





Background

ADAB was established in 1997 and delivers a comprehensive range of activities designed to engage and empower men and women, and young people, predominantly (but not exclusively) from BME and new and emerging communities.

The aims of ADAB are to:

- Engage and support people from BME/new and emerging communities and provide them with the confidence, knowledge and skills to be able to access services, become healthier, become more active in the community and move into education, training or employment.
- Support young people who are at risk of disengaging from education, employment or training and those who are engaged in anti-social behaviour to engage in positive activities which lead to positive progressions.
- Improve community cohesion between different communities.
- Support the development and capacity of local organisations who work with people from BME/new and emerging communities alongside Bury Third Sector Development Agency.

We will deliver our aims by:

- Undertaking outreach activities within our target communities.
- Delivering a range of activities designed to secure engagement, build confidence and self-esteem and raise aspirations, including a range of arts & craft activities/ sewing classes.
- Running coffee mornings and other events designed to support people to socialise and feel less excluded, learn / practice their English skills informally; and undertake taster sessions.
- Providing basic health advice (e.g. accessing health services, raising awareness around health screenings, blood pressure testing etc.).
- Providing mental health support (including dementia) in conjunction with the Mental Health Cluster.
- Providing workshops and one-to-one advice and guidance to support people from BME / new and emerging communities to understand their rights and responsibilities; to access public services; and access welfare advice;
- Running a range of UK Online courses from our ICT suite to support people to increase their literacy, numeracy, life and employability skills.

- Raising ICT skills by running basic ICT courses and drop-in sessions.
- Supporting people to develop job search and employability skills through a combination of workshops, general advice (including job search, preparation of CVs, helping clients to get NI numbers), work experience / volunteer placements run in conjunction with Job Centre Plus.
- Supporting young people who are, or who are at risk of becoming NEET (Not in Education, Employment or Training) with employability skills and volunteering opportunities.
- Providing mentoring and support people to participate in local decision-making / leadership activities and to take up volunteering opportunities.
- Preventing the rise of extremism and promoting community cohesion within communities through work with the Police and Fire Service and through work with mosques, inter-faith groups and young people in schools and colleges;
- Increasing the capacity and sustainability of community/voluntary organisations serving BME/new and emerging communities through organisational development, support to secure resources and through

promoting collaborative working and the sharing of resources, information, and good practice;

- Working with key agencies to strengthen services to support BME/new and emerging communities.
- Brokering relationships between key agencies and members of the community.
- Providing strategic leadership and a 'voice' for people from BME/new and emerging communities and representing them in discussions with key stakeholders and decision-making bodies.

SECTION 1 – INTRODUCTION

During November 2013, ADAB carried out consultation with 61 of its service users.

The consultation took the format of a questionnaire, designed to gather statistical evidence of need for ADAB's activities.

The survey asked the following questions:

- *How did you originally find out about ADAB?*
- *If you do not use any other centres, please tell us why?*
- *Why do you use ADAB?*





- *What other services would you like to see available at ADAB?*
- *What was your situation before working with ADAB?*
- *What impact has working with ADAB had on you? :*
- *How do you think we can get our service users more involved in our management?*
- *What are the main things that concern you about where you live?*

The results of this consultation are presented in Section 2.

Following this consultation, the results of the consultation were presented to ADAB's key stakeholders. These included Bury Council, GM Police, GM Fire Service, Job Centre Plus, Bury Third Sector Development Agency, Workers Educational Association (WEA) and others.

The stakeholder consultation was intended to:

- *Help understand the extent to which ADAB plugs gaps & complements other provision for the target groups;*
- *Support stakeholders to understand what services ADAB offers and to explore better*

ways of working together to provide a seamless service;

- *Identify additional needs / barriers of the target groups that ADAB can help to address; and*
- *Inform / support a funding bid to the 'Reaching Communities' Programme.*

Following presentation of the findings from the user consultation, we then posed a number of questions to our stakeholders:

- *In your opinion, what are the key needs / barriers for our service users?*
- *How well does ADAB meet these needs / address these barriers?*
- *What are ADAB's strengths?*
- *What services do you currently provide to our service users ?*
- *How can ADAB help to complement your services?*

The results of this consultation are presented in Section 3.

In addition to carrying out this consultation, we have been pulling together case studies which help to show the distance travelled by

our service users, and the impact we are having on them. Summaries of the case studies are presented at Section 4. Testimonials from current / previous service users are also presented at Section 5.

In comments, service users also suggested they had found out about ADAB because it was close to where they lives; they'd heard people talking about ADAB; they'd seen information about ADAB in WEA leaflets; they'd found us on



SECTION 2 – SERVICE USER CONSULTATION

Description of Service Users

We predominantly work with men, women and young people from the BME / new and emerging communities (includes asylum seekers and refugees) within Bury.

How People found out about ADAB?

61% of people said that they found out about ADAB from friends or others in the community who had already worked with ADAB. 43% were direct referrals from Job Centre Plus and 20% from the Citizen's Advice Bureau. 13% were referred by Bury Council and 13% by local mosques.

an online search, and they had seen our board outside our main office

Why people use ADAB?

61% of all users state that they use the centre because it is safe and welcoming, and they





feel supported by staff. 66% say they use ADAB because our centres are near to where they live. 57% use ADAB to help to reduce their loneliness / isolation and 49% come to us to get support for problems they are facing.

Why other services/centres aren't used?

54% of our service users have told us that they don't use other local centres because they are not aware of what they provide. 26% told us that other centres / services don't understand their culture/with 28% saying that they find it hard to access other centres/services where only English is spoken. 30 % of our service users also told us that they don't have the confidence to go to people / organisations that they don't know.

Barriers Facing the Target Groups?

We work with people from the BME and new and emerging communities in Bury, which

includes asylum seekers and refugees, working predominantly with areas which exhibit the highest levels of deprivation.

Our service users face a range of barriers which prevent them from participating in education, training, volunteering and employment, most notably, a poor grasp of English (69%) which limits their ability to understand their basic rights; and to identify and access benefits, healthcare and other public services.

Our service users also typically have low confidence, self-esteem and motivation (31%), which prevent them from trying new things and accessing volunteering, training and employment opportunities. 31% also said that they had achieved qualifications in their country of origin that were not recognised in the UK, which limited their ability to pursue employment within their skills area. 34% of service users wanted to find work or improve their skills but did not know

how to go about it, or how to access support. 21% of our service users were also unable to use computers, email and the internet, and 20% did not have access to a computer.

The women we work with also have additional barriers, and are limited by perceptions from their husbands and their families who feel that a woman's role is to support the family by caring for children/dependents and taking care of the household. Their inability to participate in activities outside the home typically leads to isolation and depression, which is exacerbated by their inability to speak English



20% of our service users do not understand what healthcare they are entitled to, or how to go about accessing it. Moreover, there is a general lack of understanding of health prevention issues and the need for health screenings. 28% of service users said that they felt depressed. However, our service users have a poor awareness of mental health issues and do not understand that there is support available, with some communities seeing mental health problems as a taboo area, not to be discussed in public, and in some cases believing that mental health problems can be caused by being 'cursed' by other people.

Employment / training status?

52% of our service users told us that before

working with us, they had always been a housewife. 30% had never been in employment and 28% had never undertaken any education / training. Only 23% had been on training in the past 10 years. Only 8% had a paid full time job and 18% a part-time job in the past 5 years.

Impact

It is also evident that our approach is working from feedback about the impact that working with ADAB has had on our service users. 72% told us that their English skills had improved and 66% told us that they feel more confident to get involved in new things (training, education, employment, volunteering) as a result of taking part in activities at ADAB. 41% say they feel more independent and able to do things for themselves with 43% saying they are more likely to go into employment. 38% are now more able to use computers, email and the internet. 36% feel more like part of the community. 31% say they are more likely to go into further education/ training. 25% say that they are more likely to go into volunteering and understand their rights and responsibilities as a citizen.

Service User Involvement in ADAB

We asked our service users how they could become more involved in the management of ADAB. 56% said they wanted us to provide more volunteering opportunities, 51% asked for regular open days / consultation sessions to given them an opportunity to voice their opinions. 36% also



asked for the formation of a user group that could help shape the activities.

SECTION 3 – STAKEHOLDER CONSULTATION

What are the key needs / barriers of the target group?

Inability to speak English is the most significant barrier for people from BME /new and emerging communities. It prevents people from accessing services, understanding what they are entitled to, what their rights and responsibilities are and most importantly, hampers their ability to move into employment and ultimately, integrate into society.

The lack of ICT skills and access to computers is an additional barrier for people trying to find jobs, following the need to register online for 'Universal Job Match' in order to look for jobs and the move towards the online application for 'Universal Credits'. This situation will

become worse if the government's plans to cut translation services and make paperwork available only in English are realised.

Asylum seekers and refugees also have a fear of authority / people in uniforms, due to negative experiences they have had in their country of origin and because of fears of being deported, and their lack of trust makes it harder for them to access services and to integrate effectively.

Access to and understanding of healthcare entitlements is complicated by language barriers. In addition, people with language barriers are far less likely to be exposed to health promotion / awareness (e.g. the importance of health screenings).

Mental health is also a significant issue for the communities we work with. Asylum seekers and refugees often have mental health issues as a result of trauma in their country of origin. Language barriers mean that they do not know



how to access the help that's available to them, although this in itself is limited. Mental health is also highly stigmatised within some BME communities which means that people do not open up to the problems they are facing.

People from certain BME backgrounds are less likely to seek help for domestic violence / abuse.

How Well Does ADAB meet these needs ?

ADAB meets the needs of the target group in a variety of ways. We provide English classes in partnership with WEA, which help tackle poor English skills, which are at the heart of most barriers that our service users face. We provide and advice and information, as well as advice



- Our bases are located within the heart of disadvantaged communities.
- We have a culture of collaboration and working in partnership.
- We provide a comprehensive service with very limited resources.
- We help to break down barriers and help to connect people with mainstream services.
- We also act as a conduit between communities and statutory organisations within strategic discussions.



How can ADAB complement mainstream services?

Our stakeholders told us that we can complement mainstream services by:

surgeries in conjunction with the Citizens Advice Bureau and support our service users to access services provided by other agencies. We also provide confidence building and employability skills that help people to progress and integrate into society. We also provide health promotion and mental health support as well as support for people experiencing domestic violence / abuse.

- Continuing to provide services which are complementary to and facilitate access to statutory/mainstream services.
- Providing a means of enabling statutory / mainstream services to consult or access

What are ADAB's strengths?

Our stakeholders highlighted a number of our strengths:

- We are trusted by the community, something which is backed up by the significant number of people who are referred to ADAB from friends / by word of mouth.



communities that would not ordinarily engage with them.

- Providing a package of support in conjunction with Job Centre Plus.
- Regularly sharing information about the needs of the communities we work with.
- Delivering events in collaboration with statutory agencies.
- Supporting the community organisers.
- Working with statutory agencies to make their offer more easily understood.
- Working with the Digital Inclusion Partnership to address ICT needs.

Other feedback

- The Council and others praised ADAB for being proactive in our approach and our ability to recognise the need to re-evaluate and adapt to the changing landscape.
- It is helpful for statutory agencies to be made aware of what numbers ADAB is dealing with so that they can see what would happen / the additional clients they would need to work with, if we were not around.
- We were encouraged to review what the challenges were over the next 5 years.
- We were asked to do some work to understand the geographical area that we cover and the breakdown of communities we are working with.
- It was also suggested that we may need to consider whether there are some activities which need to be targeted more widely across a greater cross-section of society and some which need to be targeted at specific communities / addressing particular barriers certain barriers. It was however also agreed that ADAB should not aim to be all things to all people. Our strength lies in our ability to reach certain communities that others cannot access.
- It was suggested that there was a danger that people identify ADAB as a purely Asian organisation and that the name 'ADAB' could be re-launched to reflect the wider communities that we serve.

Suggestions included 'One Community One Bury'. It was also suggested that given the changes in the communities that ADAB works with, it may be appropriate to consider how those communities are reflected in our management committee.

- We were encouraged to prioritise our services to ensure that we are fit for the future.
- More case studies would help to show the impact that ADAB is having.

SECTION 4 – CASE STUDIES

Case Study 1 – "Bilal"

Bilal was a young, unemployed man from Pakistan, who had completed his school education. On arrival at ADAB, he had a poor understanding of English, and lacked confidence. We carried out an assessment with Bilal and enrolled him on our ESOL and ICT classes. We also supported Bilal to volunteer in our work club, in order to gain some work experience and to practice his English conversational skills. He also volunteered at some of our events undertaking 'meet and greet' activities and taking pictures of the event. We then supported Bilal to create a CV, undertake job search activities / apply for jobs, and carried out mock interviews. Bilal has now achieved ESOL Entry 2. Bilal has told us that in addition to improving his English and ICT skills, the most important thing he got out of working with ADAB is improved confidence.

Case Study 2 – "Razia"

Razia came from Pakistan 15 years ago, and has throughout that time been raising her children. Razia felt isolated because her immediate family live in Pakistan and felt she was unable to do anything about her situation because her English skills were not as fluent as she would have liked and because of this had poor confidence.

We carried out an assessment with Razia, who told us that she liked sewing and would be interested in our sewing/garment making



classes. She also explained that she didn't know how to use computers, but would like to learn how to communicate with her family in Pakistan. We therefore enrolled Razia on our sewing and ICT classes. We also enrolled her in some of our confidence building / health promotion activities (e.g. where we use flower arranging, cake decorating). As a result of working with ADAB, Razia achieved the Dressmaking Level 1 qualification. She has made new friends and has a better understanding of health issues. She is now more confident speaking and listening to English and has joined our women's forum. Razia has also volunteered in a number of projects / events and for the first time, voted in her local election.

Case Study 3 – "Iqbal"

Iqbal was unemployed and found it difficult to get a job because although his written English was good, he had poor spoken English skills. He also had qualifications that were not recognised in the UK. He had very low confidence and was anxious because he was unable to provide for his family. Iqbal was enrolled into our English classes and was supported to create a CV, apply for job applications and practice interview skills. Iqbal also volunteered at ADAB carrying out administration and events management.

As a result of working with ADAB, Iqbal achieved ESOL Level 1 and ECDL; undertook a course in Microsoft Word, Excel, and Powerpoint; Sage Accounting and also completed a Certificate in Interpreting and Translation. Iqbal now runs his own business, after working in local government following his training and support from ADAB.

Case Study 4 – "Iram"

Iram was in the 2nd year of her degree course when she came to ADAB to volunteer in order to gain some work experience and to build her confidence, which was very low. She struggled interacting with people in person and on the phone. We helped Iram to gain confidence by giving her reception duties. She was then responsible for supporting the employment officer running the work club, where she learned interview and advice/guidance skills and was supported to register new clients and them with job searches etc.

Iram also volunteered with a range of other projects, including the organisation of open days, question and answer sessions, recruitment days and charity events. Iram also helped with the delivery of some services by providing translation services and helped with form filling and general enquiries.

Iram undertook a range of training programmes such as Health & Safety, CAB advice volunteer training, First Aid etc and Preparing to Teach in the Life Long Learning Sector certificate (PTTL). Iram said she gained a great deal of confidence and that with improving her skills and qualifications enabled her to get a job at ADAB on a part-time basis. She has since moved on to better things.

Case Study 5 – “Jaweria”

Jaweria was a new arrival to the UK who had poor confidence and English skills. She was enrolled on our employability skills course and was supported to look for jobs, prepare a CV and practice interview skills. We then helped Jaweria to gain work experience and to increase her confidence by giving her reception duties at ADAB. We supported Jaweria to volunteer on a project run in conjunction with the Fire Service and the WEA. After gaining this experience, Jaweria was able to enrol on a course to become a qualified teaching assistant which she is now and has told us that the confidence, language skills and work experience we provided has made all of the difference. Jaweria is now an office co-ordinator at our Brookshaw Centre in Bury.

Case Study 6 – “Nadeem”

Although Nadeem had left college with good grades, he had little confidence to move into employment / go to university because of his lack of work experience. He also had no motivation and didn't have any positive role models to encourage him to do anything to improve his situation. He felt there was no one really interested in him so couldn't see a reason why he should try.

Nadeem was sent to ADAB by Job Centre Plus. After an initial assessment, we enrolled Nadeem on our mentoring project. Nadeem was assigned a mentor who met with him regularly. Nadeem was also encouraged to join our Active Citizens programme which helped him to interact with others in positive activities. After our support, Nadeem moved into University to study

pharmacy. He is now working as a representative for a medical firm. He told us that the support we gave him helped him to turn his life around because he met other people in similar circumstances who had pushed themselves with help and support from others.

Case Study 7 – “Neelam”

Neelam got married at a young age and came from Pakistan to the UK. She was not happy at home and had problems with her husband and his family. Neelam had very poor English skills and was incredibly isolated. She was not allowed to go out or speak to anyone and spent her days cooking and cleaning, and pretending that everything was OK. She suffered emotional and physical abuse at the hands of her in-laws. She became very depressed, had no confidence and lost hope which led her to self-harm. She finally plucked up the courage to leave. Neelam was scared and didn't know how to find a way out of her situation. She was advised by Job Centre Plus to go to ADAB.

After contacting us, she told us she needed help employment, benefits, with advice and information regarding her marriage, and to become confident and independent again and to be able to laugh and be happy. We enrolled her in ESOL classes as well as at the Adult Education Centre. We also enrolled her onto our ICT for Beginners class and encouraged her to join our Health & Wellbeing classes which use fun activities such as cake decoration, flower arranging etc. in order to help people to talk about their problems in an informal and non-threatening environment. She also joined our Women's Forum which helped her to talk through her issues with people who could relate to her situation. Neelam became a volunteer on our mental health project and also started doing some administration and reception duties for us. She learned how to answer the phone, deal with enquiries, organise events and greet people. We also supported her to get on an apprenticeship scheme via Job Centre Plus; helped her open up a bank account; supported her with Domestic Violence Unit amongst other things. Neelam

gained ESOL Level 3 in English and certificates for a range of other courses; she now speaks English fluently and uses computers with confidence and is employed as a receptionist / office administrator in Manchester.

Case Study 8 – “Rukhsana”

Rukhsana came to ADAB soon after arriving in the UK and had poor language skills and confidence which were barriers to her meeting new people and gaining work experience to get in to employment. Rukhsana felt isolated by her inability to speak English and because she had no family in England.

She initially got involved in our confidence building sessions and was enrolled on our ESOL course. We then encouraged her to begin volunteering in order to improve her confidence and work experience. Rukhsana began by acting as a translator / interpreter for people delivering sessions, as well as helping with the completion of forms. We then supported her to provide reception support through role play activities and Rukhsana found the work on reception very rewarding as it helped her to feel appreciated. She moved into different responsibilities and became involved with the recruitment of new learners, providing voluntary support during lessons etc. She helped us to set up the Muslim Women’s Forum which was established to learn about the concerns and problems Muslim women in Bury were facing and ways in which they could be tackled. Rukhsana also took part in a range of training programmes including First Aid, Fire Safety, Domestic Violence Awareness, and Health Awareness.

Rukhsana tells us that her English skills improved considerably and she became more confident and independent. She also told us that she no longer felt like an outsider and felt like she knew and was respected by the community. Rukhsana went on to achieve further qualifications including Preparing to Teach in the Life Long Learning Sector (PTTLA), Teaching Assistant NVQ Level 2 & 3, ESOL level 3 as well as Numeracy and Literacy Level 1. Rukhsana now works as

a Tutor for WEA and Enrolment & Recruitment Officer, managing learner attendance and records, form filling, and helping organise events.

Case Study 9 – “Sarfraz”

Sarfraz came from Pakistan with the equivalent of a degree, which was not recognised in the UK. Although he could read and write in English, he had problems understanding and talking the language, which presented him with significant barriers to accessing employment. Sarfraz was very depressed and felt isolated and did not know how to help himself. His motivation was high, but his confidence was very low. He had wanted to be an accountant, but felt he would need to start all over again. A friend told him about ADAB and our work club and Sarfraz told us that because we had understood his language and culture, he felt comfortable straight away. We enrolled him onto our ESOL classes, gave him a refresher course on ICT and enrolled him on Driving Theory classes. We also supported him to create a CV, undertake job search and provide interview skills practice. We also found a way of converting Sarfraz’s qualifications into the UK equivalent, to enable him to continue his accountancy studies. Sarfraz also started to volunteer with us and gained experience of organising events, and supporting with administration/ finance in order to give him work experience in the area he wanted to progress in. He completed ESOL Entry 3 and has now moved into a job with an accountancy firm where he is continuing his studies.

Section 1 – Testimonials

“Before ADAB I didn’t think I could do anything. Now I feel good, more confident and independent and want to try new things and get work.”

“ADAB changed my life. I’m more confident and have gained qualifications.”

“I feel very comfortable at ADAB as I feel they cater to my needs and I have the freedom to access all the facilities with confidence.”

"It's helped me to socialise, build confidence and has helped me to manage my stress / depression."

"ADAB has really motivated and helped me gain a lot more confidence in myself. It has helped me in directing myself towards what I want to do next in my life. I have gained valuable qualifications."

"ADAB changed my life - I was very afraid of everything but ADAB helped me. I feel good now."

"I have become more confident in my speaking and listening, have made new friends in the class and volunteered in some projects. I also



joined the Women's Forum where we discussed issues relating to women. For the past time I was able to take part in the local election in the local area to vote."

"I was grateful for the help and support given at ADAB because I was able to achieve qualifications and training to gain a job. I gained lots of work experience. My English improved considerably and I got a job as a project officer at ADAB –when the project ended I was successful in getting a job at a local authority. My communication skills improved a 100% as did my confidence in my ability to do a good job. I also was able to start my own business first doing some translation work – English/Urdu and I am now self-employed with my own business".

"Someone at the Job Centre told me to go to ADAB. Best thing I ever did because without them I would have been dead or sent back to Pakistan."

"I look back and think that 18 months ago I could not speak, stand or sit without crying and shaking. I wanted to kill myself because I could see nothing for me. I tell Tan and Safina that they have turned my life around or given it back to me because without them and ADAB I would not have made it. I am happily married, I have a job, I have lots of friends, I am confident and motivated, I am learning to drive (driving theory classes at ADAB), I want to study and do even more and I know I can thanks to ADAB."



"Because of ADAB and the help they gave me, I have improved my English and have a good understanding of my local community. I am generally more confident now as I know my way around systems and services. I passed my driving test so that gives me greater independence. Most importantly I have a job in my field. I am grateful for the support given to by ADAB, because if they couldn't help, they told where I could go like Citizens Advice Bureau or the Council housing. Also because they gave me a chance to volunteer and get some work experience and sitting with me to go through practice for interviews. Its not just the practical help you get its someone listening to you and encouraging you to do as well as you can."

