people’s understanding of life in the UK.
1.7: Why this is Important: Links to Community Cohesion (Cont.)

Some are encouraging employers to employ local people. This is another way of supporting community cohesion. There are many examples of employability projects working to influence the employment prospects of local people on the back of regeneration investment. They may also develop pre-employment courses to meet employers specific recruitment needs. When planning these it is important to consider how to ensure that ethnic minority clients can be included. One way to do this is to collect data on all of the people who gain employment so that you can identify those communities who are not being successful and take steps to improve your approach.

Another aspect is encouraging employers to think about what they can do in the workplace to achieve cohesion. This builds on the business case for achieving a diverse workplace. Employers need to:

- ensure equality of opportunity and fair recruitment;
- ensure the workplace takes into account cultural factors;
- understand the business advantage of a cohesive workplace – the workforce influences how the business is perceived in the world outside.

When you are talking to employers you can raise these issues.
SECTION 1: CHECKLIST

Use the following checklist to assess whether you need to review any of the material in Section 1:

1. Do you know the barriers that people from ethnic minorities continue to face in the labour market?

2. Do you understand how discrimination can affect people in the labour market?

3. Do you understand why it is important to ensure services are accessible to all people including ethnic minorities?

4. Are you aware of the legislation around race and ethnicity and know how it applies to your organisation?

5. Do you recognise that employability services can have an important role to play in promoting equality?

6. Do you recognise that employability services can have a key role in promoting community cohesion?
Section 2: Preparing To Work with Ethnic Minorities

It is worthwhile to take some time to plan how to work more effectively with ethnic minorities.

The previous section has outlined the importance of employability support for ethnic minorities and the need for all employability services to consider how they can do more to ensure that services are accessible to all groups including ethnic minorities. This section aims to help you consider what preparations are needed to make your service more accessible and help ethnic minority clients more effectively. Evidence from City Strategy Partnerships suggests even small modifications can help ethnic minorities access services more easily. See: http://research.dwp.gov.uk/asd/asd5/rports2009-2010/rrep639.

It is worthwhile investing some time in planning before starting new work. This section covers the areas that other employability projects have found useful to think about before beginning work with ethnic minorities. The section will help you to:

1. Ensure your organisation is ready to address the needs of ethnic minority communities effectively.

2. Take steps to better understand the needs of local ethnic minority communities and how to respond.

3. Make sure your organisation is as accessible to ethnic minority communities as possible by removing any barriers to services.

4. Drawing this together, think about what to include in an action plan to work with ethnic minorities.
2.1: Promoting Equality

The way a service operates is critical to its ability to work well with equality groups.

A starting point for working with ethnic minority groups effectively is considering how well your organisation is already promoting equality. Employability projects have always been very aware of barriers to employment for different equality groups including women and people with disabilities although these might have been addressed in isolation, with the development of projects focused on specific areas of disadvantage such as disability or gender. However, the need to develop a holistic approach with clients is a key theme in current provision. Projects need to become more adept at addressing multiple and complex needs. The adoption of a broader equality perspective can help services tackle a range of barriers for all equality groups.

Taking account of equality should become integrated into the day-to-day work of the organisation. You will need to think about the following.

How well are you promoting the understanding of the importance of equality throughout the organisation?

Questions might include:

- Is the organisation doing enough to promote equality?
- Do all staff understand their role in this?
- Do staff feel confident about their role?
- Are they given enough support and training?
2.1: Promoting Equality (Cont.)

**How well are your policies and procedures currently supporting equality groups?**

Questions might include:

- Does the organisation have a good enough understanding of clients’ needs?
- Are services accessible to everyone? Do you market effectively?
- Do you monitor engagement and progression of different equality groups?
- Do you consult with different equality groups?

The following practice examples show how employability services have implemented approaches to promoting equality.

**Practice Examples: Promoting Equality**

*Glasgow Works* has an equality and diversity coordinator to help develop work on equality with the projects funded by Glasgow Works including the Local Regeneration Agencies (LRAs) in the city. A number of strands of work have taken place to further equality work in the agencies including training 18 equality and diversity champions across the LRAs. The champions are in a range of jobs including team leaders, operational managers, organisational development roles and business improvement. Each champion is responsible for supporting their respective organisations to carry out Equality Impact Assessments, the first phase of which will be completed by March 2011.
2.1: Promoting Equality (Cont.)

*Skills Development Scotland* (SDS) has also been enhancing its equality work over the last 4 years. SDS ensures all employees are aware of the organisation’s responsibilities as well as their own responsibilities under the Equality Act (2010). Employees need to have the confidence and skills to promote equality and challenge discrimination and stereotypes. To help achieve this:

- Senior management and the SDS board have participated in equality training;
- All front line employees have had cultural and disability awareness training;
- Equality and diversity issues have been incorporated into people manager training;
- New employees undertake an equality e-learning programme which covers all protected characteristics and includes the opportunity for employees to assess their learning at the end of the programme. This e-learning is mandatory and must be completed within two months of taking up employment.
- Equality champions have been appointed to act as a conduit to support staff, cascade information and develop equality issues from the ground up.
- SDS has published an Equality Toolkit on the staff intranet to give employees access to information on legislation, statistics and good practice checklists.
2.1: Promoting Equality (Cont.)

*Training can help staff feel more confident that they are taking the right approach.*

Successful approaches are often due to staff having a better understanding of their role in promoting equality and feeling more confident about their capacity to work with ethnic minority clients. This requires mechanisms to be put in place to support staff to:

- Increase knowledge and understanding of equality legislation;
- Provide them with the right information to help them to deal with day to day issues;
- Integrate this into their practice.

Practice examples of how this has been done are given below.

**Practice Examples: Staff Support and Training**

*Jobcentre Plus* provides advisers with a range of training including training on diversity and the Equality Act (2010). Additionally, staff Diversity Network Groups aim to improve outcomes for customers and staff, offering support and advice and guidance by, for example, acting as a consultative forum and actively seeking views on diversity issues from staff. The groups promote and share best practice providing a forum for staff to share information and learning. Staff are ambassadors for diversity and equality.

The experience from Jobcentre Plus suggests that if such staff groups are to be effective they need to meet regularly and share information (within Jobcentre there is a Diversity and Equality Newsletter). There also needs to be a clear route to raise the profile of diversity and equality issues right up to top management levels.
2.1: Promoting Equality (Cont.)

Training is an essential element of SDS implementation of a strategic approach to equality. SDS also appoints Equality Champions from across the organisation, including a trade union representative. Their remit includes disseminating information on equality issues and good practice to all SDS directorates; identifying equality issues and challenges; collecting data where appropriate within SDS directorates; and communication of these issues and challenges to appropriate employees with responsibility for particular products/services. They utilise existing networks with organisations who can support SDS efforts to address the equality issues within their local authority area and advise project managers who are undertaking an Equality Impact Assessment of a product or service.

**Equality and Diversity Training**
There are a range of organisations that can provide equality and diversity training including organisations which work with ethnic minorities, academic institutions, local authorities and private trainers. Many will tailor training to meet your organisation’s particular needs.

When planning training look for the following to be included.
- Promoting equality and diversity and raising interest in these issues.
- Raising awareness of the legal context.
- Identifying the business case.
- Increasing knowledge of the Equality Act (2010).
- Helping staff to understand key concepts such as direct and indirect discrimination.
- Helping staff explore their own views, for example around stereotypes, and how they can lead to discrimination.
- Identifying action that can be taken both within the organisation and with clients.
2.1: Promoting Equality (Cont.)

One area where it might be useful to look for training is in relation to ‘hidden bias’. Everyone is likely to have a ‘hidden bias’. These are unconscious, or automatic, biases. Although people may feel that they behave without prejudice they can still possess hidden negative prejudices or stereotypes. There is growing evidence that hidden biases are related to discriminatory behaviour in a wide range of situations.

Nevertheless, hidden bias is amenable to change. If people are aware of their hidden biases, they can monitor and attempt to ameliorate hidden attitudes before they are expressed through behaviour. This compensation can include attention to body language. See: https://implicit.harvard.edu/implicit/ for more information about hidden bias.
2.1: Promoting Equality (Cont.)

Equality Impact Assessment

Equality impact assessments (EIAs) are conducted to ensure any new policy or programme will not have an inadvertent negative effect on equality groups (age, disabilities, gender, race, lesbian, gay, bisexual, transgender, religion and belief). The starting point is recognition that people have different needs and requirements – it is not sufficient to treat everyone the same; you must take into account the potential differential impacts of your policy or service. An EIA involves gathering information to assess the possible impact of a service.

If a policy or service involves people it is likely that an EIA needs to be carried out. There are tools already available to help services undertake this process.

The Scottish Government’s Equality Impact Assessment Tool is available at: [http://www.scotland.gov.uk/Topics/People/Equality/18507/EQIAtool](http://www.scotland.gov.uk/Topics/People/Equality/18507/EQIAtool) The assessment has 10 steps as follows.

1. The first step involves defining the aims of the policy or service – what is it designed to achieve? How will the needs of different groups be integrated into its aims and objectives? Who will benefit and how?

2. Next, you should set out what you already know about the diverse needs and experiences of your target group. This will help you understand the effects of the policy or service – positive and negative. This information could include statistical evidence or research evidence. It is important to consider the implications of any findings from this information carefully – if the research suggests that there may not be an impact or only a small impact, does this need further investigation?
2.1: Promoting Equality (Cont.)

*Equality Impact Assessment*

3. Step 3 involves looking at this evidence and deciding what else might you need to know. Are there any gaps in the evidence you have collected? Do you need to carry out further analysis? Do you have enough information to proceed?

4. The next step is to use the information you have collected to assess how different groups will be affected. Will any groups be excluded? Will the proposed changes be beneficial to some or all groups? Will there be any adverse effects and if so could this amount to unlawful discrimination?

5. Step 5 is deciding whether there is a need for any change to the service or policy to avoid adverse impacts. You should identify what action you can take, who will take that action and when it should be taken.

6. Step 6 involves thinking about how the policy or programme provides an opportunity to promote equality and good relations. An EIA is not just about identifying negative impacts, but also about where there are opportunities to make things better.

7. The next step is to rate the impact – whether it will be high, medium or low on equality groups – the high can include a mix of positive and negative impacts.

8. Step 8 looks at whether a further impact assessment is required.

9. Step 9 is setting out how you will monitor and evaluate the impact of the policy or service to ensure adverse impacts are avoided and positive impacts realised. You should outline data you require, how often you will collect it and how you will analyse it.

10. The final step is signing off and publishing the impact assessment.
2.1: Promoting Equality (Cont.)

The Department for Work and Pensions (DWP) also has an equality impact assessment tool. The DWP process also has 8 steps:

- Step 1 – identify the purpose of your policy or service.
- Step 2 – assess the impact using information and evidence.
- Step 3 – remove or reduce a negative impact.
- Step 4 – make sure the policy or service promotes equality.
- Step 5 – arrange to monitor and evaluate the policy or service.
- Step 6 – sign off the equality impact assessment.
- Step 7 – arrange to publish the equality impact assessment.
- Step 8 – review the policy or service and update the equality impact assessment.


**Practice Example: EIA**

SDS finds that EIAs provide a way of assessing their products and services for any potential adverse impact on people from different equality groups. The EIA includes an action plan which will show how project managers intend to address any adverse impact, or any other actions they can take to make their product more accessible to a wider audience. They have a toolkit for managers and employees undertaking impact assessments to ensure a consistent approach. Support is also available from the organisation’s Equalities Team. The EIA process is embedded into both policy and project development within SDS. This ensures that all policies and projects are considered from an equality perspective.

The equalities area of the SDS website is at: http://www.skillsdevelopmentscotland.co.uk/search.aspx?term=equalities.
2.1: Promoting Equality (Cont.)

Good Practice in Promoting Equality
From the experience of employability services, a number of lessons have emerged around what needs to happen to implement effective action to promote equality in employability services.

- It is essential to have leadership and buy-in from the top of the organisation down. This can help avoid tokenism and assist with the development of new types of service delivery to promote equality effectively.
- Practice around equality and diversity must not be seen as an ‘add on’, but essential to an effective service. It makes good business sense to work more effectively with clients – to better understand their barriers and the link between barriers.
- There is a need for an Equality Policy.
- EIAs can be used to identify the impact of services.
- Staff need to be supported to do this through training and other mechanisms such as equalities champions.
- It is good to try to keep this fresh for staff. For example, SDS staff now have an equality objective in their performance management so everyone needs to consider how they are promoting equality as an individual.
- There is a need to measure progress. Questions could include:
  - Have there been any changes in services?
  - Has there been an increase in ethnic minority clients?
  - Have outcomes improved for ethnic minority clients?
  - Do staff have more confidence about tackling these issues?
2.2: Assessing Need through Community Profiling

**Community profiling can help you assess the local issues for ethnic minorities.**

One of the ways that you can assess the needs of your local ethnic minority population is carrying out a community profile. Community profiling is a way of gathering information about a particular geographical area or community of interest. Collecting information for a community profile can be a useful thing to do as it can help you to better understand the issues and barriers facing the local community and the resources that there are to tackle these. This can help you to decide on the best way to tackle the issues locally. There is no set methodology for carrying out community profiles, but they usually include techniques to generate both quantitative (usually statistical) information and qualitative information that you can get from talking to people. The profile can be broad, or focused on a particular issue.

**Statistical information**

A good starting point is collecting statistical information about your area. Much of this is available online now. In Scotland, *Scottish Neighbourhood Statistics* provides a range of local area statistics – it can give you information at postcode levels and also allows you to aggregate data for larger areas. See: [http://www.sns.gov.uk/](http://www.sns.gov.uk/).

The kind of information available here includes:

- Access to services (data on drive times, public transport times, retail services).
- Community well being (caring responsibilities, participation in community organisations, perceptions of the neighbourhood and services).
- Economic activity (population on benefits, earnings and the labour market).
- Education and skills.
- Population – although this is based on the 2001 census.
2.2: Assessing Need through Community Profiling (Cont.)

NOMIS is the best source of up to date demographic and labour market information [http://www.nomisweb.co.uk].

The Annual Population Survey is the best estimate of the latest information of ethnic populations [http://www.statistics.gov.uk].

Futureskills Scotland also has useful local data although these tend to be on a larger spatial scale. See: [http://www.keyindicators.org.uk/].

**Local Information**
The statistical information should be supplemented by other information that you can find. There are two main sources for this:

- existing documentary information such as local strategies (community plans) or service plans and local directories (these are often available online).
- Information you collect yourself.

The information that you collect yourself can be collected through a variety of methods including:

- **Observation** – this is an often neglected method but it can be a really good way of getting a ‘feel’ for the area. Try to develop an impression of the area when you are out and about. What are the local activities? What kinds of people do you see? Where are people meeting? What kinds of local services seem well used?
- **Talk to local people** – this can be local people on the street and in public places or you could get in touch with some key services and ask if you can speak to people about needs in the area. You can make this more formal by carrying out surveys or focus groups.
- **Talk to ‘key informants’** – these are people who may work in the area and know a lot about it and the issues people face, or representatives of the community, or community leaders.
2.2: Assessing Need through Community Profiling (Cont.)

The kinds of questions you might want to ask are around the social and economic issues for different groups living in the area. These could include the following:

- What kinds of social and economic issues do people face?
- What kind of work is there?
- What are the barriers to work for people living in the area?
- What kind of assistance is there for people? (Both in terms of employability assistance and broader support services).
- Are there any gaps in services?

It is also useful to collect information about the services and projects available in the area including those in the public and voluntary sectors. This can give you more information about the kinds of issues people are facing. There may be existing local directories or you can compile the information from a range of sources including the local authority or umbrella bodies.

It is useful to look at all of the findings from all of the information together to evaluate which sources of information strengthen each finding. This can then help you to identify the key issues for you to begin work on.
2.3: Developing Partnerships

**Partnership working can help you develop an effective approach.**

*Workforce Plus* the Scottish Government’s Employability Framework for Scotland, set out the approach to helping people in Scotland move from welfare to work. See [http://www.scotland.gov.uk/Publications/2006/06/12094904/](http://www.scotland.gov.uk/Publications/2006/06/12094904/). It made a commitment to provide national leadership and support local action to address the challenges facing us all to improve people’s employability through a range of services. The Framework recognised the need for real partnership working between agencies at a local level. The Scottish Government continues to support stakeholders in the development of multi-agency, cross sectoral Employability Partnerships, which sit within the Community Planning Partnership framework. This stakeholder support extends to the facilitation of joint learning and capacity building opportunities and crucially, identification of challenges common across areas which prevent employability services being as strong as they could be.

Thus, partnership working is well established as a means of enhancing employability services. Partnership is also an essential element of an effective approach to working with ethnic minorities. Working together with other organisations can help employability services:

- Reach and engage people from ethnic minorities;
- Increase the credibility of services and provide a broader legitimacy for action;
- Add value to services rather than duplicating them and pool resources;
- Draw on the range of expertise that may be needed to tackle problems effectively;
- Help to access the other services ethnic minority clients may need to address their barriers to employment;
- Develop new approaches and new ways of working;
- Provide better overall coordination of services.
2.3: Developing Partnerships (Cont.)

**Good Practice in Partnership Working**

It is clear that staff in employability projects are becoming more experienced and skilled partnership workers.

Good partnership working involves:

- Making sure all key partners are involved from outset and know their role;
- Making resources available to deliver partnership roles – this is particularly important in relation to many ethnic minority organisations which rely heavily on volunteers;
- Building the capacity of staff to work in partnership;
- Maintaining consistency of staff involved in partnership.

Partnerships can be developed:

- At a **strategic level** to create an impetus across a range of services to develop a better overall response to ethnic minorities within an area. Examples of strategic approaches are given below.
- Or at an **operational level** to develop a specific service. These kinds of partnerships are particularly useful for developing very practical projects to develop better understanding of ethnic minority communities needs and service requirements and to help reach potential clients.

**Practice Examples: Strategic Partnerships**

The *Glasgow Works Ethnic Minority Policy Group* was set up to develop partnership working with a range of organisations including Local Regeneration Agencies (LRAs) to help reduce the employment gap between ethnic minorities and the white Scottish population in the city. The Policy Group brought together a range of stakeholders and identified positive action, engagement and progression, employment and sustainability as the key areas for action.
2:3: Developing Partnerships (Cont.)

The *Fife Ethnic Minority and Training Network (EMET)* aims to influence and develop strategic approaches to increasing ethnic minority employability. Among the 40 members who meet regularly are Fife Council, NHS Fife, Scottish Enterprise Fife, the voluntary sector and local colleges.

They share information and examples of good practice and aim to develop knowledge and understanding of each other’s services to promote frameworks for cross referral. This can be particularly important in engaging geographically isolated clients in rural areas of Fife. Initially, a coordinator was appointed to develop the network, but eight years on it has its own momentum. An important area of work is linking specialist employability support for ethnic minorities delivered through the Equal project see below) to mainstream employability services. This is seen as vital for the long term development of services.

The network has facilitated the greater understanding of ethnic minority issues across its members and this has helped make services more accessible. It has helped to drive cultural and organisational change and in 2011 it will merge with the Fife Employability Network which has a focus on disability issues enabling equality to be better addressed at a strategic level.
2:3: Developing Partnerships (Cont.)

Local Operational Partnerships
Making links with local organisations which work with ethnic minority communities can be one of the most effective ways of developing services as this can help you understand more about people’s needs and reach clients. The first thing to do is find the organisations.

It can be useful to start with umbrella organisations. For example:

- **Positive Action In Housing** has developed a Scottish Ethnic Minorities Directory 2011. It is a good starting point for organisations to identify organisations that are in their area. See: [http://www.paih.org/](http://www.paih.org/).
- **BEMIS (Black and Ethnic Minority Infrastructure Scotland)** has a database of 500 Black and ethnic minority organisations and groups across Scotland which represent and provide services to ethnic minority communities. BEMIS will help projects identify and network with groups. Contact: mail@bemis.org.uk.

Organisations which have:
- close links to communities;
- staff or volunteers that you can work with;
- premises; and
- a common interest in employability

can make particularly good partners.
2:3: Developing Partnerships (Cont.)

It is important to assess whether organisations have the capacity to add employability work to their services. Many organisations working with ethnic minorities rely on volunteers and as such may need some human resource and financial support to be involved effectively. This means that some *capacity building* work might be necessary to ensure that the partnership is effective. This might involve:

- providing training;
- having regular meetings
- working closely together on the ground;
- setting targets for your joint work (such as number of referrals).

When approaching organisations with a view to working together it is good practice to:

- Research what the organisation does;
- Show respect for their knowledge and understanding of the community and draw on their expertise;
- Learn a little bit about their customs and culture beforehand;
- Do this not as a one off, but as a planned programme of joint work;
- Get across that this is not just about getting people a job, but also about improving employability;
- Don’t use too hard a sell! Give the relationship time to develop.

The practice examples below show how local partnerships can be developed.
2:3: Developing Partnerships (Cont.)

Practice Examples: Local Partnerships
Glasgow South West Regeneration Agency (GSWRA) worked with local organisations to engage more ethnic minority clients. Their first step was thinking about where potential clients might go. They came up with a list of community organisations including religious organisations. They visited the organisations to find out more about what they did and who they were working with. This helped them to decide if the organisation really was reaching people they would not have reached through their usual channels. Ongoing work with these local partners has taken place to collect views on experience of engagement which in turn is used to improve service delivery. GSWRA have also established a practitioners’ forum for organisations working with ethnic minority groups to help staff share their experiences.

Glasgow South East Regeneration Agency (GSERA) contacted 6 ethnic minority organisations in their area. Part of the work was building the capacity of these organisations to make referrals to both GSERA services and mainstream employability agencies. This capacity building activity built on training that they developed for health and community care organisations to refer people on incapacity benefits. The training was designed to help staff in the community organisations feel more confident about referring to employability services and be more proactive about this. The content of training included:

- Increasing awareness of the local employability pathway;
- How to raise awareness of employability and respond effectively;
- How to develop cooperation and shared working practices among organisations on the front line;
- How to refer to employability services.

Glasgow South East Regeneration Agency’s (GSERA) work with the Somali Community Regeneration Organisation (SCRO) to develop Job Clubs is a good example of the way all partners can benefit from joint working. The SCRO helps the Somali community in Glasgow to integrate with the local community. One of its aims is to help those given leave to remain in the UK find work. They are doing this by referring people to local employability provision including GSERA and the Bridging Service. The job club is delivered in partnership with GSERA. It is delivered in housing association premises and provides a range of resources including information packs on how to look for work, IT equipment for job search, assistance with CVs and applications and crèche facilities for lone parents.

Equal in Fife provides specialist support to ethnic minority clients across Fife and works closely with organisations such as Jobcentre Plus, Skills Development Scotland, colleges and council departments including housing and social work. They also work with community based organisations to engage ethnic minority clients. Among these organisations, Frae Fife is one of their key partners. This organisation provides a range of services to ethnic minority communities and refers people to Equal for employability support.

Sheffield City Strategy Partnership found that partnerships with smaller organisations which are close to the community can pay off in terms of reaching people who may be isolated. These can often make inroads into the community that could be done by no one else. For example, through such organisations they reached parents who were concerned about young women travelling to work on their own.
2.4: Removing Barriers to Services

**Services need to be barrier free.**

Research looking at ethnic minority participation on mainstream programmes has shown that ethnic minority clients do not do as well as white British clients (with a gap of between 6-9% difference in outcomes) on these programmes. See: [http://www.nao.org.uk/publications/0708/increasing_employment_rates_fo.aspx](http://www.nao.org.uk/publications/0708/increasing_employment_rates_fo.aspx).

This suggests there are some aspects of service delivery which present barriers to ethnic minorities. These barriers may:
- Make it less likely that ethnic minorities engage in services;
- Mean that they do less well than other groups if they do engage.

Barriers to services can include:
- People being unaware of the kind of help that is available;
- Perceptions that the services will not understand issues or be relevant;
- Inaccessibility because of location, or the time they are open or the way they are provided;
- Lack of understanding of the ways services can assist.

Undertaking Equality Impact Assessments can be helpful to identify possible barriers to services and ways to remove them. Engaging with local organisations which work with ethnic minorities can also make you more aware of the kinds of services which work better with ethnic minorities. This section has more information about how you can make services as barrier free as possible.
2.4: Removing Barriers to Services (Cont.)

Different approaches can be taken to the development of services to improve access for particular groups. There are strengths and weaknesses in both models of provision.

- **Specialist services** can be developed to focus directly on ethnic minorities (but with a view to mainstreaming successful approaches). These can help if you assess that there are some groups in your area which require separate services. They can also help with the initial development of services and the lessons from their delivery can be incorporated into mainstream provision.

- **Mainstream services** can be delivered in a better way so that they take into account ethnic minorities needs. Making the mainstream work better might be more sustainable in the longer term. Positive action to increase the number of clients from specific communities can still take place within a mainstreamed approach. This involves taking particular action to support certain groups or communities to overcome disadvantage.

Making the mainstream work better may also be effective in areas which do not have a substantial ethnic minority population.

Areas with more substantial ethnic minority populations could carry out spatially targeted activities focusing on the neighbourhoods where larger proportions of ethnic minorities live. *City Strategy* projects adopting such an approach have increased the numbers of ethnic minority clients engaging in services. See: [http://research.dwp.gov.uk/asd/asd5/rports2009-2010/rrep639.pdf](http://research.dwp.gov.uk/asd/asd5/rports2009-2010/rrep639.pdf).

Practice examples of mainstream and specialist approaches are given overleaf.
2.4: Removing Barriers to Services (Cont.)

**Practice Examples: Specialist Services**
Commonly, the availability of funding is the key driver for the development of specialist services. For example, *Equal in Fife* started in 2004 funded by Fife Council, ESF and the Fairer Scotland Fund. It focuses support on unemployed ethnic minority individuals.

Clients are referred from a range of partner agencies including Jobcentre Plus and ESOL services operating across Fife. No specific ethnic groups are targeted and the project has worked with a range of people including people of Pakistani, Indian, Chinese and Eastern European backgrounds, with a strong focus on helping the ‘hardest to reach’ groups. Lack of English is the main barrier for clients and many people also lack the confidence to access services. As the project is specialised, people feel more confident about using the service as they feel their needs are understood. However, the project has a clear focus on moving people into employment, further education or other mainstream support when they are ready.

*Glasgow West Regeneration Agency (GWRA)* has a Chinese employability project working with the Chinese population in the city as a gap in services for this community has been identified. The project is looking at some of the specific issues related to the Chinese community in Glasgow such as language and encouraging people to work in different employment sectors. The project employs an adviser who knows the community languages and is aware of cultural issues.
2.4: Removing Barriers to Services (Cont.)

**Practice Examples: Specialist Services**

*Gateshead Council’s Economic Development Service* set up a specialist service to work with asylum seekers and refugees in the area.

Although providing specialist support, the project works in partnership with key organisations which assist migrants such as the North of England Refugee Service to develop a referral network for the service. By working in partnership trust is built and referrals to the service are made. The project has found that outreach services in buildings that are not seen as ‘official’ provide the best means of engaging people in services. Many of these clients might be difficult to reach initially, but once reached they tend to engage well as they are keen to find work. Many clients who have engaged will encourage others to access the support. The project has found that in some ways refugees and asylum seekers require similar support to other employability clients, but they may need more intensive support around understanding UK recruitment practices, overcoming language barriers and with wider issues that can also act as barriers to work such as lack of housing. They may also need support to understand how to behave at work, for example what might be employers’ expectations around time keeping.

One of the key issues is employers’ lack of understanding of refugees’ rights to work. Thus, it is important to provide information and advice to employers.
2.4: Removing Barriers to Services (Cont.)

Practice Example: Mainstream Approach
Some projects aimed to make mainstream work better for ethnic minority groups and improve engagement mechanisms. In Blackburn with Darwen the approach involved both sub-group and spatial targeting. The emphasis was on targeted provision to meet particular needs (for example, through women-only English language classes) and making mainstream provision work better for ethnic minority groups. Blackburn with Darwen Council Employment Agency took positive action to increase the number of individuals from an ethnic minority background gaining work experience and securing longer-term employment positions.

It is clear from the practice examples that it is important to build links between mainstream and specialist provision. Such an approach is likely to break down barriers to services in the longer term.

Researching Possible Barriers and Ways they can be Addressed
Talking to communities is a good way of developing an understanding of the social and cultural factors which might affect the way people perceive services. There are many different factors here and it is impossible to make generalisations. These examples show how certain cultural factors might affect access to services:

- In Northumberland a project to encourage migrant workers to explore self employment found that those from former Eastern bloc economies viewed one to one support suspiciously due to participants’ former experience of government.
- In Glasgow some ethnic minority parents want to accompany young people to interviews with their adviser and so find it difficult to attend during the day when they are usually at work.

These issues could only be identified by talking to people and there is a range of ways that you can do this as the practice examples overleaf show.
Practice Examples: Removing Barriers to Services

Glasgow South West Regeneration Agency carried out research with ethnic minority organisations to determine how they could reduce barriers to services. They talked to both agencies that worked exclusively with ethnic minorities and local people. The agencies suggested that engagement could be increased by:

- Developing relationships with ethnic minority agencies to tap into their client base and expertise;
- Reducing the number of forms required for clients, especially in the early stages and offering help to fill them in;
- Raising the profile of ethnic minority staff if there are any in the employability project and the availability of interpreters;
- Equality and diversity training for all staff.

Interviews with individuals suggested the following are important factors for ethnic minority clients:

- Having a very local and high profile presence;
- Highlighting the confidentiality of the service – and ideally staff should not be local to the area;
- Whilst not essential, having ethnic minority staff can promote the notion that the employability project has cultural understanding and possibly language skills;
- Promoting the availability of interpreters;
- Using mainstream leaflets which have some representation of the ethnic minority community;
- Engaging with the ethnic minority community by having posters and leaflets available in places of worship, schools, community centres and Jobcentres, as well as a presence at community events.

Glasgow West Regeneration Agency commissioned research to develop better understanding of the issues around client engagement in employability services and also to find out about which organisations ethnic minority people already engage with. This provided a useful starting point and has helped to develop new marketing materials and to find appropriate outreach locations.
2.4: Removing Barriers to Services (Cont.)

*Quality Services Work Well For All Groups.*

Although there is value in finding out about local issues that might affect access to services, it is important to note some recent research has shown that ethnic minority customers in Jobcentre Plus did not show any differences in levels of satisfaction compared to white British customers. See: [http://research.dwp.gov.uk/</p>
2.4: Removing Barriers to Services (Cont.)

Nevertheless, there is some research that shows that there are particular factors associated with services for ethnic minorities. This research shows that **success** is associated with:

- Personalised and tailored help;
- Knowing how to accommodate people with different backgrounds;
- Repeat contact with the same adviser – who gets to know the client’s circumstances;
- Creative outreach strategies;
- Making clients feel comfortable – and having a helpful, friendly and polite manner;
- Speed and efficiency in dealing with requests;
- Ability to access a wide range of provision to tackle a range of barriers.

2.5: Planning

*It is always useful to invest some time in planning.*

Planning can take place at both strategic and operational levels. It is key to ensuring that all of the areas you need to think about are included and also provides a basis for reviewing progress and informing changes to policy and practice. The kinds of areas that you should think about include the following:

- How to identify and work with partners to identify needs, improve service delivery and initiatives to increase employment rates for ethnic minorities;
- Setting targets;
- Actions for partners;
- Monitoring and evaluation.

This broad framework can be used at both operational and strategic levels. It is important to involve all partners in planning if your approach is based on partnership.

*Strategic Action Planning*

Strategic plans work well to kick start new work. It can be helpful to have someone to drive the work forward as in the example below.

*Practice Example: Glasgow Works Ethnic Minority (EM) Employment Policy Manager*

Funded by the Scottish Government Employability Team, the Glasgow Works EM Employment Policy Manager’s role was to reduce the employment gap between ethnic minorities and the white Scottish population in the city and also to drive forward the Glasgow Works (GW) Ethnic Minority (EM) Policy Group action plan. This involved working in partnership with a wide range of organisations including Local Regeneration Agencies.
2.5: Planning (Cont.)

The work of the policy manager was also to disseminate the learning and share best practice across Scotland, support organisations to understand why current services/structures do not work for ethnic minority communities, improve their understanding of what works and build capacity within both ethnic minority organisations and mainstream agencies.

*The Glasgow Works Ethnic Minority Employment Policy Group* was also convened to benchmark activity using existing data and advise on actions to increase engagement at a local level, to monitor activity and to advise on best practice. The policy group’s key achievements include:

- Development of a city wide action plan;
- Influencing the Glasgow Works Board to alter the eligibility criteria for ethnic minorities (targets have been exceeded);
- Organisation of an event to develop actions to address barriers, gaps and strengths and also to increase awareness of mainstream, voluntary and community organisations in local areas within Glasgow.
2.5: Planning (Cont.)

Organisational Action Planning
At an organisational level local employability services can develop their own action plans. For example, the Local Regeneration Agencies (LRAs) in Glasgow each implemented their own action plans to take forward the ethnic minority policy proposals which were based on a city wide framework that aimed to support:

- Finding out about the issues for ethnic minorities;
- Developing partnerships;
- Engaging clients and breaking down barriers to services;
- Developing specific interventions;
- Monitoring and evaluation.

The plans specified actions for the LRAs and their partners.

To be effective, it is important that organisational action plans are:

- Time limited and reviewed at regular intervals;
- Eventually incorporated to the organisation’s overall plans.
2.5: Planning (Cont.)

**Practice Example: Action Plan for Working with Ethnic Minority Clients**
The Glasgow Works Ethnic Minority Employment Policy Group developed actions for working with ethnic minority clients. These were then translated across Glasgow at a local level. The 15 Actions were:

1. Establish the aspirations and employment needs of ethnic minority clients taking into account cultural and religious sensitivities.
2. Raise the issue of employability among organisations working with ethnic minority groups.
3. Promote and market services (including using staff to develop outreach to ethnic minority groups).
4. Adapt current monitoring systems to enable monitoring of ethnic minority engagement and progression.
5. Require partners to monitor ethnic minority engagement and progression.
6. Require funded organisations to provide monitoring reports on ethnic minority activity.
7. Share information across employability partners on the best ways to engage and progress ethnic minority clients and encourage more work.
8. Monitor uptake and retention in national training programmes and tackle barriers to retention and progression.
9. Develop an awareness of positive action with partners.
10. Communicate with and educate employers and develop jobs fairs.
11. Raise awareness of jobs in the public sector and training and job placement opportunities.
12. Investigate and address the uneven distribution of ethnic minority employment by sector and job type.
13. Encourage partners to use procurement practices to promote ethnic minority employability and engagement with the ethnic minority social economy sector.
14. Investigate the development of effective in-work support to address barriers to retention.
15. Link employers to sources of support and advice.
2.5: Planning (Cont.)

**Monitoring**
Assessing progress on the action plan is a crucial element to determine whether the planned activities are having an impact and also indicates where improvement may have to be made. Monitoring can ensure that:

- Services are reaching people;
- Resources are being used appropriately;
- The approach is inclusive and more equitable;
- Clients are satisfied with the service;
- There is information that can be used to inform service development;
- There is evidence to promote and develop good practice and address poor practice;
- There is information to publicise that you are working with ethnic minority groups; and
- You are evidencing better outcomes.

Monitoring needs to be an *ongoing process* and it should be more than just a data collection exercise: there needs to be commitment to act on any issues the monitoring data throws up.

Identifying what information is needed and how it should be collected should be done as early as possible, so that it can be collected from the outset. Analysis of monitoring data will be difficult if there are large numbers of clients whose ethnicity is unknown.

**Categories to Monitor**

The categories used in the Census are most useful for ethnic monitoring. These allow you to examine the differences between all ethnic groups. The way that ethnicity is described in these categories is also likely to be acceptable to most people. The categories for the 2011 census are shown on the next page.

2.5: Planning (Cont.)
What is your ethnic group? Choose one section from A to E then choose one box which best describes your ethnic group or background.

A White
- Scottish
- English
- Welsh
- Northern Irish
- British
- Irish
- Gypsy/traveller
- Polish
- Any other ethnic group, please write in...

B Mixed or multiple ethnic groups
- Any Mixed or multiple ethnic groups, please write in...

C Asian, Scottish Asian or Asian British
- Pakistani, Pakistani Scottish or Pakistani British
- Indian, Indian Scottish or Indian British
- Bangladeshi, Bangladeshi Scottish or Bangladeshi British
- Chinese, Chinese Scottish or Chinese British
- Any other Asian background, please write in...

D African, Caribbean or Black
- African, African Scottish or African British
- Caribbean, Caribbean Scottish or Caribbean British
- Black, Black Scottish or Black British
- Any other Black background, please write in...

E Other ethnic background
- Arab
- Any other background, please write in...
2.5: Planning (Cont.)

It is best if monitoring can be incorporated into your existing procedures. This helps to ensure that you are collecting the data and can help you see how it links to aspects of your service. The Glasgow Works practice example below shows how this can be done.

**Practice Example: Monitoring**
The Local Regeneration Agencies in Glasgow have taken a good approach to monitoring their action plans by incorporating this into their existing monitoring system, GTrac. The system has been adapted to allow tracking of engagement and progression on the employability pathway by ethnicity. They have also asked their partners to provide updates on the number of ethnic minority clients they are working with. This has allowed them to:

- identify how many people are engaged and whether anything needs to be done to improve rates;
- compare their outcomes with other clients and take any corrective action to improve services and outcomes.


The Employability and Learning Network also has useful resources for all aspects of monitoring and evaluation. See: [http://www.employabilityinscotland.com/toolkitsmeasuringevaluating.aspx](http://www.employabilityinscotland.com/toolkitsmeasuringevaluating.aspx).
2.5: Planning (Cont.)

Setting Targets

Target setting is frequently part of plans to increase engagement of ethnic minorities. Targets might be set to:
- Increase engagement of particular groups;
- Improve outcomes for particular groups perhaps in relation to engagement and progression on the employability pathway.

Setting targets can be useful as they can:
- Act as a stimulus to activity towards reducing gaps in employability;
- Increase awareness that there are groups out there that may need support;
- Help you monitor how successful you have been in taking forward the activities specified in action plans;
- Help you to identify where you could do more work to improve your services even further.

It is important to think carefully about the criteria for the targets. It should not just be about targeting people for specific Benefits. Try to build in some flexibility, while still setting meaningful targets. When setting targets there are a number of sources of information:
- Local data sources on employment, unemployment and ethnicity from NOMIS etc.;
- Local statistics if available on benefits claimants from Jobcentre Plus;
- Partners’ information for example on the numbers of people they are assisting by ethnicity;
- Your own monitoring data.

Practice Example: Setting Targets
Glasgow South East Regeneration Agency set targets for increasing ethnic minority client numbers. They took into account the size of the local ethnic minority community, the numbers of people the community organisations they were partnering with were working with and their capacity to provide assistance. Targets to engage 100 people with 70 of these moving into positive activity were set.
SECTION 2: CHECKLIST

Use the following checklist to assess whether you need to review any of the material in Section 2.

1. Do you understand the importance of promoting equality across your organisation?
2. Do you understand the aims and main steps of equality impact assessments?
3. Can you identify how to support staff to feel more confident about working with ethnic minority clients?
4. Do you recognise the contribution community profiling can make to understanding local issues?
5. Do you understand the value of working in partnership to better address ethnic minority clients’ needs?
6. Do you know the key issues involved in working with partners?
7. Are you aware of the possible barriers to your service for ethnic minority clients and how you could reduce them?
8. Can you identify what aspects might be included in an action plan to address the employability of ethnic minority clients?
Section 3: Working with Ethnic Minority Clients

In this section we outline the broad requirements for employability services for ethnic minorities and interventions to overcome the specific barriers to work faced by ethnic minorities.

To review these barriers briefly they are:

- Discrimination;
- The need to improve skills (including English language skills);
- Other barriers to employability; and
- Lack of understanding of the job seeking process and procedures.

The section should help you to:

1. Identify the kinds of features of services that can make it more likely that ethnic minority communities will engage.
2. Tackle some of the specific barriers faced by people from ethnic minorities more effectively.

Several case studies are included to illustrate the issues clients face and how these issues can be tackled.
3.1: Engaging Ethnic Minority Clients

‘…..people aren’t hard to reach it just requires a bit more thought and effort to make sure their needs are taken into account.’ (http://www.scotland.gov.uk/Topics/Built-Environment/regeneration/engage/HowToGuide/EqualitiesAdviceNote)

Working with partner organisations who are in touch with people from ethnic minority communities is the most effective way to reach people, but there are other things that you can do. Two key areas are:

- Promoting your services;
- The use of outreach services.

**Promoting Services**

There is a need to think about the ways that you promote your services to ethnic minorities.

- If you use **leaflets** is there representation of different groups? Are they available in places where the community go? Are they clear and unambiguous? Do they use simple language that could be understood by a person who is not a native speaker of English?
- If you use **local media** to highlight your services have you considered publications which target certain communities? Have you considered the use of ethnic minority radio stations for example?
- If you put on **local events** have you considered what are likely to appeal to different communities? You might want to think about some women only events, or consider the ways events are interpreted.

For example, Glasgow South West Regeneration Agency found that **Jobs Fairs** were one of the best ways of engaging people. The purpose of such an event is clear and there is little stigma from attending a jobs fair as it may be for people in employment as well as unemployed people.
3.1: Engaging Ethnic Minority Clients (Cont.)

Promoting Services

- Have you considered how you can engage other local workers to help promote your services? Some employability projects have developed networks to assist in the sharing of information. These can also help to stimulate joint work. For example, Glasgow South West Regeneration Agency supports a local employability practitioners’ network. A broad view of employability is taken so that any local worker who is supporting the development of employability whether they work or not in an employability project can attend.

Outreach

A range of evaluations of employability programmes have highlighted the value of outreach services as a strategy to engage ethnic minority clients. See: http://research.dwp.gov.uk/asd/asd5/rports2007-2008/rrep407.pdf

Outreach is necessary because some ethnic minorities:
- are not used to accessing services and may have little knowledge of employability service infrastructure;
- find it difficult to travel from their local communities;
- may not trust formal services and perceive that they will not understand their needs.

All of these factors can discourage them from accessing services. In contrast, services which are provided in the community, in venues which they feel comfortable accessing, may be more successful at engaging people.

The practice examples highlighted below used an outreach model to increase engagement.
3.1: Engaging Ethnic Minority Clients (Cont.)

**Practice Examples: Outreach**

The Partners Outreach for Ethnic Minorities programme, ran from 2007 to 2009 and targeted people from the Bangladeshi, Pakistani and Somali communities in Birmingham, Bradford and Leeds, Leicester, London and Manchester. The evaluation found that outreach at a local community level is key to accessing ‘harder to reach’ ethnic minority communities. Outreach workers should mirror the ethnic and linguistic background of the target clients and providers should have time to test out what methods are most appropriate for each groups and locality. Given sufficient build-up time, word of mouth has the potential to be an effective recruitment method for ethnic minority communities.


The Ethnic Minority Outreach programme pilot (EMO) was implemented through a range of projects located within communities. It raised awareness of employment and training opportunities among ethnic minorities, especially among Indian and Pakistani women. The language and outreach skills of EMO staff were a crucial factor in being able to reach these groups. EMO also led to increased use of Jobcentre Plus services. Key success factors were:

- Recruiting workers from within ‘hard to reach’ communities, who had knowledge of local issues, spoke community languages, respected cultural sensitivities and had high levels of personal commitment and going out to places where communities lived and socialised;
- Making provision available in non threatening and user-friendly venues; and
- The use of media – such as television, radio and the internet – to reach clients who would never otherwise have accessed a Jobcentre or a community centre.

3.1: Engaging Ethnic Minority Clients (Cont.)

City Strategy Partnerships targeting ethnic minorities have also used outreach strategies. For example, *Leicester City Strategy Partnership* used local area data to identify the Lower Super Output Areas and the wards within them, which were unemployment ‘hotspots’ and then took a mobile advice service located on a bus into these communities to engage with residents and register their demographic profiles to find out about the issues people were facing. The information collected was fed into a client tracking system and then analysed, based on the individual client’s support needs and clients were “case loaded” to provider organisations to receive a support package individually tailored to their needs. Subsequent programmes were established to tackle any gaps identified in the existing provision in order to address them.

*The Migration Matters Project* was a Home Office funded project to stimulate new ways of working with migrant communities in the Northumberland area. One strand of the project looked at economic issues and had the aim of fostering entrepreneurship and employability in the migrant communities. Outreach work into the migrant communities was used to reach potential clients. This included visiting informal clubs and gatherings and also contacting employers who employ migrants. Cultural and social issues had to be taken into account. For example, the normal offers of the business support services: ‘coaching’ around barriers to enterprise and one to one support from Business Link, were not viewed as positive by migrants from the former communist bloc communities who perceived these methods as too intrusive. They much preferred lecture type delivery to provide information on specific business development issues.

The project also found that social enterprise as a concept was not supported by migrants from the former communist communities who were far more enthusiastic about a free market approach. This made them reluctant to embrace the idea of setting up a social enterprise as a route into self employment.
3.2: Progressing Clients: Discrimination

There is evidence that employer discrimination puts ethnic minorities at a disadvantage.

Unequal treatment by employers on grounds of race or colour is likely to be a major reason why people from ethnic minorities find it difficult to get jobs and stay in jobs. It is important to be aware of the possibility of discrimination and in turn make clients aware of their rights. See: http://research.dwp.gov.uk/asd/asd5/rports2005-2006/rrep341.pdf

Discrimination can be a barrier:
- At the application stage; and
- When people are in work.

It is important to:
- Be aware of the way that discrimination can affect client’s employability chances;
- Help clients cope with discrimination and make aware of sources of support;
- Work with employers to tackle discrimination for example through offering training or bringing employers together to discuss the issues.

Sources of information and support are:
- Local race equality councils and citizen’s advice bureaux
- People can also take their case to an employment tribunal.
3.3: Progressing Clients: Improving Skills

*Ethnic minorities can face barriers to education and training.*

There are a number of factors which make it difficult for people from ethnic minority groups to access education and training opportunities. While some groups have high levels of attainment compared with the white Scottish population, some groups, such as Pakistani, Black African and Black Caribbean boys have results at age 16 well below the median in England.

Ethnic minorities appear to be under-represented in some national training programmes and the national averages disguise wide variations in ethnic minority participation between areas in Scotland (TERU, 2008). One possible reason for under-representation of ethnic minorities could be the higher proportion of ethnic minorities entering higher or further education – meaning fewer are eligible for training programmes. Also, since the provision of Modern Apprenticeships is concentrated in industries and occupations where ethnic minorities are less likely to be employed, fewer are likely to participate in them. There is also an issue with the proportion of participants whose ethnic background is unknown, making it difficult to measure the participation of ethnic minorities accurately.

It is important that employability projects take on these skills issues. Action can include the following.

- Addressing basic skills issues with clients;
- During advice and guidance sessions, making them aware of all of the options on education and training available;
- Supporting clients on education and training programmes;
- Monitoring progression on programmes and addressing any issues arising.

Case studies of clients with skills issues and how they were addressed are shown below.
**Client Case Studies: Skills**

A was looking for work in the care sector, but had very little work experience or skills. Working with her adviser she decided that voluntary work could help build her confidence and gain new skills. After attending a volunteers’ information day organised by the employability project she was offered a voluntary post two days per week working at the Local Disability Forum serving meals. She also applied for a Social Care Course run by a local college at one of the local community learning centres. She is able to do the course and carry on with her voluntary work.

B had not worked for over 10 years since coming to the UK. She had previously been a nurse in Saudi Arabia and Somalia. B was on a health related benefit but had recently started to feel better and had moved on to Jobseekers Allowance. She was very interested in access to the NHS care course run by the local employment project and felt that it would be a good way to get into work in health care.

B was supported to complete the NHS application form and to improve her interview techniques. She was unsuccessful at the interview as the panel felt that she did not have sufficient English for the course. Although she applied again and improved in this interview, she was again unsuccessful. B wants to apply again and in the meantime she has started a free ESOL Social Care Course run through the Bridges Programme. This is an intensive 8 week course using specialised language and employment skills training. She hopes to be successful during the next round of recruitment for the course.
3.4: Progressing Clients: Improving English Language Fluency

Fluency in English is one of the most important factors affecting likelihood of getting work.

Research (http://www.ippr.org/publicationsandreports/publication.asp?id=633) has found that the single most important factor affecting ability to find work is fluency in English. This affects whether employment is secured and also the type of employment as well as promotion prospects and earnings potential. This means that for all clients for whom English is not their main language, their level of English can present a significant barrier to gaining employment. English fluency can be determined by amount of contact with English, length of residency in the UK and ability to access English classes. It is in this latter area that employability projects can make a useful contribution by helping people to access the right kind of provision.

ESOL classes are available across Scotland at a range of levels to help people achieve a qualification in English. The right type of provision for an individual learner depends on their circumstances which include level of English, access to funding, whether they want a qualification or need access to childcare. For some learners, a community-based class (e.g. those provided by colleges or local authority funded adult education) may provide a less intensive and more local starting point. However, in many cases, (e.g. for those wishing to study at higher levels) a college main campus place may offer more appropriate courses of study. Much publicly funded ESOL provided by colleges, universities, community based providers and voluntary organisations is free.
There are three main types of ESOL qualification offered in Scotland:

- Scottish Qualifications Authority awards which are provided as part of its NQ framework and which are recognised by education establishments and employers across the UK.
- Cambridge ESOL qualifications (First Certificate) which are recognised around the world.
- Some providers help people to prepare for the International English Language Testing System (IELTS) which is an indicator of a candidate’s ability to communicate in English.

More information about these qualifications can be found at: [www.sqa.org.uk/esol](http://www.sqa.org.uk/esol) and [www.cambridgeesol.org/exams](http://www.cambridgeesol.org/exams)

The type of qualification chosen can depend on why the person needs the qualification.

- If they are looking for work, the SQA English for Work units may be most appropriate;
- If the person wants to learn English to support an application for citizenship, the Home Office will require an SQA qualification at Access 2 – intermediate 1 level
- If the person is looking to go to college or university they will probably need to attain a qualification equivalent to SCQF Level 6 such as SQA Higher ESOL or IELTS 6.0 and above.
A table of ESOL levels and Scottish Credit and Qualification Framework levels is given below.

<table>
<thead>
<tr>
<th>SCQF Levels</th>
<th>Scottish Qualification Authority (SQA) NQ Framework Qualifications</th>
<th>Equivalent ESOL Level Names</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Access Literacies Stage 1</td>
<td>Complete Beginner</td>
</tr>
<tr>
<td></td>
<td>Access Literacies Stage 2</td>
<td>Starter</td>
</tr>
<tr>
<td></td>
<td>Access 2</td>
<td>Elementary</td>
</tr>
<tr>
<td>3</td>
<td>Access 3</td>
<td>Pre- Intermediate</td>
</tr>
<tr>
<td>4</td>
<td>Intermediate 1</td>
<td>Intermediate</td>
</tr>
<tr>
<td>5</td>
<td>Intermediate 2</td>
<td>Upper- Intermediate</td>
</tr>
<tr>
<td>6</td>
<td>Higher</td>
<td>Advanced</td>
</tr>
<tr>
<td>7</td>
<td></td>
<td>Proficiency</td>
</tr>
</tbody>
</table>

Source: Robin Ashton *Guide to English for Speakers of Other Languages*
**Understanding ESOL Level Descriptions**

Langside College in conjunction with Glasgow South East Regeneration Agency has developed useful ESOL indicators to help employability practitioners better understand how skills at different levels might relate to job skills. These are highlighted in the table below.

<table>
<thead>
<tr>
<th>Level and Name</th>
<th>Speaking and Listening Description</th>
<th>Reading and Writing Description</th>
<th>Employability Choices</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCQF 2: Access 2</td>
<td>Can communicate only through gestures and a few basic words</td>
<td>Cannot fully recognise or use the English alphabet and cannot write independently</td>
<td>Will be extremely limited</td>
</tr>
<tr>
<td>Literacies stage 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Complete Beginner)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCQF 2: Access 2</td>
<td>Can use and understand simple English for personal and social purposes and respond to basic</td>
<td>Can recognise and write letters and numbers. Can read and understand simple written texts and</td>
<td>Can manage routine jobs which do not require written or spoken communication in English</td>
</tr>
<tr>
<td>Literacies Stage 2</td>
<td>phrases spoken slowly and repeated if necessary</td>
<td>common sight words</td>
<td>and in which all tasks can be demonstrated</td>
</tr>
<tr>
<td>(Starter)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCQF 2: Access 2</td>
<td>Can understand, request and provide short, simple spoken information in familiar and predictable,</td>
<td>Can understand basic notices, instructions or information. Can complete basic forms and write</td>
<td>Can manage routine jobs which involve basic spoken or written communication in English</td>
</tr>
<tr>
<td>(Elementary)</td>
<td>personal, social, work and study contexts</td>
<td>short notes and letters including times, dates</td>
<td>and in which tasks can be demonstrated</td>
</tr>
<tr>
<td>SCQF 3: Access 3</td>
<td>Can talk to others on topics of immediate interest in personal, social, work and study contexts.</td>
<td>Can read and write short, straightforward texts. Can write letters, emails and articles on</td>
<td>Can manage mainly manual jobs which involve simple spoken and written communication but</td>
</tr>
<tr>
<td>(Pre intermediate)</td>
<td>Can understand instructions and public announcements</td>
<td>predictable matters</td>
<td>in which the tasks can be demonstrated orally</td>
</tr>
<tr>
<td>SCQF 4: Intermediate 1 (Intermediate)</td>
<td>Can follow or give a talk on a familiar topic or keep up a conversation on a fairly wide range of topics in personal, social, work and study contexts. Can understand speakers in a range of listening situations and identify clearly expressed opinions and attitudes.</td>
<td>Can read a variety of texts to identify purpose and main points as well as clearly expressed opinions and attitudes; write different types of texts such as emails, letters or articles in which grammar, spelling and punctuation are sufficiently accurate to convey meaning on a first read.</td>
<td>Can manage jobs and/or training which involve following basic spoken and written instructions &amp; diagrams.</td>
</tr>
<tr>
<td>-----------------</td>
<td>-------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>SCQF 5: Intermediate 2 (Upper-Intermediate)</td>
<td>Can interact with reasonable fluency, using an adequate range of structures with an appropriate level of accuracy to communicate the message and showing knowledge of general and some specialised vocabulary in personal, social, work and study contexts. Can understand idiomatic language in familiar situations and explain a viewpoint on an issue. Can maintain the conversation and produce organised speech with limited hesitation which does not detract from communication.</td>
<td>Can understand the purpose and content of straightforward texts and produce structured texts in personal and social, study-related or work-related topics; read quickly enough to cope with an academic course; use an adequate range of structures with a level of accuracy appropriate to the task, showing knowledge of general and some specialised vocabulary. There may be some inaccuracies in grammar, spelling and punctuation, but these do not impede understanding on a first reading. Register, style and layout will be mostly appropriate.</td>
<td>Can manage jobs and job training situations which involve following oral and written instructions.</td>
</tr>
<tr>
<td>SCQF 6: Higher (Advanced)</td>
<td>Can interact with fluency and spontaneity and recognise different registers, operating appropriately in personal and social, study or work-related contexts. Can use a range of structures with an appropriate level of accuracy to clearly communicate the message. Can show knowledge of a wide range of general and some specialised vocabulary and use this accurately and appropriately within the context of a task. Can understand complex and idiomatic language in familiar situations and identify opinions and attitudes. Speaking output is organised with limited hesitation which does not detract from the communication.</td>
<td>Can understand the purpose and content of complex documents, correspondence and reports, identifying points of information including opinions and attitudes; use a range of structures with a level of accuracy appropriate to the task and showing knowledge of a range of general and specialised vocabulary; and produce clear, detailed texts in personal and social, study or work-related contexts explaining a viewpoint on an issue and giving the values of various options.</td>
<td>Can understand routine work-related conversations and can manage work that involves following oral and written instructions. Can perform reading and writing tasks, such as forms and reports with reasonable accuracy to meet work needs.</td>
</tr>
</tbody>
</table>
3.4: Progressing Clients: Improving English Language Fluency (Cont.)

More generally, the quality of ESOL provision can be judged by determining the extent to which it meets the principles for adult ESOL provision set out in the Government’s ESOL strategy. This states that provision should:

- Support inclusion and full participation in society and the economy;
- Promote diversity, by recognising and valuing cultures and contributions migrants can make to the economy;
- Be of good quality, that is accessible, cost effective and uses best practice in teaching languages;
- Support achievement, supporting wider and national literacies standards;
- Support and encourage progression into further learning, employment and in local community life.

Like many of your other clients, people may have barriers to learning and you may have to encourage them and build their confidence to take part in learning. An ESOL assessment carried out by a trained ESOL practitioner would provide learners with a test of their speaking, listening, reading and writing skills and this may help a client to find an appropriate course of ESOL study. If you wish to contact a local ESOL provider, the ESOL Scotland website (www.esolscotland.com) provides information about publicly funded ESOL courses. It has a directory of courses which can be searched and a list of college and community based ESOL contacts. It also provides information about funding.

Skills Development Scotland also provides information about ESOL classes. See: http://www.skillsdevelopmentscotland.co.uk,
Research suggests that ESOL needs to be better integrated with other services, particularly employability services. See: [http://shop.niace.org.uk/more-than-language.html](http://shop.niace.org.uk/more-than-language.html). The following examples illustrate how this can be done.

**Linking ESOL Provision and Employability: Practice Examples**

Glasgow South East Regeneration Agency, working in partnership with Langside College, has taken a very proactive approach to the issue of access to ESOL and the need for greater integration with employability services. The *EASE (ESOL Advice, Support and Entry Service)* provided by Langside College and Glasgow South East Community Planning Partnership provides immediate access to ESOL initial assessment and advice on learning opportunities. Through this frontline delivery of a standardised ESOL initial assessment, the EASE Service not only supports learners in accessing appropriate ESOL courses of study but also provides ESOL providers in the local area with information on demand. Furthermore, through the development of a local area providers’ network, ESOL providers have been able to respond in a coordinated way to identified learner needs.

Currently, the EASE Service includes delivery of initial assessment and placement services within one of the main Jobcentres in the South East of the city. Following ESOL initial assessment, the ESOL initial assessor and the client discuss the recommended level of ESOL study and information on local providers to decide which provides the most appropriate ESOL course. This information is reported to Job Centre staff who can monitor client engagement with ESOL learning opportunities.

By working within Jobcentres, the EASE Service have been able to reach people who have very limited English, although they may have been living in Scotland for a considerable time. These people tend to have many other barriers to work such as little experience, few qualifications or skills and therefore may require more support.

See [www.learnesol.com](http://www.learnesol.com) for more information. The EASE service has also produced a useful guide to ESOL provision for people living in the south and north of the city which can be downloaded from the website.
3.4: Progressing Clients: Improving English Language Fluency (Cont.)

**Improving Communication with Clients**
The way that native speakers of English talk naturally can create difficulties for people who are not native speakers of English! The ESOL department at Langside College has identified several factors relating to native speaker communication which can create barriers to understanding for new learners of English. These include:

- How quickly someone speaks.
- Lack of repetition.
- High level of certain phrases or which might be unfamiliar (such as ‘on benefits’).
- Using too complicated language.
- Vocabulary too difficult or unfamiliar.
- Not checking whether someone has understood what has been said.
- Scottish accent.

Langside College provides training on lessening these barriers to understanding. It seeks to help participants develop skills where they can monitor their own speech to make themselves more easily understood by new speakers of English. These techniques are relatively simple to incorporate into your face to face work with clients and will improve understanding on both sides. These include the following.

- Make sure the other person is listening.
- Simplify speech – make sentences short and simple and use common vocabulary.
- Slow your pace of delivery.
- Lessen your Scottish accent.
- Check understanding.
- Repeat as necessary.
- Use other means of communication/mime/visuals/body language.

Overall, the message is be aware of the language you are using and **think before you speak!**
3.5: Progressing Clients: Tackling Wider Barriers

Ethnic Minorities face multiple disadvantage.

It is important to be aware that 70% of ethnic minorities live in the most deprived local authority districts, compared with 40% of the general population. As many employability projects will be aware, due to their client base, living in deprived areas with high unemployment can lead to further difficulties gaining employment.

Some ethnic minority clients might also be facing other issues that are affecting their employability such as:

- Health issues;
- Housing issues;
- Limited access to childcare;
- Access to and understanding of benefits.

Experienced employability advisers may already have access to a wider network of support services in their areas which they can use to assist ethnic minorities. These networks are likely to include:

- Money advice services;
- Drugs and alcohol services;
- Housing advisers;
- Childcare providers.

Multiple disadvantage and discrimination can mean that one of the key issues is, like many other clients lack of confidence.

Some of the specific issues are considered overleaf.
3.5: Progressing Clients: Tackling Wider Barriers (Cont.)

**Health and Employability**

Poor health is a barrier to employment and job retention and is related to deprivation so affects ethnic minority communities who are more likely to live in deprived areas. The Scottish Government’s strategy on health and work can be found at: [http://www.scotland.gov.uk/Topics/Health/workingage-1](http://www.scotland.gov.uk/Topics/Health/workingage-1)

Information about issues relating to health, inequality and discrimination can be found at NHS Greater Glasgow and Clyde’s Equalities in Health website. See: [www.equality.scot.nhs.uk](http://www.equality.scot.nhs.uk)

The following case studies show how health issues can affect employability.

**T** is an Asian Pakistani facing multiple barriers to employment, including mental health issues and lack of confidence. She had not worked for 4 years when she was referred for employability support by her GP. Due to her lack of confidence, a support worker from a mental health charity, who had been working with T around her mental health issues, had to accompany her to the first few meetings with the employability adviser. The adviser discussed T’s goals and aspirations with her and helped her to increase her confidence and motivation. T soon began to go through basic IT training and was able to attend classes on her own.

T feels that the courses helped her to gain the knowledge and confidence she needed to be able to consider other options. With the support of the employability adviser she is now considering different career and volunteering options.
J, an ethnic minority male, had not worked for over a year due to mental health issues and was receiving Employment Support Allowance when his GP referred him for employability advice. Although he was interested in working J was unsure of his job interests and did not have many of the skills and experience that employers want. J did not want to return to work in a kitchen due to back problems. He also feared that the stress involved would have a negative effect on his mental health.

The employment adviser discussed his barriers and aspirations with him and helped him to access a 4 week employability course, covering employment options, soft skills, IT skills assessment and interview skills. The course helped J to write his CV and improve his job searching skills. J also attended basic IT classes which enabled him to get an email address and search and apply for jobs online. Additionally, J received money and benefits advice.

As a result of the help and support he received, J now knows he would like to work as a receptionist in the hospitality sector, where he can utilise his foreign language skills and previous customer service experience. The adviser is helping J to secure a placement with a large hotel and he is continuing to search for jobs and improve his IT skills. He is now much more optimistic about the future.
Housing and Employability
Housing is a very important issue which affects the ability to gain and remain in employment. Some ethnic minorities face housing issues, including:
- difficulty securing housing;
- access to quality housing;
- finding housing in areas where they are safe from the threat of racial harassment.

Research has found that the incidence of recorded homelessness affecting households from ethnic minority communities was 75% higher than across the population as a whole, although substantial differences were found among individual ethnic minority groups. See: [http://www.scotland.gov.uk/Resource/Doc/47060/0025515.pdf](http://www.scotland.gov.uk/Resource/Doc/47060/0025515.pdf)

To help progress clients from ethnic minority backgrounds into employment those with housing problems need to be supported to access suitable housing. In the first instance people will need information about types of housing and tenancies and signposting to where they can get help and support.

Types of Housing and Tenancies
Broadly speaking the housing types available are owner-occupied, privately rented and socially rented accommodation. In Scotland there are many types of tenancies but the most common ones include an assured tenancy, a short assured tenancy, a Scottish secured tenancy and a short Scottish secured tenancy. Those renting their homes from private landlords typically have short assured tenancies and assured tenancies whilst those renting from local authorities and registered social landlords (i.e. public sector tenants) typically have Scottish secure tenancies, or in exceptional cases, short Scottish secure tenancies. Scottish secure tenants have the right to stay in their accommodation unless there are reasons for eviction, such as rent arrears, damages to the property or breaking the terms of the agreement.
Some Scottish secure tenants may also have the right to buy the property. A short Scottish secure tenancy is given for a minimum of 6 months and a maximum of 12 months. The rights of a short Scottish secure tenant are the same as those of a Scottish secure tenant, except that a short Scottish secure tenant does not have:

- The right to buy;
- The right to succeed;
- The right to stay or leave (security of tenure).

**Who to Contact for Housing Support**

Local authorities, housing associations, as well as charitable organisations such as Shelter can be contacted for help and support on housing-related issues. However, specialist help and information about housing law can be sought from:

- Housing advice centres;
- Solicitors with expertise in housing law;
- Legal advice centres;
- Shelter;
- Citizens Advice Bureaux.

There are some specialist organisations that can assist with housing issues. *Positive Action in Housing Ltd (PAiH)* is a Scotland wide charity working with communities, housing providers, voluntary organisations and faith groups to help people get an equal chance to live in good quality, affordable and safe homes. They offer advice, information and support to people from new migrant, refugee and ethnic minority communities. PAiH runs a free, confidential and impartial casework service for those facing poverty, homelessness, racism or poor housing. They also have a Hardship Fund and provide emergency shelter and practical resources for destitute asylum seekers and their families (see: [www.paih.org](http://www.paih.org)).
3.5: Progressing Clients: Tackling Wider Barriers (Cont.)

Access to Social Housing and Housing Benefit
Those renting their home and have a low income, or receive welfare benefits may be entitled to housing benefit to help pay their rent and council tax benefit to help with council tax. The claimant could be:

- a tenant of the council;
- a tenant of a housing association;
- a sharing owner (but they can only claim for the rent or occupancy payments).

Those renting from a private landlord receive local housing allowance instead of housing benefit. British citizens, EU citizens (exceptions apply to A8 and A2 nationals) and other foreign nationals settled in the UK (with indefinite leave to remain) are able to apply for housing and council tax benefit if they meet other eligibility criteria.

The current eligibility stance on A8 and A2 nationals is as follows (this might change from April 2011):

- Once working and registered on the Worker Registration Scheme or registered self-employed, A8 nationals have the right to apply for housing and council tax benefit.
- Once working and authorised, or registered self-employed, A2 nationals gain the right to reside and can access housing and council tax benefit.
- Having remained in the above respective positions for 12 months continuously A8 and A2 nationals gain full access to the benefits in line with other EU nationals.

At the stage where they are ineligible to access housing and council tax benefit A8 and A2 nationals may be vulnerable to homelessness or continued dependency on poor quality unaffordable private sector housing.
3.5: Progressing Clients: Tackling Wider Barriers (Cont.)

Childcare

As with many other client groups, finding appropriate childcare can be a barrier to employment. There can be issues about the cost and availability of childcare as well as difficulties finding the kind of childcare parents feel happy about.

Also, as with other client groups, some ethnic minority clients may not be used to using formal childcare providers and may instead prefer to rely on informal care given by family and friends. If this is no longer possible or it does not fit in with their requirements when the client starts work then there will be a need to find alternative childcare.

Employability services in Glasgow have taken a variety of approaches to increasing ethnic minority clients’ childcare options.

- They have worked with local mother and toddler groups to give information to parents about local childcare facilities.
- They have tried to offer a range of types of childcare support and highlight the availability of a range of different providers.
- Another approach has been to source childcare where staff can speak community languages.
- They have worked with women from the communities to act as advocates for childcare to try to break down any issues of lack of trust with formal childcare services.
3.5: Progressing Clients: Tackling Wider Barriers (Cont.)

Benefits and Employability

As with many other clients, ethnic minority clients can face financial barriers to work because they would not be better off in work.

The case study below illustrates some of the issues that can affect ethnic minority clients. **D** is facing many barriers to employment. A bedroom ceiling in her home has collapsed due to a leaking pipe upstairs and she cannot afford to have this fixed. The council and housing association refuse to accept liability. Although she has received advice from the Citizen’s Advice Bureau and has a form for a Community Care Grant, she cannot fill this in as she has poor literacy skills and English is her second language. Her employability adviser has been helping her with the form. **D** is on ESA and worries that although she has continuing health problems she is likely to be put on JSA. She is finding it difficult to complete application forms and to create a CV. She struggles with job search due to her poor reading skills. Her adviser has referred her to literacy support and is trying to help her get some qualifications in first aid and food hygiene as she wants to work in care and has experience in the UK in this sector, however, she is finding it difficult to focus on courses or her literacy skills with her continued financial and housing problems. The adviser is focusing on resolving these issues first.

It is important to be aware that many people from ethnic minority groups do not claim the benefits they are entitled to. This can mean that they miss out on employability support which is linked to receipt of work related benefits.

3.6: Progressing Clients: Improving Knowledge of the UK System

*It is important to make people aware of the system for getting a job in the UK.*

Like any other clients ethnic minority clients will require help to develop their job seeking skills. This is particularly important for people who are migrants, refugees or asylum seekers. The usual procedures and cultural practices for obtaining a job in the UK may be quite different to those used in people’s country of origin. Thus they will need to be assisted with:

- Finding out about where to look for jobs;
- What job adverts mean;
- How to apply for a job;
- How to create a CV;

The case study below illustrates the problems people can face.

_E is a Polish immigrant with good English language skills who was looking for work involving packing or in a warehouse. Her main difficulties related to being unsure of how to complete application forms, create a CV, source vacancies and access funding. She was also unsure of how her benefits might be affected by employment. An appointment with a money advice worker who carried out a back to work calculation allayed her fears that she would be worse off in work. Her employment adviser created a CV, helped with application forms and, following successful employment, secured a small amount of funding to enable her to maintain employment. However E did not collect this funding. The adviser managed to contact E and she explained that she did not accept the funding because she thought it would have to be repaid and with interest. When the adviser pointed out this was not the case, she collected the funding. She is still employed._
**Practice Example**

Within the Scottish Borders there are a number of EU migrants. Among these migrants employment rates have not been low, but they often face language barriers. In response to this the Business Improvement Unit of Scottish Borders Council has published a guide for migrants who want to live and work in the Borders. Under the title of *Welcome to the Borders*, the guide provides a range of information, including employment issues. The employment section includes information about eligibility to work in the UK, the Worker Registration Scheme for some EU migrants, how to go about finding a job, national insurance and income tax, employment rights, gangmaster licensing, trade unions, wages and bank accounts and self-employment. Contact details are provided for relevant local and national bodies, including Jobcentre Plus, HMRC, Trades Union Congress and Business Gateway. The document has also been translated into Polish, Portuguese and Lithuanian to make it more accessible.

Operating alongside the document is a dedicated website ([www.newtotheborders.co.uk](http://www.newtotheborders.co.uk)) which provides similar types of information. The information on the website has also been translated into Polish, Russian, Portuguese and Lithuanian. This is a good approach to improving people’s knowledge of life in the UK and in their particular local areas so that their chances of finding employment can be increased.

**Interviews**

Interviews can be particularly problematic for ethnic minority clients compared to other clients as there is some evidence that people from ethnic minority groups can be disadvantaged because of culturally-specific practices in interviews. See: [http://research.dwp.gov.uk/asd/asd5/rports2005-2006/rrep344.pdf](http://research.dwp.gov.uk/asd/asd5/rports2005-2006/rrep344.pdf). This means that job interviews create a linguistic penalty that arises because candidates do not conform to interviewers’ expectations of how they should talk in interviews and many cultural assumptions are made while cultural differences are not taken into account.
3.6: Progressing Clients: Improving Knowledge of the UK System (Cont.)

This can be a problem for people whose first language is not English even if they are fluent. Interviewers expect people to be able to talk about the job, the qualities they will bring to it in much more complex ways than the job demands so that there is a gap between the communicative demands of the interview and the communicative requirements of the job. To be successful in an interview it is not sufficient to speak English well, the candidate must also be able to meet these expectations. Employability projects need to prepare candidates for this and help clients perform well in interview. This needs to take more account of cultural factors – for example in some cultures, respect is shown through expressing humility – this can be hard to reconcile in an interview situation where the goal is to ‘sell’ yourself.

Interviewees will need help around:

- the format of the interview;
- what kind of answers are valued, what kind of language needs to be used etc.
- presenting him or herself well;
- using the right kind of language expected in interviews;
- being able to pick up on the hidden assumptions of interviews and produce the answers the interviewer is looking for, yet not come across as too ‘scripted; and
- interacting well with the interviewer.

Successful at Selection and FAQs is a useful DVD which covers the issues faced by ethnic minorities and which assists with preparation of people for interviews. It has been developed by King’s College London’s Department of Education and Professional Studies. Contact Melanie Cooke melanie.cooke@kcl.ac.uk for information about the DVD.
3.6: Progressing Clients: Improving Knowledge of the UK System (Cont).

**Qualifications**

Certain groups of ethnic minorities such as refugees and asylum seekers and recent migrants can find it difficult to get the qualifications they gained in their country of origin recognised by Scottish employers. The case study below illustrates a typical situation.

**F**, from Uganda was looking for work in administration or a call centre although he had been a secondary school teacher in Uganda. As he did not have recent IT experience he undertook the ECDL qualification and basic IT training at Cisco Academy. He worked with his adviser to create a CV and covering letters to send to employers and he made an application to work through the Eastworks programme delivered by the employability project. This gave him work experience within an office environment which in turn gave him the confidence to apply for a temporary position with the employability project. When this ended, he resumed job search with the support of his adviser and was matched with two administration vacancies. He was successful in both applications and opted to start work in a busy office in the south side of the city.

Therefore, one approach to dealing with qualifications which are unrecognised is to help clients **retrain** although there can be barriers to this as the following example shows.

**G** from Nigeria had recently been granted indefinite leave to remain in the UK. Whilst living in London he had completed L2 training in Door Supervision and had then applied for a Security Industry Award (SIA) licence. However this had been revoked as he was unable to show the licensing body his passport as it was with the Home Office as they were dealing with his status. He had explained that if they contacted the Home Office they would confirm he had been granted leave to remain. The SIA refused to contact the Home Office. **G** contacted the Local Employability Agency for help with the cost of getting the SIA licence. This was granted and he began working as a self-employed security guard.
3.6: Progressing Clients: Improving Knowledge of the UK System (Cont).

Existing qualifications can also be assessed through obtaining information about how they relate to Scottish qualifications. A number of employability projects use the National Recognition Information Centre for the UK (UKNARIC) databases which provide information about vocational, academic and professional skills and qualifications from all over the world. This can provide clarity about the skills and qualification levels possessed by clients.

Access to the online databases is through membership packages for 12, 24 or 36 months. See: www.naric.org.uk.
3.7: Progressing Clients: Working with Employers

*Working with employers to encourage them to think more about diversity issues can be an aspect of work with ethnic minorities.*

Research shows that ethnicity imposes a penalty over and above all of the structural disadvantages people face in the labour market (http://research.dwp.gov.uk/asd/asd5/rports2005-2006/rrep341.pdf). Some of this may relate to religious discrimination, with employers not feeling that they could accommodate religious needs. In view of the persistence of the ethnic penalty, the support that is given to people from ethnic minorities cannot all be on the supply side there is a need to also consider the demand side and this will require work with employers. (see: http://research.dwp.gov.uk/asd/asd5/rports2007-2008/rrep407.pdf)

This does not have to be complicated, for example it could involve talking to employers about the equal opportunities issues, diversity management and the employers’ recruitment practices. Employability projects and partnerships may already have some experience of working with employers to encourage them to take clients from other disadvantaged groups. As with other groups there is a need to balance the needs of the candidates and the employers.

There are a number of areas where work can be developed with employers:

- Developing the business case for employing ethnic minorities;
- Recruitment;
- Work experience;
- Training – e.g. around diversity, the business case, understanding the issues around ethnic minority candidates and supporting them in the workplace and giving information about employing particular groups such as refugees.
Practice Examples: Working with Employers

The Job Opportunities Support Project was developed by the joint “Equal Opportunities Programme” of Trust, Hanover (Scotland) and Bield Housing Associations in Edinburgh in 2006. One of the main purposes of the project is to increase the uptake of job opportunities, particularly in housing and the public sector, through offering guidance, support and advice to ethnic minority people underrepresented in these sectors. Activities which prove effective include working with employers to help them meet the requirements of equality legislation and to improve their approaches and processes to remove barriers to ethnic minority individuals in accessing employment opportunities.

The Work-Placement scheme has had positive outcomes which provide an excellent opportunity of employability training for those who have been out of the labour market for some time or have never worked in an organisation. Support is offered by the project officer for the duration of the placement which helps clients develop skills and experience and increase confidence and motivation. In some instances, placements have led to employment in a variety of organisations.

The project worked in partnership with agencies like Career Scotland, Jobcentre Plus and organised workshops and training sessions on CVs, how to complete job application forms and most importantly interview skills. Over the duration of 5 years over 400 clients registered to the project receive ongoing support with CV’s, application forms, interview skills and feedback. The project has been successful with 88 moving into employment, 25 receiving placement experience and 30 moving into training. Many clients have said that without the project having a specific focus on ethnic minority they would not have been able to get foot in the labour market.
3.7: Progressing Clients: Working with Employers (Cont.)

The South Yorkshire City Strategy employability programmes are open to all unemployed people living in the strategy areas, but in Sheffield there have been some projects targeting ethnic minority communities. These were designed as pilot projects to test out approaches with a view to rolling out the model across the area. A project set up in Darnall looked at engaging employers. The kinds of barriers that ethnic minority communities face in Sheffield included language barriers, fearfulness about travelling across the city and away from their community and perceptions that employers would not understand their cultures. The aim was to engage with employers to change their views on hiring people from ethnic minority communities. The project had a number of different strands to its work including:

- Outreach to employers to encourage them to hire ethnic minorities including advising them on HR practices – 900 employers were reached in this part of the work;
- More intensive work with 175 employers to support them to take on people from ethnic minority communities;
- Recruiting employer champions to work within employer communities or sectors to champion the cause and the work of the project and also encouraging these employers to offer jobs and vocational training.

They found that employers were more interested in whether someone could do the job than ethnicity. Employers from all ethnic backgrounds engaged in the project – those who took people on were no more likely to come from ethnic communities.

Equal in Fife works with employers to access work experience placements to help people get some local work experience and references. For some clients with good qualifications and skills this may be all that is needed to help them to get a job. In some cases this has led to people being taken on when a vacancy in the placement organisation has arisen. They also work closely with employers to help them to recruit people through their job matching service/pre recruitment training. They find that employers recognise that many people from ethnic minority communities are highly motivated and the service means that employers get the right people for their jobs.
Leicester Employment and Skills Partnership
Leicester has a large ethnic minority population and in many ways is a very integrated city, but there is still a need to work with employers to highlight the benefits of having a diverse workforce. The partnership’s One Skilled Workforce employer engagement team undertakes a number of activities to ensure that people from ethnic minority communities are able to access training programmes for particular sectors and to ensure that employers are willing to recruit from all communities.

When new employers come into the area they work with them to help them to understand the local population characteristics and consider the business case for ensuring a mixed workforce. For some the benefits of employing a workforce that reflects their local customer base becomes obvious very quickly; for others it’s the corporate social responsibility focus that is the attraction – that it’s the right thing to do. To assist this they:

- Directly communicate with employers about skills and diversity issues;
- Facilitate employer forums, giving an opportunity to discuss issues such as discrimination;
- Provide free equality and diversity training for employers – particularly focused on recruitment and retention issues;
- Encourage employers to adopt a strong social focus.

Employers are increasingly looking for good English language skills as they face greater issues related to compliance for example, with Health and Safety legislation. Customer service skills which require clear spoken English are also now seen as essential in many job roles, so it is vital that pre-recruitment programmes include this kind of training.
3.8: Sustaining Employment

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In work support is likely to be an important aspect of any service for ethnic minority clients.

This is because retention rates for ethnic minority recruits can be lower than for other groups so it is important to think about how you can support clients to sustain jobs and begin to progress in the labour market. It is important to be aware of the factors that can lead to early exits from jobs. Some issues are similar to other clients such as lack of experience and difficulties adapting to the work routine. Some issues, however, are specific to ethnic minorities. Glasgow South West Regeneration Agency established an aftercare team to help client to sustain jobs. The team investigated the factors that can lead to an early exit from a job. The following were important:

- Racism in the workplace;
- family pressure; and
- debt.

This case study shows the kinds of issues ethnic minority clients can face.

Soon after starting on the LRA’s Community Janitor programme, H referred himself to the in work adviser. He was concerned about a substantial overpayment made by the Inland Revenue, which was being demanded back in full. A referral was made to a debt specialist to investigate the problem and to advocate on H’s behalf. The investigation found in H’s favour with a significant reduction in the repayment. H required further in work support to investigate his longer term options. He was interested in starting his own business and was put in touch with a business adviser. During the time on the Community Janitor programme H made significant progress, including completing Construction Skills Certification, First aid at work, Abrasive Wheels Training Certification and being awarded a Certificate of Outstanding Achievement. This ensured he was well placed to achieve his final goal of a full time permanent job.
SECTION 3: CHECKLIST

Use the following checklist to assess whether you need to review any of the material in Section 3.

1. Are you confident of the different methods you could use to engage ethnic minority clients?
2. Do you know where to get advice on discrimination?
3. Are you aware of the specific barriers to work facing ethnic minority clients and how to address them?
4. Are you aware of what can be done with employers?
REFERENCES AND FURTHER READING


REFERENCES AND FURTHER READING

‘More than a Language …’ Final report of the NIACE Committee of Inquiry on English for Speakers of other Languages. Available at: http://shop.niace.org.uk/more-than-language.html


RESOURCES
These are the resources we have found helpful whilst putting together this toolkit.

Organisations with particular expertise
ESOL Scotland website http://www.esolscotland.com/

Equality and Human Rights Commission. This is an excellent source of information on all aspects of equality. www.equalityhumanrights.com

Scottish Refugee Council. Information and advice on issues for refugees and training. See: http://www.scottishrefugeecouncil.org.uk/

Positive Action in Housing: http://www.paih.org/

UK Borders Agency: http://www.ukba.homeoffice.gov.uk/

Citizens Advice: https://www.citizensadvice.org.uk/
Engaging with communities

Same Difference? Guidance on CLD Activity with Equalities Groups. Although this is for CLD practitioners, it contains a lot of links to other sources and useful information on community engagement and needs assessment.
Available at: http://www.scotland.gov.uk/Topics/Education/Life-Long-Learning/LearningConnections/samedifference

National Standards for Community Engagement
Contains a ‘how to’ guide on how to engage with EM groups. Employability partnerships may find this useful for planning research or consultation. Available at: http://www.scdc.org.uk/national-standards-community-engagement/

Scottish Government (2009) Advice Note: Equalities and the National Standards for Community Engagement
Available at: http://www.scotland.gov.uk/Topics/Built-Environment/regeneration/engage/HowToGuide/EqualitiesAdviceNote

Community Cohesion
Department of Communities and Local Government Community Cohesion 7 Steps: A Practitioners’ Toolkit

ICOCO Institute for Community Cohesion. See: http://www.cohesioninstitute.org.uk/home
Migrant Workers

*Know Fife Findings – Migrant Workers in Fife*

Interesting local research focused mainly on Polish workers in Fife with some surprising findings. Available at: [http://www.fife.gov.uk/uploadfiles/publications/c64_MigrantWorkersSurveyKnowFifeFindingsV1.2Finalversion.pdf](http://www.fife.gov.uk/uploadfiles/publications/c64_MigrantWorkersSurveyKnowFifeFindingsV1.2Finalversion.pdf)

Wider Issues


*Will Glasgow Flourish? Learning from the past, analysing the present and planning for the future.* (GoWell Glasgow Community Health and Wellbeing - Research and learning Programme; November 2007 (Fig 1.18 – Minority ethnic groups in Glasgow and Scotland, 1991 and 2001) may be of interest to policy practitioners. Available at: [http://www.gowellonline.com/index.php?option=com_docman&task=doc_details&gid=76&Itemid=99999999](http://www.gowellonline.com/index.php?option=com_docman&task=doc_details&gid=76&Itemid=99999999)


Employability

Language issues
Happy to Translate is a national scheme which bridges communication gaps between organisations and service users who struggle to communicate in English. It can be used with employability clients. See: www.happytotranslate.com