

**The Education, Training and
Employment Needs of the Somali
Community in Sheffield**

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EXECUTIVE SUMMARY

Introduction

1. The study was commissioned by Somali-TEC and supported by a steering group which included the main Somali community organisations, Sheffield TEC and SCEDU (Sheffield Community Enterprise Development Unit) and Black CARD (Black Community Agency for Regeneration and Development). The aim of the study was to assess the training, educational and employment needs of the Sheffield Somali community and to identify ways of addressing those needs.
2. Three methods were employed: consultations with community organisation leaders and users; a household survey; and a small number of case studies to look in-depth and issues arising from the survey.
3. As there are no statistics available about the profile of the community and addresses of potential respondents could not be provided, a quota sample had to be used. Interviewers were given a quota by age, gender and those who were or were not working. The sample was constructed from knowledge gained about the Somali population in Sheffield from community leaders and workers. The sample was also constructed to provide statistically robust results within the categories. Results for example, about the proportions which are unemployed reflect the chosen sample and cannot be said to be an estimate of unemployment within the community. However, analysis of the issues for women, men, those of different age groups and lone parents and other sub-groups are considered to be reliable.

Profile of respondents

4. The sample chosen included a larger proportion of women than men as it was known that women form the majority of the Somali community in Sheffield.

5. Over a quarter of this sample were single parents with children under 16 (over four-in-ten of female respondents). Over a third of this number had four or more children.
6. The large majority of this sample had come to Sheffield as refugees. About one-third of the sample had been in Sheffield for five years or under.
7. Almost a third of male respondents and around a quarter of female respondents had health problems or disabilities. Comparison with Sheffield-wide results suggests that those in the Somali population are more likely to have health problems and that these are also more likely to affect the work or training that people can undertake.
8. Around two-in-ten of this sample had access to their own transport (this was about three-in-ten of male and one-in-ten of female respondents). Comparison with the 1991 Census of Population suggested that access to transport was lower among the Somali than within the larger Sheffield population where over a half of households had their car.

Employment issues

9. Reflecting the sample chosen, around a quarter were working or participating in the New Deal. Around three-in-ten men were working, compared with about two-in-ten women and one-in-ten lone parents. Over a third of men were unemployed and looking for work. Almost a third of women were caring for children, the elderly or sick relatives. Lone parent respondents were less likely than those in other groups to be in work or looking for work and more likely to be caring for children.
10. The likelihood of being employed does not appear to vary significantly between those who have been in Sheffield for under 5 or over 6 years.
11. When asked about barriers to obtaining work, respondents were most likely to say that they did not have the necessary qualifications or skills, to highlight their lack of fluency in English and to describe as obstacles, cultural barriers and racism. Lack of childcare provision was described as the most important barrier by almost a half of lone parents in the sample.

12. While racism and cultural barriers were not highlighted by the majority of respondents, there was some feeling that prejudice was residual. Cultural barriers, particularly relating to women wearing traditional dress were described by a number of female participants.
13. Most of those who were looking for work were willing to accept temporary jobs. Male respondents were more likely to want full-time and female respondents more likely to want part-time work.
14. Almost a half of the sample were prepared to travel 11 or more miles to work (men were considerably more likely to say this than women).
15. Around two-thirds of those who were looking for work said felt that their skills were relevant to the jobs they sought.
16. Around a half of the men and a third of the women in the sample had worked in Somalia (those who were too young to work were excluded from this analysis). Respondents were most likely to have been managers in agriculture and services and to have been employed in the wholesale, retail and repairs sector.
17. Around six-in-ten of the sample overall had not had a job in the UK (this was the case for over seven-in-ten women and over eight-in-ten lone parents). The experience of having worked in Somalia did not appear to affect the likelihood of gaining employment in this country.
18. Of those who had been employed in this country, around two-thirds of the men and four-in-ten women had had full-time posts. Around half of the sample (similar proportions of men and women) had been in permanent and temporary posts. Those Somali respondents who were in or had been in employment were more likely than overall Sheffield respondents to have worked in smaller organisations and correspondingly less likely to have worked in larger companies. It was felt that many Somalis working in the public sector occupied specialist community liaison or interpreter posts.
19. Around a quarter of those with work experience in this country had been employed by organisations managed by Somalis.

20. Sheffield respondents as a whole were more likely than Somali counterparts to feel that their skills and qualifications were relevant to their current or most recent occupation.

Advice, information and support

21. A relatively small proportion had used advice, information and support services relating to accessing employment, education and training in Sheffield. Low numbers meant that views about the usefulness of the services provided within different settings could not be analysed.

22. However, there were high levels of interest in making use of information and support relating to education and employment, particularly among women, lone parents and younger people. Overall, respondents were most likely to express an interest in information about training and education and careers advice.

23. Respondents were most likely to indicate that, given a choice, they would like these services to be provided from the Somali centres.

24. Around four-in-ten of respondents in this sample had used a computer, compared with around seven-in-ten of Sheffield respondents as a whole. Women, lone parents and those aged 25 and over were less likely than others to have used computers. Over eight-in-ten of the sample indicated that they needed to improve their use and understanding of computers.

Education and training

25. Over a quarter of the sample had qualifications from Somalia and a slightly higher proportion had qualifications from the UK. However, the majority of the sample had no qualifications from either country, with women, lone parents and those who were older the least likely to have qualifications.
26. Six-in-ten of those interviewed identified a need to improve their reading or writing ability in English (and around seven-in-ten of women and eight-in-ten of lone parents). The need to improve spoken English was highlighted by around a half of the sample – again, women and lone parents being considerably more likely to identify this need.
27. Priority areas for training and education identified by those participating in the interviews included, English as a Second Language; ESL as part of subject classes; Homework clubs for young people; Business-related subjects; trades courses; conversion of existing qualifications.
28. Just over two-in-ten were currently studying, with just over one-in-ten in addition having participated in education over the previous two years. Sheffield respondents as whole were slightly more likely to have been involved in education over that period of time.
29. A number of courses are provided from the main Somali centres. Previous programmes funded by the Home Office and EMTEC were able to pay childcare costs and travel expenses which increased the numbers, particularly of women who were able to access training. The WEA is the major provider currently and some provision is accredited by the Open College Network. Some respondents expressed concerns that the qualifications offered at the centres did not lead to concrete outcomes in terms of employment, or opportunities to access higher level courses.
30. Around seven-in-ten within the sample said they would like to undertake further training or education.

31. The main reasons given by those who were not interested in pursuing education, were the fear that it would not help in obtaining work, lack of time and that written or spoken English was not good enough.
32. Those who were interested in pursuing education were most likely to feel that further training would help them to change careers or to find work, or that it would help them get onto other courses.
33. Many men and women also said that education was important to them for their own personal satisfaction. During the in-depth interviews, many women in particular stated that they wanted further education for themselves in order to help their children.
34. Almost two-thirds of those who were interested in further education wished to undertake training in computers. A very large need for training in basic English and other basic skills was also highlighted, particularly by women and lone parents.
35. Respondents were most likely to express a preference to receive educational courses at the Somali centres. This was particularly the case for women, lone parents and older people.
36. Almost a half of those who wished to start education and training within the next two years felt they might be prevented from doing so by lack of information. The other barriers mentioned most frequently were lack of language fluency and lack of confidence or skills.

Recommendations

37. A city-wide strategy which brings together all relevant Somali organisations, training suppliers, higher and further education, the Employment Service, Careers Service and guidance providers is needed.
38. It is suggested that such a strategy may deal with a number of issues which include the following: providing an overview of existing provision and the identification of overlaps and gaps; development of advice and information services relating to employment, training and education; review of qualifications offered and development of appropriate qualification routes or

pathways; an information strategy; development of employer links; appropriate referrals between Somali organisations; the needs of constituent groups, younger and older people, women and lone parents. payment of travel expenses and childcare provision for those using training and education courses.

39. A number of specific recommendations which may be further examined within an overall strategy were made. These fell into the following categories: The role of the Somali centres as training providers; Meeting training needs; Making use of existing skills, experience and interest; Links between Somali and mainstream agencies; Advice, information and support services; Addressing the needs of particular groups.

1 INTRODUCTION

1.1 Background and project aim

The majority of Somalis living in Sheffield came to the City in the 1980s and 1990s as a result of the civil war. The Somali community is known to be one of the most disadvantaged in Sheffield in terms of education, employment, housing and health. The Somali community is concentrated in four areas in the City, mostly in poorer wards.

Some small-scale studies have been conducted in the area of training, education and employment over the course of the last few years. However, there have been various difficulties in taking these forward and little in the way of outcomes.

Preparing and Processing People for the New Deal (Somali-TEC/Sheffield Hallam University) attributes the extremely high levels of unemployment within the community (estimated in general to be over 90%) to: the lack of long-term training resources; the lack of training which is tailored to address cultural and language barriers; the lack of Somali trainers or trainers with an association with Somali culture; the lack of childminding or family care support; and a lack of conviction among potential participants that they will be able to access employment or further education or training after training is completed.

Sheffield Training and Enterprise Council has played a role in supporting the community over the last few years, particularly through its Ethnic Minority Liaison Officer. The TEC has, for example, supported Somali-TEC which has a role to address training and employment issues, for example through ensuring community involvement in regeneration programmes, capacity-building, help for business and for particular groups such as women and young people.

The TEC also recently undertook a major study with ethnic minority communities, the Training Strategies Development Project, of which research with the Somali community was one element. The research with the Somali

community was conducted with one of the community organisations and consisted of a series of focus groups with staff and users. The report written as a

result of this work highlights a number of important factors, including: the level of demotivation within the community and other barriers preventing community members from accessing training and education; the need to link existing basic skills provision into either more advanced training or employment and mainstream provision; the need for a 'structured and focused' information service; the need for a training strategy; the need for more training provision particularly in the area of language skills and in childcare.

This current study was commissioned by Somali-TEC and supported by a broad steering group which included members of all major community organisations, the Sheffield Training and Enterprise Council (TEC), Sheffield Community Enterprise Development Unit (SCEDU) and Black CARD (Black Community Agency for Regeneration and Development). The aim of the study was to assess the training, educational and skills needs of the Sheffield Somali community and to identify ways of addressing these needs.

1.2 Methodology

There were three main elements of the methodology.

Consultation with community organisations

Community organisations were consulted to identify the key issues relating to education, training and skills needs. Information about courses currently provided from the Somali centres was also sought (see Appendix 3).

Survey

A survey was undertaken with 249 respondents. The questionnaire was designed in conjunction with community representatives from the Project Steering Group and informed by the initial consultations (see Appendix 2).

Recruitment of interviewers was conducted through community organisations. An intensive three-day training programme was provided for interviewers to cover all aspects of the survey, interviewing and quality. Community organisations were asked to inform their users that interviewers would be calling.

There are no statistics about the demographic profile of the Somali community in Sheffield. In addition, addresses of potential respondents were not available to interviewers. Therefore, it was not possible to use a random sample or to establish that any chosen sample would be entirely representative. The sample was constructed from knowledge gained about the Somali population in Sheffield from Somali community leaders and workers. It was also constructed to give statistically robust results in the categories analysed.

All completed questionnaires were coded, inputted and quality checked. Analysis of the household survey was conducted using SPSS (Statistical Package for the Social Sciences).

Follow-up Case Studies

The third element of the study was a small number of short case studies undertaken by in-depth interview as a follow-up to the household survey. These focused on the major themes arising from the survey, for example, barriers to accessing training, education and employment, and childcare issues.

1.3 The Report

The report is structured as follows: Section 2 outlines the findings from the survey and from the in-depth interviews. Section 3 provides discussion about the main issues and recommendations arising from the research. An Executive Summary is provided at the start of the report.

2 RESEARCH FINDINGS

In this section, the main findings from the fieldwork are provided. The survey results form the basis of this section with findings from the in-depth interviews being used to explore the themes ‘behind’ the statistics. Case examples from the interviews are also provided at the end of the section.

Analysis for constituent sub-groups within the sample (gender and age) is provided where numbers are large enough to permit this. In addition, analysis for lone parents is included in a number of instances since this group is significant in size. As it is not known how representative the *overall* sample is, it is important to examine the findings for the sub-groups.

Some comparative data has been provided from the Regional Household Survey where this is possible (that is, where the same questions have been asked). The Regional Household Survey is a combined postal, telephone and personal survey resulting in over 10,000 responses in the region. The survey examines skill levels as well as training and further education aspirations and barriers. The data is weighted by TEC area, occupation age and gender to be representative of the local TEC area population. The data collected in this survey can be used to provide Sheffield-wide comparisons to identify areas of similarity and difference between the Somali community in Sheffield and the whole of the Sheffield population. It must be stressed that the different methodologies employed by the two studies (and particularly the differences in the samples) mean that comparisons should be made only with care.

2.1 Profile of respondents

Tables 1 and 2 examine the gender and age of respondents. These results mirror the chosen sample (which was constructed by gender, age and by those who were and were not working) and cannot be seen as reflecting the profile of the Somali community in Sheffield. As Table 2 illustrates the age profile of male and female respondents in this sample is broadly similar.

Table 1 Gender of respondents

	% overall
Male	44.6
Female	55.4
Sample size	249

Table 2 Age and gender of respondents

	% overall	Male	Female
16-24	20.5	19.8	21.0
25-49	56.6	55.8	56.3
50-65+	22.9	24.3	22.8

Over a quarter of this sample were single parents with children under 16. Over four-in-ten female respondents were lone parents in this situation. Within this sub-group, over a third (35.9 per cent or 23 respondents) had four or more children who were under 16.

Table 3 Percentage of lone parents

	% overall	Male	Female
% lone parents with children under 16	26.1	4.5	43.5
Sample size	249	111	138

A very large proportion of the sample had arrived in Sheffield as refugees (Table 4). Over a third had been in Sheffield for five years or under (35.8 per cent) while the remaining two-thirds had been in the city for six years or more (64.2 per cent).

Table 4 Proportions of respondents who came to Sheffield as refugees.

	% overall	Male	Female	16-24	25-49	50-65
Yes	91.9	90.1	93.4	94.0	92.2	89.5
Sample size	248	111	137	50	141	57

Table 5 illustrates the proportions of respondents with health problems or disabilities. Table 5a in Appendix 1 shows comparable analysis for Sheffield respondents as a whole. As Table 5 indicates, male respondents and those who were older were more likely to have health problems or disabilities. Comparison between Somali and overall Sheffield respondents suggests that levels of illness and disability are consistently higher among the Somali group.

Table 5 Proportions with health problems or disabilities

	% overall	Male	Female	16-24	25-49	50-65
Yes	27.8	31.5	24.8	2.0	26.4	54.4
Sample size	248	111	137	51	140	57

The effects of problems of ill-health for the Somali group can be seen in Table 6 and comparable analysis for the Sheffield sample in Table 6a in Appendix 1. Again, the effects of health problems appear to be more severe for those in the Somali sample, with a substantially larger percentage than across Sheffield respondents as a whole saying that their illness or disability prevents them from doing any work or training at all. Again the differences in the methodologies used and the samples obtained suggest that these comparisons must be made with care.

Table 6 Effects of health problem/disability

	% overall
Prevent you from doing certain types of work or training	47.1
Prevent you from working or training at all	39.7
Have no effect on work or training	13.2
Sample size	68

A question about car ownership was asked in the Census of Population 1991. In the Census, over a half of Sheffield households in the 1991 Census of Population (55.1 per cent) reported that someone in the household owned a car. While the questions are different (and the samples have been constructed differently), it may be inferred that there is less access to private forms of transport within the Somali community than the Sheffield population as a whole. This clearly impacts upon access to employment, education and training.

Table 7 Proportions of those with access to their own form of transport

	% overall	Male	Female	Lone parents	16-24	25-49	50-65
Yes	19.7	31.5	10.1	10.8	17.6	20.6	19.3
Sample size	249	111	138	65	51	141	57

2.2 Employment

Table 8 shows the employment status of the Somali sample while Table 8a in Appendix 1 provides information for overall Sheffield respondents. It must be

emphasised that *broad* percentages for those who are either working or not working reflect the chosen sample. This table therefore cannot be seen as identifying the levels of unemployment within the Somali community.

As Table 8 illustrates, about a quarter of Somali respondents in this sample (26.5 per cent) were doing some kind of work or were participating on the New Deal. Further analysis by gender and age suggested that:

- Men were much more likely than women to be employed full-time (21.6 per cent compared with 6.5 per cent).
- Over a third of male respondents (34.2 per cent) were looking for work (this was the case for 13.0 per cent of women).
- Female respondents were more likely than their male counterparts not to be in paid work and not to be looking for work (20.3 per cent of women and 10.8 per cent of men).
- Almost a third of women (30.4 per cent) (and no men) were caring for children, the elderly, or sick relatives.
- Those who were lone parents were less likely to be in work or to be looking for work and considerably more likely to say that they were caring for children.
- Over six-in-ten of those aged 16-18 were in full-time education (the sample size is small and caution is advised in interpretation).

The Education, Training and Employment Needs of the Somali Community

Table 8 Employment Status of Respondents

	% overall	Male	Female	Lone parent	16-24	25-49	50-65
Working for an employer full-time	13.3	21.6	6.5	4.6	13.7	15.6	7.0
Working for an employer part-time	9.2	8.1	10.1	6.2	7.8	10.6	7.0
Working on a casual basis	0.4	0.9	-	-	-	0.7	-
Self-employed	0.4	0.9	-	-	-	0.7	-
On New Deal	3.2	0.9	5.1	1.5	15.7	-	-
Not in paid work but looking for work	22.5	34.2	13.0	10.8	25.5	24.1	15.8
Not in paid work and not looking for work	16.1	10.8	20.3	26.2	2.0	17.7	24.6
In full-time education	8.4	8.1	8.7	1.5	33.3	2.8	-
Caring for children/elderly/sick relative	16.9	-	30.4	49.2	9.8	22.7	8.8
Long-term sick	13.3	16.2	10.9	7.7	-	10.6	31.6
Retired	1.6	0.9	2.2	-	2.0	-	5.3
Other	0.4	-	0.7	-	0.4	-	-
Sample size	249	111	138	65	51	141	57

Further analysis by the length of residence in Sheffield suggests that the length of stay may not substantially alter chances of employment (the age structure of those who have been in Sheffield for 0-5 years and for 6 and over years is broadly similar) (Table 9).

Table 9 Employment status by length of residence in Sheffield

	In Sheffield 0-5 years	In Sheffield 6+ years
Working (full-time, part-time, casual, self-employed, New Deal)	22.7	24.7
Not working	77.3	75.3
Sample size	88	158

Length of unemployment

Of those who were unemployed and looking for work, almost a half (48 per cent) had been seeking employment for two years or more (Table 10).

Table 10 Length of time unemployed

Length of unemployment	% overall
Less than 3 months	-
3-6 months	2.0
6-12 months	18.0
1-2 years	32.0
2-5 years	26.0
Over 5 years	22.0
Sample size	50

Employment sought

Those who were looking for work and those who intended to look for work within the next two years were asked what kind of job they were seeking. Respondents were most likely to indicate that they would seek clerical and personal service occupations; these represent major occupational areas in the local economy. In addition, over one-in-ten of the sample suggested that they intended to look for any kind of work.

Table 11 Occupation sought

	Occupation	% overall
1	Corporate managers	1.1
2	Managers in agriculture and services	2.1
3	Science/Engineering professionals	-
4	Health professionals	2.1
5	Teaching professionals	6.4
6	Other professionals	4.3
7	Science/Engineering associate professionals	-
8	Health associate professionals	5.3
9	Other associate professionals	5.3
10	Clerical occupations	17.0
11	Secretarial occupations	2.1
12	Skilled construction trades	2.1
13	Skilled engineering trades	-
14	Other skilled trades	3.2
15	Protective service occupations	3.2
16	Personal service occupations	12.8
17	Buyers/brokers/sales reps	-
18	Other sales occupations	6.4
19	Industrial plant/machine operators	2.1
20	Drivers/mobile machine operators	4.3
21	Other farming occupations	-
22	Other elementary occupations	9.6
	Any occupation	11.7
	Sample size	94

Barriers to obtaining work

Those who were seeking work at the current time and those likely to look for work in the next two years were asked if there were any particular barriers which might prevent them from obtaining work. As the Table shows, almost a third of respondents said that they did not have the necessary qualifications (32.7 per cent). In addition, large proportions said that their English was not good enough,

that they did not have the right skills and that cultural barriers and racism were obstacles which might prevent them from obtaining work. Further analysis suggested:

- That those in the middle age group (25-49) were generally more likely than their younger or older counterparts to highlight these problems.
- Certain differences between male and female respondents, in particular that:
- Men were more likely than women to say that they did not have the necessary qualifications (39.0 per cent compared with 28.9 per cent of women), although as Table 8 indicates, men are more likely than women to be looking for work.
- Caring responsibilities were highlighted as a barrier for 21.7 per cent of women (and not by any men).
- Table 12 suggests that those in the youngest age group and men were the most likely to highlight racism as a barrier to gaining work (30.5 per cent compared to 13.4 per cent). However, other results in this Table and the qualitative interviews suggest that women sometimes described as barriers, cultural differences, particularly related to dress, which might be interpreted by others as racism.

Table 12 Barriers to obtaining work

	% overall	Male	Female	Lone parents	16-24	25-49	50-65
I don't have the necessary qualifications	32.7	39.0	28.9	35.2	22.2	40.2	21.4
My English is not good enough	28.2	25.4	29.9	33.3	19.4	34.8	17.9
I don't have the right skills	27.6	30.5	25.8	29.6	25.0	33.7	10.7
Cultural barriers	24.4	23.7	24.7	35.2	19.4	29.3	14.3
Racism	19.9	30.5	13.4	16.7	44.4	14.1	7.1
The kind of work I want is not available	14.1	16.9	12.4	14.8	16.7	15.2	7.1
No one to look after children	11.5	-	18.6	29.6	8.3	15.2	3.6
No one to look after sick/elderly relative	1.9	-	3.1	-	-	3.3	-
I don't have the confidence to go for a job	10.3	8.5	11.3	14.8	-	16.3	3.6
I would not be any better off	7.7	13.6	4.1	7.4	11.1	7.6	3.6
I won't be able to get to where the jobs are	4.5	1.7	6.2	9.3	2.8	6.5	-
Sample size	156	59	97	54	36	92	28

Most important barriers

Table 13 shows the five most important barriers to obtaining employment for respondents. As the Table indicates, over a fifth felt that lack of fluency in English was the most important barrier. A sizeable proportion (15.2 per cent) felt that racism was the most important obstacle for them in obtaining employment. Almost a half of lone parents with children under 16 in the sample (46.4 per cent) described the lack of childcare as the most important barrier for them in obtaining work.

Table 13 Perception of the most important barrier to obtaining work

	% overall
My English is not good enough	20.7
I don't have the necessary qualifications	19.6
Racism	15.2
No one to look after children	14.1
I don't have the right skills	13.0

Accessing employment and education: issues and barriers

Racism and cultural barriers

“Because of my culture and colour, I’m not getting the kinds of jobs that I got in Somalia”
female respondent.

“I feel strange here, I don’t think I can get a proper education and job because of what other people think of me ... sometimes people don’t treat me well” female respondent.

“It’s very difficult to find a job. No matter what my qualifications and experience are, they turn me down. It’s racism ... as soon as they see my name, they turn me down”
Community organisation respondent.

“Some jobs want people to be in uniform but I can’t wear one as I wear a hejab (scarf) as part of my religion. I could have my hejab the same colour as the uniform but they won’t accept it” female respondent.

As indicated, racism was described as a barrier by a minority of respondents. However, as one of those interviewed said, among many Somalis, there is, at the very least, “an underlying feeling that racism is residual”, and that it impacts both upon the ability to obtain employment and on the kinds of jobs people do.

Young people

There is a ‘gap’ in the education of some young people who have had a basic education in Somalia and arrived in the UK at the point when they were too old to begin school in this country. Young people who have started at Sheffield schools, inevitably experience a large “culture shock” and have little or no time to adapt to a completely different system. These young people entering the English education system may be traumatised from their experiences, they may not be literate and have no English language. There may be little practical support from home if other family members have little education themselves. After school Homework Clubs were considered to be useful and it was felt there should be more of them.

While there are bright, ambitious and successful young people in the community, there are also many who are leaving school without qualifications. Some obtain insecure and low-paid work. Others attend college but this may be a “dead-end” as a result of the labour market being “so restricted”. There are concerns about high levels of youth unemployment, about increasing numbers of young people being on the streets and being vulnerable to crime and drug use. It is felt that in comparison to other communities, there are few support organisations for young people which would provide them with appropriate guidance.

Confidence

Confidence was described as a barrier by a fairly small proportion of survey respondents and by a number of those interviewed in-depth. Confidence is associated with lack of language fluency, with the experience of ‘recent arrival’ and with “not knowing the system”. It was also described by some almost as a “national” characteristic:

“We’re reluctant to apply for work, we’re fatalistic and bad experience leads to a loss of confidence”. Community organisation respondent.

“It’s a cultural thing. We’re inward-looking. We don’t mix, we’re always the outsider”
Community organisation respondent.

Accessing employment and education: issues and barriers

The need for English as a Second Language Provision

Of all the barriers described in this study, the lack of English language fluency was probably the most frequently mentioned. This is a problem for many people within all age groups in the community with numerous implications including effects upon ability to access information and upon confidence generally. As the in-depth interviews and survey suggested, it is particularly a problem for women and lone parents (most of whom are women) and has striking implications for the ability of large numbers in these groups to access mainstream services including education and employment.

“Lack of English is holding people back. Language should be embedded in other classes. This would increase motivation” Community organisation respondent.

For young people arriving in this country, adjusting to a new environment is very hard and services to help them aren't around. If the language was there, it wouldn't be a problem” Community organisation respondent.

The problem of childcare

The lack of appropriate childcare is also an overwhelming problem for many women in the community.

“I want to do science at university. I need to get onto an English course and access course in science – the course takes two years full-time. With good English, I can do it in one year. I could do it at Sheffield College. The biggest problem is the childcare. I talked to the health visitor who couldn't help. The colleges provide a creche but there are queues to get your children into them. And sometimes, the college is very far away and you've got to take two or three children there ...” Female respondent.

“All of the women here are on income support, they're on very low money. They can't get childcare, they need to be able to trust the people looking after their children. They don't have qualifications to get a good job. They need and want to be educated. A programme was run to train Somali women in childcare. It was a 36 week course, but it was at Level 1 and 2 and you needed a higher level of qualification to be able to get work - so it was limited in terms of what you could do with it” Community organisation respondent.

The work that people want

Tables 14 and 15 provide information about the kind of work that those in this sample wanted. As Table 14 suggests, men were much more likely than women to want to work full-time and were also more likely to be prepared to work any hours. A sizeable proportion of women were prepared to work at weekends. Those in the younger age group were also more likely than their older counterparts to be willing to work any hours or at weekends or evenings.

Table 14 Work wanted: full-time/part-time

	% overall	Male	Female	Lone parents	16-24	25-49	50-65
Full-time work (over 30 hours)	65.6	91.5	40.8	36.7	64.3	59.6	100.0
Part-time work (under 30 hours)	34.4	8.5	59.2	63.3	35.7	40.4	-
Sample size	96	47	49	30	28	57	11

Table 15 Work wanted: hours to be worked

	% overall	Male	Female	Lone parents	16-24	25-49	50-65
Any hours	41.7	76.3	20.6	20.4	50.0	41.3	32.1
Within school hours (9-3)	11.5	-	18.6	24.1	5.6	14.1	10.7
Term-time only	1.3	-	2.1	3.7	2.8	1.1	-
Evenings	4.5	3.4	5.2	5.6	16.7	1.1	-
Weekends	12.8	8.5	15.5	14.8	27.8	9.8	3.6
Sample size	156	59	97	54	36	92	28

A large majority of those seeking work now or within the next two years were willing to accept a temporary job (Table 16).

Table 16 Proportions willing to accept temporary job

	% overall	Male	Female	Lone parents	16-24	25-49	50-65
Yes	91.8	87.5	95.9	90.0	96.4	91.2	83.3
Sample size	97	48	49	30	28	57	12

A little under half of the sample were willing to travel 11 miles or more to a place of work (Table 17). Men were more likely to be prepared to travel further for work.

Table 17 How far are respondents prepared to travel to work

	% overall	Male	Female	Lone parents	16-24	25-49	50-65
Less than 5 miles	14.6	6.4	22.4	23.3	7.1	15.8	27.3
5-10 miles	49.0	36.2	61.2	56.7	60.7	50.9	9.1
11-20 miles	17.7	21.3	14.3	16.7	14.3	17.5	27.3
21-40 miles	5.2	8.5	2.0	3.3	7.1	3.5	9.1
Over 40 miles	13.5	27.7	-	-	10.7	12.3	27.3
Sample size	96	47	49	30	28	57	11

Around two-thirds of those seeking work felt that their skills were relevant to the jobs they sought (Table 18). Men and those in the youngest age group were most likely to think this.

Table 18 Proportions thinking that their skills are relevant to the jobs sought

	% overall	Male	Female	16-24	25-49	50-65
Yes	66.7	75.0	58.3	78.6	60.7	66.7
Sample size	96	48	48	28	56	12

Work in Somalia

“In Somalia, a lot of the women were housewives, things have changed here, a lot of women are on their own, they have to be the providers, the breadwinners” Community organisation respondent.

Table 19 provides information about respondents’ experience of work in Somalia. Those who were 18 or under when they left Somalia have been excluded from this analysis. As the Table shows, overall, around four-in-ten of the sample had worked in Somalia. Men were considerably more likely to have been employed.

Table 19 Proportions who have worked in Somalia

	% overall	Male	Female	16-24	25-49	50-65
Yes	40.6	51.1	32.1	12.5	36.8	54.7
Sample size	197	88	109	8	136	53

Over a quarter of those who had been employed in Somalia were managers in agriculture and services (Table 20).

Table 20 Most recent job in Somalia: occupation

	Occupation	% Overall
1	Corporate managers	4.9
2	Managers in agriculture and services	26.8
3	Science/Engineering professionals	-
4	Health professionals	2.4
5	Teaching professionals	13.4
6	Other professionals	1.2
7	Science/Engineering associate professionals	1.2
8	Health associate professionals	2.4
9	Other associate professionals	2.4
10	Clerical occupations	7.3
11	Secretarial occupations	3.7
12	Skilled construction trades	1.2
13	Skilled engineering trades	1.2
14	Other skilled trades	2.4
15	Protective service occupations	2.4
16	Personal service occupations	4.9
17	Buyers/brokers/sales reps	2.4
18	Other sales occupations	11.0
19	Industrial plant/machine operators	-
20	Drivers/mobile machine operators	7.3
21	Other farming occupations	-
22	Other elementary occupations	1.2
	Sample size	82

Respondents who had worked in Somalia were most likely to have been employed in the wholesale and retail trade or in repair work (Table 21).

Table 21 Most recent job in Somalia: industrial sector

	Industry	% overall
1	Agriculture, hunting and forestry	2.4
2	Fishing	-
3	Mining and quarrying	1.2
4	Manufacturing	2.4
5	Electricity, gas and water supply	-
6	Construction	1.2
7	Wholesale and retail trade; repair of motor vehicles, motorcycles and personal household goods	43.9
8	Hotels and restaurants	2.4
9	Transport, storage and communication	9.8
10	Financial intermediation	3.7
11	Real estate, renting and business activities	1.2
12	Public administration and defence; compulsory social security	3.7
13	Education	15.9
14	Health and social work	7.3
15	Other community, social and personal service	2.4
16	Private households with employed persons	-
17	Extra-territorial organisations and bodies	2.4
	Sample size	82

Work in the UK

Six-in-ten of the sample had not had a job in the UK. This was the case for just under three-quarters of female respondents and for over three-quarters of those in the oldest age group (50-65). Around a quarter of respondents were currently in employment (around three-in-ten of men and two-in-ten of women). Over eight-in-ten of the lone parents in this sample had not worked in the UK.

Table 22 Proportions with current or previous job in UK

	% overall	Male	Female	Lone parents	16-24	25-49	50-65
Yes, have had a job (but not currently in job)	14.6	22.7	8.1	4.6	33.3	10.6	7.4
Yes, currently in a job	24.8	30.9	19.9	12.3	27.5	27.0	16.7
Not had a job in UK	60.6	46.4	72.1	83.1	39.2	62.4	75.9
Sample size	246	110	136	65	51	141	54

Table 23 suggests that lack of work experience in Somalia may not affect employment chances in the UK. The Table does however, highlight a large percentage of respondents, particularly among the female group, who have not had employment either in the UK or in Somalia.

Table 23 Proportions working in Somalia and UK

	% overall worked in Somalia	Male	Female	% overall not worked in Somalia	Male	Female
Yes, had job (current or past) in UK	30.0	40.0	16.5	35.0	55.8	23.0
Not had a job in UK	70.0	60.0	82.9	65.0	44.2	77.0
Sample size	80	45	35	117	43	74

Table 24 illustrates that respondents were most likely to be in personal service, associate professional, clerical and sales occupations.

Table 24 Current/most recent job: occupation held

	Occupation	% Overall
1	Corporate managers	3.1
2	Managers in agriculture and services	1.0
3	Science/Engineering professionals	1.0
4	Health professionals	-
5	Teaching professionals	7.3
6	Other professionals	2.1
7	Science/Engineering associate professionals	-
8	Health associate professionals	1.0
9	Other associated professionals	12.5
10	Clerical occupations	12.5
11	Secretarial occupations	-
12	Skilled construction trades	-
13	Skilled engineering trades	-
14	Other skilled trades	2.1
15	Protective service occupations	4.2
16	Personal service occupations	19.8
17	Buyers/brokers/sales reps	-
18	Other sales occupations	10.4
19	Industrial plant/machine operators	8.3
20	Drivers/mobile machine operators	3.1
21	Other farming occupations	-
22	Other elementary occupations	11.5
	Sample size	96

Table 25 shows that respondents who had been employed in the UK were most likely to have worked in health and social work and in the wholesale and retail trade and in repairs.

Table 25 Most recent job in UK: industrial sector

	Industry	% overall
1	Agriculture, hunting and forestry	-
2	Fishing	-
3	Mining and quarrying	-
4	Manufacturing	14.9
5	Electricity, gas and water supply	-
6	Construction	-
7	Wholesale and retail trade; repair of motor vehicles, motorcycles and personal household goods	19.1
8	Hotels and restaurants	1.1
9	Transport, storage and communication	2.1
10	Financial intermediation	1.1
11	Real estate, renting and business activities	11.7
12	Public administration and defence; compulsory social security	4.3
13	Education	12.8
14	Health and social work	22.3
15	Other community, social and personal service	10.6
16	Private households with employed persons	-
17	Extra-territorial organisations and bodies	-
	Sample size	94

Tables 26– 34 provide further information about the current or most recent work undertaken by respondents in the UK.

Over half of the sample who were in work or had been in work in the UK had worked full-time (56.3 per cent) (Table 26). Of those in work currently (60 respondents or 24.1 % of total), 58.3 per cent are working full-time and 41.7 per cent, part-time.

Table 26 Current/most recent job in UK: part-time/full-time

	% overall	Male	Female	16-24	25-49	50-65
Full-time work (over 30 hours)	56.3	66.1	40.5	41.9	59.6	76.9
Part-time work (under 30 hours)	43.8	33.9	59.5	58.1	40.4	23.1
Sample size	96	59	37	31	52	13

Around a half of those who were in work or had been in work in the UK had had a permanent job. Of those in work currently, 59.3 per cent are in permanent, and 40.7 per cent in temporary, employment. Table 27a in Appendix 1 suggests that current or most recent posts held by Sheffield-wide respondents were strikingly more likely to have been permanent.

Table 27 Current/most recent job in UK: permanent or temporary

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	% overall	Male	Female	16-24	25-49	50-65
Permanent	49.5	47.4	52.6	32.3	51.0	84.6
Temporary	50.5	52.6	47.4	67.7	49.0	15.4
Sample size	95	58	38	31	51	13

Those in employment were most likely to be working for small companies or organisations. A relatively small percentage of respondents (14.4 per cent) were employed by large companies with over 250 staff (Table 28a in Appendix 1 suggests that 31.4 per cent of the Sheffield-wide sample were working in companies or organisations of this size). Table 28 also suggests that women were more likely than men to be working for smaller organisations, with over a half employed by companies with 10 or fewer staff members.

Table 28 Current/most recent job in UK: no of employees

	% overall	Male	Female
1-4	15.5	13.6	18.4
5-10	22.7	15.3	34.2
11-24	17.5	13.6	23.7
25-49	21.6	23.7	18.4
50-249	8.2	11.9	2.6
250+	14.4	22.0	2.6
Sample size	97	59	38

Of those in current employment, 39.3 per cent are working for a private company, 36.1 for the public sector and 24.6 per cent for a voluntary organisation (Table 29). A gender difference is again apparent, with female respondents much more likely to be employed by public sector and particularly by voluntary organisations.

Table 29 Current/most recent job in UK: organisation type

	% overall	Male	Female	16-24	25-49	50-65
Private company	49.5	62.7	28.9	71.0	39.6	38.5
Public sector	29.9	23.7	39.5	9.7	34.0	61.5
Voluntary organisation	20.6	13.6	31.6	19.4	26.4	-
Sample size	97	59	38	31	53	13

Specialist posts

The qualitative element of the research suggested that a number of those in the community who are working have specialist Somali posts.

“Those who work for the Council, they’re in housing or social services. It’s the ‘ethnic quota’. They talk about equal opportunities, but Somali workers are there to deal with Somali cases, they turn out to be interpreters, even if they’ve got mainstream qualifications” Community organisation respondent.

“They’re community workers, advocates, interpreters, liaising with the community” Community organisation respondent.

Table 30 shows the proportion of those who were working or had worked in the UK who were employed by organisations managed by Somalis and non-Somalis. Of those in employment currently, 28.3 per cent are working for organisations managed by Somalis and 71.7 per cent for organisations managed by non-Somalis. Female respondents and those in the middle age range are the most likely to be working for organisations with Somali management.

Table 30 Current/most recent job in UK: management of organisation

	% overall	Male	Female	16-24	25-49	50-65
Managed by Somalis	24.0	15.5	36.8	19.4	30.8	7.7
Managed by non-Somalis	76.0	84.5	63.2	80.6	69.2	92.3
Sample size	96	58	38	31	52	13

Almost a half of those who had had a job in the UK but were not now currently working had left their most recent post because a temporary contract had finished (Table 31).

Table 31 Most recent job in UK: reasons for leaving

	% overall
Made redundant	19.4
Temporary contract ended	47.2
Dismissed	-
Health reasons	16.7
To look after elderly/sick relative	-
To look after child	-
Maternity leave	2.8
Other	13.9
Sample size	36

Table 32 illustrates the time respondents had been in their current or most recent post in the UK.

Table 32 Length of time in current/most recent job

	% overall	Male	Female	16-24	25-49	50-65
Less than 1 year	44.2	42.4	47.2	77.4	34.6	-
1-4 years	46.3	44.1	50.0	22.6	55.8	66.7
5 years or more	9.5	13.6	2.8	-	9.6	33.3
Sample size	95	59	36	31	52	12

As Table 33 shows, the majority of Somali respondents felt that their skills, qualifications and experience were relevant to their current or most recent occupation. Table 33a in Appendix 1 which provides a Sheffield-wide comparison, suggests that overall Sheffield respondents were more likely than those in the Somali community to feel that their skills, qualifications and experience were relevant to the work they were or had been doing.

Table 33 Relevance of skills, qualifications and experience to current/most recent occupation

	% overall	Male	Female	16-24	25-49	50-65
Skills/qualifications relevant to current/most recent occupation	59.8	59.3	60.5	45.2	69.8	53.8
Experience relevant to current/most recent occupation	72.2	71.2	73.7	64.5	77.4	69.2
Sample size	97	59	38	31	53	13

Around six-in-ten respondents felt that they had prospects for promotion in their current job (Table 34).

Table 34 Prospects for promotion in current job

	% overall
Yes	60.3
No	19.0
Don't know	20.6
Sample size	63

2.3 Advice, information and support

Table 35 highlights that a relatively small proportion of respondents had received different forms of advice, information and support relating to finding work, education and training. The Somali community centres had been used for some services, in particular for information about local jobs and for information about training or education. In Table 36, views about the usefulness of services received can be seen. Numbers are too small to analyse the perceived usefulness of services provided within the different settings.

Table 35 Use of advice, information, support services in Sheffield

	Careers Advice	Information about kinds of jobs available locally	Information about actual job vacancies	How to look for and apply for jobs	Interview techniques	Information about training or education
% of sample receiving service	22.9	23.3	18.9	10.8	7.6	18.5
% of those looking for work	17.9	25.0	32.1	12.7	7.1	14.5
Where received						
Careers office	77.2	1.7	4.3	7.4	5.3	8.7
Jobcentre	5.3	55.2	46.8	55.6	42.1	2.2
Somali community centres	5.3	24.1	12.8	11.1	10.5	23.9
Educational establishment	10.5	3.4	36.2	11.1	26.3	58.7
Home	1.8	-	-	7.4	5.3	2.2
Press	-	13.8	-	-	-	-
Other	-	1.7	-	7.4	10.5	4.3
Sample size	57	58	47	27	19	46

Table 36 Usefulness of advice, information, support received

	Careers Advice	Information about kinds of jobs available locally	Information about actual job vacancies	How to look for and apply for jobs	Interview techniques	Information about training or education
Very useful	57.1	31.0	25.0	48.1	33.3	40.0
Quite useful	39.3	44.8	33.3	29.6	38.9	42.2
Neither useful nor not useful	1.8	8.6	31.3	22.2	11.1	11.1
Not very useful	-	13.8	8.3	-	16.7	4.4
Not at all useful	3.8	1.7	2.1	-	-	2.2
Sample size	57	58	47	27	19	46

Table 37 demonstrates high levels of interest in different kinds of advice and support relating to accessing employment, training and education. There are some differences between the sub-groups. Those in the youngest age group (16-24) generally showed more interest in these kinds of support and advice; female and lone parent respondents were also more likely than those in other groups to show this interest. Given a choice, the majority of the sample (at least 60 per cent in each case, wished to be able to access these services at Somali centres).

Table 37 Percentages interested in different kinds of advice, information and support

	% overall	Male	Female	Lone parents	16-24	25-49	50-65
Careers advice	42.0	37.3	45.9	50.8	58.0	42.6	25.9
Information about kinds of jobs available locally	39.2	38.2	40.0	44.6	50.0	40.4	25.9
Information about actual job vacancies	33.9	37.3	31.1	36.9	46.0	34.0	22.2
How to look for and apply for jobs	31.8	32.7	31.1	36.9	34.0	32.6	27.8
Interview techniques	35.5	33.6	37.0	40.0	44.0	34.8	29.6
Information about training or education	44.7	40.0	48.5	53.8	45.1	47.5	37.0
Sample size	246	110	136	65	51	141	54

The discrepancy between the high levels of interest in advice, information and support (Table 37) and actual use of such services (Table 35) suggest that there are significant barriers for this group in accessing this type of facility. The 1995 TEC Economic Assessment suggests that:

Most barriers under the heading 'access' ... cause greater barriers for ethnic minority group members ... Information barriers are also higher for

people from ethnic minority groups than for white respondents (Sheffield Training and Enterprise Council, 1995).

Use of computers

Around four-in-ten of the respondents in the sample had used a computer (this compared to about seven-in-ten of the Sheffield-wide sample, see Table 38a in Appendix 1). Women, lone parents and those who were 25 and over were strikingly less likely to have used computers. Reasons for the use of PCs can be seen in Table 39.

Table 38 Use of computer

	% overall	Male	Female	Lone parents	16-24	25-49	50-65
Yes	41.6	50.0	34.8	27.7	74.5	35.0	27.8
Sample size	245	110	135	65	51	140	54

Table 39 Reasons for using PC

	% overall	Male	Female	Lone parents	16-24	25-49	50-65
To do my job	18.4	22.7	14.8	10.8	22.2	17.7	16.7
To find out about education/training	13.5	12.7	14.1	6.2	36.0	9.9	1.9
To be trained to use PCs	17.1	21.8	13.3	15.4	30.0	14.9	11.1
To do other training	6.1	7.3	5.2	6.2	12.0	5.0	3.7
To be trained at college	17.1	19.1	15.4	9.2	51.0	9.9	3.7
Sample size	249	110	135	65	50	141	54

The large majority of respondents felt that they needed to improve their understanding and use of computers (Table 40). This was particularly the case for those within the lone parent and youngest age group. Sheffield respondents overall were less likely to express a need to improve their understanding and use of computers (Table 40a in Appendix 1).

Table 40 Need to improve understanding/use of PCs

	% Overall	Male	Female	Lone parents	16-24	25-49	50-65
Yes	85.7	87.2	84.4	93.8	96.1	89.2	66.7
Sample size	244	109	135	65	51	139	54

2.4 Training and Education

Qualifications from Somalia

Over a quarter of respondents had qualifications from Somalia (Table 41).

Table 41 Qualifications from Somalia or other country (not UK)

	% Overall	Male	Female	Lone parents	16-24	25-49	50-65
Qualifications from Somalia	26.1	34.2	19.6	27.7	7.8	34.8	21.1
Qualifications from another country	2.0	5.4	-	-	-	2.8	1.8
No qualifications held	71.9	62.2	79.7	72.3	90.2	63.1	77.2
Sample size	249	111	138	65	51	141	57

Qualifications from UK

Around seven-in-ten respondents had no qualifications from the UK. Female respondents, lone parents and those who were older were more likely than others to have no qualifications from this country.

Table 42 Qualifications from UK

	% Overall	Male	Female	Lone parents	16-24	25-49	50-65
Qualifications from UK	29.7	33.9	26.3	21.5	60.8	25.2	12.5
No qualifications held	70.3	66.1	73.7	78.5	39.2	74.8	87.5
Sample size	246	109	137	65	51	139	56

The majority of the sample had no qualifications from any country. Of those who did have qualifications, around a quarter overall felt that they were out of date (those in the oldest age group were particularly likely to think this).

Table 43 Proportions with out-of-date qualifications

	% overall	Male	Female	Lone parents	16-24	25-49	50-65
Yes	25.6	27.1	24.0	31.8	3.2	31.7	43.7
Sample size	109	59	50	22	31	63	15

Around six-in-ten of the sample overall felt that they needed to improve their reading and/or writing ability in English (for women and lone parents, the percentages were 68.8 per cent and 81.5 per cent respectively) (Table 44).

Table 44 Proportions feeling that they need to improve in certain areas

	% overall	Male	Female	Lone parents
Spoken English	52.2	35.1	65.9	70.8
Reading and/or writing ability in English	60.2	49.5	68.8	81.5
Basic Maths	36.9	21.6	49.3	53.8
None of the above	31.7	42.3	23.2	12.3
Sample size	249	111	138	65

In the in-depth interviews, priorities in terms of training and educational support included:

- English as a Second Language
- ESL as part of subject classes
- IT
- Homework clubs for young people
- Business-related subjects
- Trades courses
- Conversion of existing qualifications

Current participation in training and education

In Table 45 it can be seen that under a quarter of respondents were currently studying. Table 46 shows the percentage of those who are not currently on a training or education course, but who have participated in education in the last two years.

Comparisons with Sheffield-wide respondents (Tables 45a and 46a in Appendix

1) suggest that Sheffield respondents overall were slightly more likely to have participated in an educational course either now or in the last two years. However, slightly larger proportions of those Somalis in the youngest age group than their Sheffield-wide counterparts had participated in education.

Table 45 Proportions doing course of study at the moment

	% Overall	Male	Female	Lone parents	16-24	25-49	50-65
Yes	22.1	22.5	21.7	20.0	52.9	16.3	8.8
Sample size	249	111	138	65	51	141	57

Table 46 Proportions participated in course of study in last two years

	% Overall	Male	Female	Lone parents	16-24	25-49	50-65
Yes	12.4	11.8	13.0	9.6	54.2	7.6	3.9
Sample size	193	85	108	52	24	118	51

Around a half of those who had participated in training or education within the last two years, had done a course connected to a job they were doing or a job they might be able to do in the future. These results are similar to those for Sheffield-wide respondents (Table 47a in Appendix 1).

Table 47 Participated in training/education connected with job/job you might be able to do in future

	% Overall	Male	Female	Lone parents	16-24	25-49	50-65
Yes	51.9	48.6	54.8	52.9	57.5	48.4	37.5
Sample size	79	37	42	17	40	31	8

Forty two respondents described seventy courses that they had undertaken. The courses covered a diverse range of subjects, although respondents among this sample were most likely to have studied IT (13 respondents or 30.9 per cent of those studying) English (also 13 respondents or 30.0 per cent), Maths (7 respondents or 16.7 per cent) and Business Studies (5 respondents or 11.9 per cent). Courses had taken place in various further, higher and adult education organisations. The majority of respondents had studied at Sheffield College, with a relatively small number within this sample (7 respondents or 16.7 per cent) making use of provision within Somali community centres.

Education and training within the Somali community

Various education and training courses are provided from three main organisations, Gibraltar Street Somali Community Association, ISRAAC and the Women's Association (see Appendix 3). The majority of the formal courses being offered currently are for women-only.

A number of projects have funded courses in Somali centres over the last few years. For example, Home Office and Training and Enterprise Council funding supported English as a Second Language (ESL) training courses between 1992-1995. Another source of funding came through EMTEC for ethnic minorities although this finished in 1996. Childminding and travel expenses were paid through these funds enabling women to access training. Much of the current provision is supported by the Worker's Education Association (WEA), some of which is Open College Network (OCN) accredited up to Level 3. The WEA leads the Unified Somali Education and Development Project which supports provision from Somali centres and for Somali and other minority communities within Black and voluntary sector organisations. Regeneration funding has benefited the community centres with the Women's Association using lottery money and SRB supporting Development Workers in both the Somali Community Association and the ISRAAC Centre who will have a key training and education role.

While there appears to be growth in some areas of provision (e.g. IT) in certain centres, there are concerns about decline in others. As one community centre respondent said, "we have computer facilities but no classes and we used to provide sewing classes, but we stopped because we couldn't help with childminding or travel expenses".

Interest in further training and education

The large majority of those in this sample said that they would like to do further training or education (Table 48). Over three-quarters of lone parents with children under 16 said this. Table 48a in Appendix 1 provides comparable results for the Sheffield-wide population (although the question asked was slightly different) and points to higher levels of interest in the Somali than within the community as a whole.

Table 48 Proportions who would like to do further training/education

	% overall	Male	Female	Lone parents	16-24	25-49	50-65
Yes	68.7	66.7	70.3	76.9	78.4	72.3	50.9
Sample size	249	111	138	65	51	141	57

As Table 49 illustrates, respondents who were not interested in pursuing further education or training were most likely to say that they did not think that further training or education would help them to find work, that they did not have the time for study and that their English was not good enough. Further analysis suggests that:

- Male respondents were more likely than female counterparts to describe lack of time as a barrier (37.8 per cent compared with 12.2 per cent of women).
- Female respondents were more likely to identify that their English was not good enough (31.7 per cent compared with 8.1 per cent of men).

Table 49 Reasons for lack of interest in further education/training

	% overall
Training/education will not help me get a job	25.6
I don't have the time	24.4
Spoken/written English is not good enough	20.5
Further training/education not a priority for	19.2
There is no one to look after my children	12.8
I have all the skills and qualifications I need	11.5
Lack confidence/necessary skills	9.0
No one to look after an elderly/sick relative	3.8
I don't think I could afford it	1.3
Not enjoyed past learning experiences	1.3
I don't have the transport to get to courses	1.3
Sample size	78

Almost a half of the respondents who were interested in further training or education (48.9 per cent) felt that that it would help them switch career or to get a new job (male respondents were particularly likely to say this). Table 48 shows that large proportions felt that further education would enable them to access further courses and also wished to pursue it for their own personal satisfaction.

Education: not just about jobs

“I’m not educated at the moment. The most important thing is when my children come home from school, I can’t provide any help at all because I’m not educated, I feel ashamed that I can’t help my children” Female respondent.

“We want there to be more training from here. Even if we don’t get jobs, it will benefit our children” Community organisation respondent.

“Many want education so that they can be useful people” Community organisation respondent.

Table 50 Reasons for interest in further training/education

	% Overall	Male	Female
To enable me to switch career or get a new job	48.9	58.7	41.4
To enable me to get onto other course	44.8	43.2	45.9
For my own personal satisfaction	42.1	45.9	39.2
To enable me to help my children with schoolwork etc.	27.2	12.0	38.8
To improve my ability to do my current job/requirement of job	26.7	34.7	20.6
To make my work more satisfying	19.3	16.2	21.6
To enhance my promotion prospects	18.7	16.2	20.6
Sample size	172	74	98

Almost two-thirds of those who were interested in further education wished to pursue training in computer skills (Table 51). Men and those in the youngest age group were the most likely to say this. A huge need for training and education in basic English and other basic skills was also in evidence, particularly for older people, for women and lone parents (almost eight-in-ten of this group expressed a desire to undertake training in basic English).

Table 51 Type of training wanted

	% overall	Male	Female	Lone parents	16-24	25-49	50-65
Computer skills	63.1	67.9	59.2	61.5	70.0	63.8	51.6
Basic English	56.0	37.3	70.0	78.4	32.5	59.6	74.2
Other basic skills	51.7	36.5	63.0	70.6	40.0	58.3	45.2
Work-related training	43.0	44.6	41.8	37.3	37.5	47.6	34.5
Academic course	32.4	38.7	27.6	31.4	50.0	29.8	17.2
Core skills	32.0	35.1	29.6	32.7	30.0	36.5	19.4
Sample size	171	74	97	50	40	102	29

Around a half of those who were interested in further education or training (49.0 per cent) expressed a preference to attend courses at a local Somali community organisation (Table 52). Women, lone parents and those in the oldest age group were the most likely to want to use known Somali organisations for this. In addition:

- Around a quarter preferred to attend a training centre which was specifically for the Somali community (24.2 per cent).
- Those in the youngest age group, perhaps not surprisingly, were most likely to prefer the idea of attending Sheffield College or the universities.
- Only a small proportion of the sample did not mind where they attended.

The results for this question should be viewed with some caution. It has been argued that the second choice, a training centre specifically for the Somali community, would appear hypothetical to respondents and that they would be more likely to opt for a training venue which was familiar to them.

Table 52 Where respondents prefer to attend training/education courses

	% Overall	Male	Female	Lone parents	16-24	25-49	50-65
A local Somali community organisation (e.g. Women's Association, ISRAAC or Gibraltar Street)	49.0	43.9	52.7	60.9	25.7	54.8	58.6
A training centre specifically for the Somali community not related to other organisation	24.2	21.2	26.4	23.9	11.4	25.8	34.5
Sheffield college or a university	22.3	27.3	18.7	15.2	54.3	15.1	6.9
Don't mind where I attend courses	4.5	7.6	2.2	-	8.6	4.3	-
Sample size	157	66	91	46	35	93	29

The best place to receive training and education

“It’s very important for community centres to be able to provide training ... we feel more comfortable, it’s like a social event, it helps because you know people and they’re your peers, you do well because you want to do better than them ... “ Male respondent.

“It’s easier to speak in your own language. You feel free when you know someone will understand you” Female respondent.

We need more provision from the centres. There is the issue of integration into the mainstream, but the centres are people’s starting point” Community centre respondent.

.An independent training body is badly needed. At the moment training is fragmented” Community organisation respondent.

Barriers to starting training or education

Those who were interested in pursuing training or education were asked if they thought there were any barriers which might prevent them from doing so. Table 53 indicates that:

- The barrier cited most frequently was lack of information (women and lone parents were the most likely to say this).
- A sizeable proportion also said that their written and spoken English was not good enough (again, women and lone parents and also those in the older age groups were more likely than others to identify English language as a barrier).
- Around six-in-ten of interested lone parents described childcare as a barrier to them starting training or education.

Table 53 Barriers to starting training/education in next 2 years

	% overall	Male	Female	Lone parents	16-24	25-49	50-65
Lack information about	47.1	39.2	53.1	64.0	47.5	48.0	43.3
Spoken/written English not good enough	36.8	29.3	42.4	47.1	17.5	41.3	46.7
Lack confidence/necessary skills	32.0	28.0	35.0	36.0	17.5	33.7	45.2
There is no one to look after my children	22.5	2.7	37.4	60.8	12.5	28.8	13.8
Can't attend due to locations/running times	12.7	10.7	14.3	15.7	12.5	12.5	13.8
Don't think I could afford it	11.1	8.1	13.4	10.0	17.5	10.8	3.4
Don't have the time	10.7	11.5	10.1	12.0	7.1	14.2	3.4
Don't have transport to get to courses	9.3	5.3	12.4	12.0	7.5	9.8	10.0
Further training/education won't get me a job	9.1	11.7	7.1	4.0	-	8.7	22.6
No one to look after elderly/sick relative	4.6	2.6	6.2	12.0	-	7.7	-
My employer will not support training/education	4.6	6.7	3.1	2.0	7.3	4.9	-
Further training/education not priority for me	4.0	6.7	2.0	3.9	2.5	4.8	3.4
Not enjoyed learning experiences in the past	1.8	1.4	2.1	-	2.5	1.0	3.4
Sample size	172	75	97	50	40	104	31

2.5 Childcare

All of those who had identified childcare as a barrier to starting either training and education or to obtaining employment were asked some questions about what kind of childcare they would like if given a choice. The findings can be seen in Tables 54 – 57. Table 56 and and particularly Table 57 demonstrate the importance for respondents that childcare be provided from within the Somali community.

“The children don't understand English – it's too difficult for them to be in mainstream childcare” Female respondent.

“I would feel more confident that I could find about it myself – same language, same culture. Leaving your children with other people is a big thing – it's better to do it with people you know” Female respondent.

Table 54 Childcare hours wanted

	% overall
Out of school child care	69.2
School holiday child care	33.3
Full-time pre-school care	39.1
Part-time pre-school care	6.5
Sample size	48

Table 55 Type of childcare provision wanted

	% overall
Childminder	86.7
Private nursery	4.4
Local authority nursery	2.2
Play group	6.7
Sample size	45

Table 56 Location of childcare preferred

	% overall
Somali community organisation premises	50.0
Someone's home	32.5
School or nursery	10.0
Does not matter	5.0
Sample size	40

Table 57 Views about the importance of providing childcare from within the Somali community

	% Overall
Very important	88.7
Quite important	5.7
Not very important	3.8
Not at all important	1.9
Sample size	53

Case example: Mr A: unemployed, 45

I left school in Class 5 at 12, then starting learning practical skills. I worked in heavy duty vehicles in Somalia, and in two other countries. I have work experience certificates from those countries and although I have 30 years experience, I don't have any academic qualifications.

The trouble here is that I don't have a licence to operate the machinery. I do have licenses for the other countries where I worked but they're not recognisable here. You need to go through the training and take a test. I don't really have a clear idea about where to start and which companies offer the training. But I'm going to see the DSS about it later this week.

My English is also a problem. I can understand most of the words but have difficulty making sentences. I need to mix with other employees or go to a class. Somali centre classes are mostly geared to ladies. There are classes run at Castle College and this year, I'm going to them.

I've been working and supporting myself all my life ... the only problems are my lack of licence and my lack of fluency in English. I've worked with many European companies

and am at ease in that situation. I didn't come here to be dependent on anyone and want to be able to support myself and help others.

Case example: Ms B: lone parent, unemployed 45

I haven't got any qualifications from this country, but in Somalia, I was a secretary in an insurance company. I had qualifications in office work but they're out of date now. I'd like to do that here although I think I won't get as good a job because employers discriminate. I want to go and get qualifications and be ready for work. I'm desperate for education. The only difficulty for me is having someone to look after my children. When I've gone to find out from the colleges if they can help with the children, they say 'we can't help you'. I don't know where to go out exactly to find out who can help with childminding. When you go to college you have to be registered and wait your turn and you have to pay for childcare until you get a place.

Case example: Ms C: lone parent, unemployed 40

In Somalia I was part of a family business. We had a shop and I used to run the till.

I haven't got any qualifications at all and I think because of that I might not get the right job, but I'm very eager to study. I've got four young children and don't know where to find a childminder or a creche. My English is no good, it stops me from going and finding out about anything. The first thing I want to do is to learn English and I don't know about any classes.

Case example: Mr D: unemployed 50s

I was an accountant in Somalia. I've been to Castle College and got an accountancy qualification but it wasn't at a high enough level to get me a job in that field. But I've applied for a lot of jobs and not got anywhere. I find interviews hard and although I speak English, people find it hard to understand my accent. I think my interview techniques are perhaps not good. I received some help from the Careers Service this year to improve my interview technique and that helped a little. I think my main difficulty is not having work experience in this country and not having references. My age is also a problem.

I did a computer course at one of the Somali centres – it didn't have a qualification with it. I think there should be more training provided from the centres – business-related training, health and hygiene and help with applying for jobs, CVs and interview techniques. I think Somali people need courses that will lead to jobs.

3 KEY ISSUES AND RECOMMENDATIONS

This section includes a discussion and recommendations arising out of the research.

3.1 Key issues arising from research

Access to training, education and labour market opportunities

This study cannot identify the level of unemployment within the Somali community in Sheffield. However, findings do suggest that it is extremely high compared to Sheffield-wide rates. Other aspects of disadvantage which have education, training and labour market impacts are apparent from the survey and from the qualitative interviews. For example, Somalis in Sheffield appear more likely than those in the overall Sheffield population to be receiving benefits, more likely to have health problems which may affect work or training opportunities, and less likely to have access to their own transport. In terms of direct training, education or labour market indicators, those in the Somali community appear less likely to have qualifications or work experience and are less likely to have used computers. Those who have worked in this country are more likely than Sheffield-wide respondents to have been employed by smaller organisations and to have been in temporary posts. About a quarter have been employed in organisations managed by Somalis.

Those participating in the study were very eager to be in employment and to undertake training and education. They are hindered by particular barriers, the most significant of which are the lack of usable qualifications and relevant skills; the lack of fluency in English; the lack of appropriate childcare; and racism and cultural barriers. There is some debate about the latter, with an underlying feeling that racism exists (to whatever degree) among the wider population and that it continues to impact upon employment opportunities. Younger people are particularly likely to feel this.

Some of these factors contribute to a sense of not being 'part of the system'. This pervasive sense of 'outsiderness' is undoubtedly partly a result of the relatively

recent immigration. It has very concrete effects: for example, those who are not 'part of the system' may have less access to information than others and do not have a history of links with employers in the way that other communities may have. This sense of not being part of the system also has a huge effect on confidence.

There are certain groups within the Somali community who may be particularly vulnerable or particularly disadvantaged in terms of labour market, education and training opportunities.

Young people

Young people have not been the focus of this study. However, many concerns have been raised about the young, for example about those who have 'missed out' on schooling in the UK, and about what happens to those who arrive in British schools, with little or no English and little or no support. It is felt that many Somalis leave school with no qualifications, that there are high levels of youth unemployment and vulnerability to drug use and other problems. It is vital that the needs of young people are recognised as part of a wider employment, training and education strategy.

Women and lone parents

Women are particularly disadvantaged within the community. They are less likely to be in employment and those who are working are more likely to be employed part-time. Women are less likely to have qualifications either from the UK or from Somalia, less likely to have work experience from either country and to have computers. Lack of language fluency is generally a greater problem for women than for men and the large majority express the need to improve their skills in this area. Childcare is also a pressing problem for many, profoundly impacting upon employment, and training and education opportunities.

These problems are multiplied for lone parents (mostly women) who are known to represent a sizeable section of the community.

Training and education

There are a number of initiatives and projects underway in the field of training and education for the Somali community. Some organisations have received regeneration monies for training and education projects. An SRB-funded project is supporting development workers at ISRAAC and the Somali Community Association who will have a training and education role and link into wider ethnic minority training and education organisations. Many Somalis make use of or want to make use of Sheffield College courses. The WEA also has a key input into existing provision. Training and education is very important in the Somali community. Around seven-in-ten of the sample were interested in undertaking further education, interest being highest among young people and lone parents.

Survey respondents were most likely to attribute their interest in training and education to the assumption that it would help them obtain work, switch careers or access other educational courses. However, among those who were not interested, the reason given most frequently was that further training would *not* help in the search for work.

The importance of training and education is not only about whether it has a role in helping people to find employment. Many respondents participating in the survey and in the in-depth interviews, were interested in further education because of the personal satisfaction it provided; many women, in addition, wanted to pursue further study themselves in order to be able to help their children. The notion that education in itself makes a person useful emerged as a theme throughout the research.

Key elements of training provision

While those in the community want to have the chance to learn a range of skills, priority must be given to ESL in itself and as part of subject classes. There may be an argument for saying, as did one respondent, that all training specifically for the Somali community “should incorporate both ESL and confidence”.

Where training takes place is key. Overall, most people in the community want training to be offered where they know they will be understood and where they know they will understand the teacher or trainers. According to the survey results, a quarter of the sample might use an independent Somali community training centre. However, respondents were most likely to opt to receive training at existing centres. For groups such as women, lone parents and older people, provision offered from the centres makes their participation much more likely. Not surprisingly, younger people are more likely to opt to make use of mainstream provision (although still a sizeable proportion of them would choose to access training provided from the centres). In addition, unless childcare is offered and travel expenses are paid *as part* of training, the ability of women to access provision will not change.

Clearly, increasing the provision from existing centres – or even providing an independent centre – is not unproblematic in that already within the community there is a strong sense of being “outside” of the system and of the need for greater integration. However, realistically, many are not at the point of being able to access mainstream provision; in this context, the centres can be seen as a “springboard”, as a “starting point” to provide community members with a basic level of training and the confidence to move on.

Currently there does not appear to be the organisational capacity within the centres to deliver training which is at anything other than basic level. Existing provision is uneven across the centres, it is piecemeal in that the qualifications that are offered do not lead to further qualifications or provide adequate employment routes. The childcare course provided (when?) which appeared to provide a solution to female unemployment and to very real childcare needs but which did not offer accreditation at a level where jobs could be obtained is an

example of provision which was not informed by a coherent and strategic approach to training, education and employment.

In addition, unless childcare is offered and travel expenses are paid as part of training, the ability of women to access provision will not change.

Advice and information about employment, training and education

The study demonstrates high levels of interest in making use of information advice and support, in particular in careers advice and information about training and education. Many people are cut off from information about advice and support services and from information about training and education more generally. Information is a key element of a wider employment, training and education strategy. As indicated earlier, information barriers appear to be higher for people from ethnic minority groups than for the white population.

3.2 Recommendations

1. A city-wide strategy

A city-wide strategy is needed which brings together all relevant Somali organisations, training suppliers, HE and FE, the Employment Service, careers and guidance providers. The development and implementation of such a strategy should be overseen by such a representative body whose members have expertise in the issues concerned. An organisation such as Somali-TEC which has a training, education and employment remit may be considered for this role. This research and other current initiatives have demonstrated that there is goodwill between Somali organisations to work together to address these issues. A strategy for Somali-specific provision must include at the least:

- an overview of existing provision and the identification of overlaps and gaps;
- development of advice and information services relating to employment, training and education;
- review of qualifications offered and development of appropriate qualification routes or pathways;

- an information strategy;

- development of employer links;
- appropriate referrals between Somali organisations;
- the needs of constituent groups, younger and older people, women and lone parents.
- payment of travel expenses and childcare provision for those using training and education courses.

Recommendations arising from the research which relate to some of these areas and which would be further developed within a city-wide strategy are outlined below.

2. *The role of the Somali centres as training providers*

- The research suggests that the role of centres in providing **primary level** training in basic skills and in English language should be enhanced. However, it is vital that Somali centres have the capacity to organise and deliver such training. A capacity-building strategy for those centres involved in training, education and employment services must therefore be developed.
- Education and training courses provided from the centres, should, wherever possible, be accredited.
- Training courses must meet agreed quality standards.
- Funding should be sought to ensure that childcare services and travel expenses are provided for those attending training, in particular so that women and lone parents can access provision from the centres.

3. *Meeting training needs*

- There should be an increase in English language provision and in English as part of other subject classes delivered from the Somali centres.
- Consideration should be given to the need to provide training in social skills and assertiveness to address social or personal barriers such as confidence faced by some in the community.
- The development of qualification 'pathways' is a priority. Qualifications should be 'usable' and enhance opportunities for employment or for further training.

- In addition, the importance given by those in the community to education as valuable in itself and as personally enriching should be respected and courses which are not directly linked to employment or further education maintained. Funding opportunities for the provision of this kind of training should be sought.

4. *Making use of existing skills, experience and interest*

- As part of the overall strategy, consideration should be given to the accreditation of qualifications gained in Somalia (work done in Leicester on accrediting overseas qualification may be useful here).
- A significant number in the community have small business experience from Somalia. Consideration should be given to whether those in the community wish to pursue self-employment and what this might entail in terms of support.

5. *Links between Somali and mainstream agencies*

- The strengthening of links between Somali and mainstream agencies has importance in terms of opening up general opportunities to participate.
- The importance of developing links with *employers* is reinforced by the understanding from the research that Somalis who are working tend to be concentrated in smaller organisations, and that a sizeable number are employed by Somali-managed bodies. Development of links with employers must be a key part of the wider strategy.
- Links between training provision at Somali centres and mainstream educational providers must be strengthened so that those making use of Somali centre provision can then ‘automatically’ be transferred to more advanced provision offered by mainstream services. This may form part of the development of qualifications ‘pathways’ (see above in 3. *Meeting Training Needs*).

6. *Advice, information and support services*

- Many community members experience a number of information barriers and an information strategy is required as part of a broader city-wide strategy. A major information barrier for those in the community is access to advice, information and support. The research suggests that wider employment, training and education services will only be accessed on a large-scale if they are provided from within the centres. Careers Service and the TEC Advice Centre must have a key role in this provision.
- If there is not the capacity for these services to be delivered from within the community, then regular sessional input from the Careers Service and from the Employment Service at Somali centres should be considered. Such services delivered from mainstream organisations must be culturally appropriate. These agencies will need to examine barriers to accessing their services and how these might be addressed.
- The information gap faced by those in the Somali community may be reinforced by the lack of Somali newsletter (or other means of communicating information within the community). During the research process, the withdrawal of the Radio Sheffield Somali programme was felt to be a loss.

7. *Addressing the needs of particular groups*

- The development of a co-ordinated approach to after school support is recommended to assist Somali students and those young people in danger of becoming excluded from education. Consideration should be given to the provision of other support agencies for young people in the community.
- Strategies to encourage women and lone parents to make use of training provision must be developed, including the provision of childcare and travel expenses as outlined above.
- Clearly not all of those in the community use the centres. Those who do not, particularly women or lone parents, may be further isolated from information and access to training and education. The centres represent an important and

necessary element of a city-wide employment, training and education strategy. However, in addition, strategies to access those who do not use the centres must be considered.

4 REFERENCES

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APPENDIX 1: REGIONAL HOUSEHOLD SURVEY (SHEFFIELD) COMPARISONS

Table 5a Proportions with health problems or disabilities

	% overall	Male	Female	16-24	25-49	50-65
Yes	16.8	17.4	16.2	18.0	11.3	29.1
Sample size	1735	912	823	238	1035	455

Table 6a Effects of health problem/disability

	Sheffield overall
Prevent you from doing certain types of work or training	38.8
Prevent you from working or training at all	8.7
Have no effect on work or training	52.6
Sample size	311

Table 27a Current/most recent job in UK: permanent or temporary

	% overall	Male	Female	16-24	25-49	50-65
Permanent	88.4	87.5	89.4	25.3	9.7	8.0
Temporary	11.5	12.4	10.6	74.7	90.3	92.0
Sample size	1620	849	771	225	967	414

Table 28a Current/most recent job in UK: no of employees

	% overall	Male	Female
1-4	8.7	9.4	8.0
5-10	9.6	7.8	11.6
11-24	13.8	13.9	13.8
25-49	13.5	11.8	15.5
50-249	23.0	26.1	19.5
250+	31.4	31.1	31.6
Sample size	1687	889	798

Table 33a Relevance of skills, qualifications and experience to current/most recent occupation

	% overall	Male	Female	16-24	25-49	50-65
Skills/qualifications relevant to current/most recent occupation	75.6	77.4	73.5	51.7	77.8	82.8
Experience relevant to current/most recent occupation	85.5	86.7	84.2	70.7	86.9	89.8
Sample size	1709	902	806	227	1023	438

Table 38a Use of computer

	% overall	Male	Female	16-24	25-49	50-65
Yes	69.0	68.9	69.1	79.4	74.9	50.0
Sample size	1723	901	822	231	1024	449

Table 40a Need to improve understanding/use of PCs

The Education, Training and Employment Needs of the Somali Community

	% overall	Male	Female	16-24	25-49	50-65
Yes	55.6	57.4	53.6	45.9	63.2	43.7
Sample size	1672	882	790	234	1002	420

Table 45a Proportions doing course of study at the moment

	% overall	Male	Female	16-24	25-49	50-65
Yes	18.1	15.4	21.1	39.4	17.1	8.2
Sample size	1727	907	820	241	1024	444

Table 46a Proportions participated in course of study in last two years

	% overall	Male	Female	16-24	25-49	50-65
Yes	26.5	22.2	31.5	48.8	25.6	18.4
Sample size	1465	788	678	165	872	413

Table 47a Participated in training/education connected with job/job you might be able to do in future

	% overall	Male	Female	16-24	25-49	50-65
Yes	50.8	48.2	53.7	58.7	54.8	35.6
Sample size	1725	877	848	242	1025	442

Table 48a Proportions interesting in undertaking training or education

	% Overall	Male	Female	16-24	25-49	50-65
Yes	54.3	55.8	52.7	69.4	60.6	30.5
Sample size	1719	906	813	242	1022	438

APPENDIX 2: HOUSEHOLD SURVEY



LEEDS METROPOLITAN UNIVERSITY

Somali Training, Education and Employment Needs Survey

Interview Schedule

Respondent's Name:

Respondent's Address:

.....

.....

Respondent's Tel. No. :

Interviewer:

Date of Interview:

Start Time:

Finish Time:

Area:

Please ask all questions unless instructed otherwise.

Each question will require one answer only unless indicated.

Please answer each question by circling the relevant code number.

Somali Training, Education and Employment Needs

Employment and Unemployment

Q1 At the moment are you: **(circle all that apply)**

Working for an employer full-time (30 hours per week or more)	1	Go to Q10
Working for an employer part-time (Less than 30 hours per week)	2	Go to Q10
Working on a casual basis	3	Go to Q10
Self-employed	4	Go to Q10
On New Deal / Other Government Scheme	5	Go to Q10
Not in paid work but looking for work	6	Go to Q3
Not in paid work and NOT looking for work	7	Go to Q2
In full-time education	8	Go to Q2
Caring for children/elderly/sick relative	9	Go to Q2
Long-term sick	10	Go to Q10
Retired	11	Go to Q22
Other (please say what)	12	Go to Q2

Q2 Are you likely to look for work in the next two years?

Yes	1	Go to Q4
No	2	Go to Q10

Q3 How long have you been unemployed?

Less than 3 months	1
3 - 6 months	2
6 -12 months	3
1 - 2 years	4
2 - 5 years	5
Over 5 years	6

Q4 What type of job are you/will you be looking for?

(Job title)

Q5a) Do you feel any of the following barriers could prevent you from obtaining work?

(Circle all that apply)

1 The kind of work I want is not be available	1
-----------------------------------------------	---

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2 I don't have the right skills	2
3 I don't have the necessary qualifications	3
4 There is no-one to look after my children (See Q36-39)	4
5 There is no-one to look after a sick/elderly relative that I care for	5
6 My English is not good enough	6
7 Cultural barriers/racism	7
8 I would not be any better off (wages too low/loss of benefits)	8
9 I won't be able to get to where the jobs are	9
10 I don't have the confidence to go for a job	10
11 Other (<i>please state</i>)	11
.....	

b) What is the most important of these? (**enter number**)

c) Is there anything that could be done to help overcome these barriers?

.....

Q6a) Do you want:

Full-time work (over 30 hours)	1
Part-time work (under 30 hours)	2

b) Would this be: (**circle all that apply**)

Any hours	1
Within school hours (9-3)	2
Term-time only	3
Evenings	4
Weekends	5
Other (please specify)	6
.....	

Q7 Would you accept a temporary job (6 months or less)?

Yes	1
No	2

Q8 How far are you prepared to travel to work?

Less than 5 miles	1
5 -10 miles	2
11 - 20 miles	3
21 - 40 miles	4
Over 40 miles	5

Q9a) Do you think your skills are relevant to the kinds of jobs you are looking for?

Yes	1 Go to Q10
No	2

b) If no, why is this?

.....

.....

Q10 Please tell me about your most recent job in Somalia.

a) Did you have a job in Somalia?

Yes	1
No	2 Go to Q11

b) What was your most recent job in Somalia (**job title**)

c) What did the business do/make

d) Was the job:

Full-time (<i>30 hours per week or more</i>)	1
Part-time (<i>Less than 30 hours per week</i>)	2

e) What year did you leave the Job?

f) Why did you leave the Job?

Q11 Please tell me about your most recent job in the UK .
(*may be current job*)

a) Have you had a job in UK?

Yes, have had a job (but not currently in a job)	1
Yes, currently in a job	2
Not had a job in the UK	3 Go to Q16

b) What is/was your current/most recent job in Britain

(job title)

c) What does/did the business do/make

d) Was/is the job:

Full-time (<i>30 hours per week or more</i>)	1
Part-time (<i>Less than 30 hours per week</i>)	2

e) Was/is the job:

Permanent (<i>No end date</i>)	1
Temporary	2

f) How many people are/were employed at your place of work?

1 - 4	1
5 -10	2
11 - 24	3
25 - 49	4
50 - 249	5
250+	6

g) Is/was the company/organisation:

A private company	1
Public sector (Council, health authority, education etc.)	2
A voluntary organisation	3
Other (please say what)	4

h) Is/was the company/organisation:

Managed by Somalis	1
Managed by non-Somalis	2

If respondent is working at the moment, go to Q12.

i) What year did you leave the job?

j) Why did you leave this job?

Made redundant	1
Temporary contract ended	2
Dismissed	3
Health reasons	4
To look after elderly/sick relative	5
To look after child	6
Maternity leave	7
Other (<i>please say what</i>)	8
.....	

Q12 How long have/had you been in your current/most recent job?

less than 1 year	1
1 - 4 years	2
5 years or more	3

Q13 Are the skills/qualifications you have relevant to your current/last occupation?

Yes	1
No	2

Q14 Is the experience you have relevant to your current/last occupation?

Yes	1
No	2

Q15 (***Ask only if respondent is currently in employment***)

a) In your current job, do you have prospects for promotion?

Yes	1	Go to Q16
No	2	
Don't know	3	Go to Q16

b) If no, why is this?

.....

Q16 Have you received any of the following advice, information or support in Sheffield?

	Circle if received	Where received (organisation)
Careers advice	1	.....
Information about what kinds of jobs are available locally	2	.....
Information about actual job vacancies	3	.....
How to look for and apply for jobs	4	.....
Interview techniques	5	.....
Information about training or education	6	.....

Q17 Would you like to receive more advice, information or support about these issues, and if so, where would be the best place to receive it?

	Circle if would like to receive	Where the best place to receive it
Careers advice	1	.....
Information about what kinds of jobs are available locally	2	.....
Information about actual job vacancies	3	.....
How to look and apply for jobs	4	.....
Interview techniques	5	.....
Information about training or education	6	.....

Q18 For each of the services above that you have received, please can you tell me how useful they were and why.

- For how useful course was use: 1 Very useful
 2 Quite useful
 3 Neither useful/not useful
 4 Not very useful
 5 Not at all useful

	Usefulness (insert number)	Why useful/not useful (include any outcomes, other benefits or problems with service)
Careers advice
Information about what kinds of jobs are available locally
Information about actual job vacancies
How to look for and apply for jobs
Interview techniques
Information about training or education

Q19 Have you ever used a personal computer (PC)?

Yes	1
No	2 Go to Q21

Q20 What have you used a PC for? (**circle all that apply**)

To do my job	1
To find out about education and training	2
To be trained to use PCs	3
To do other training	4
To be trained at a college	5
Recreation/leisure	6
Other.....	7

Q21 Do you feel you need to improve your understanding or use of PCs?

Yes	1
No	2

Qualifications and Skills

Q22 Please tell me about qualifications you have which are **NOT** from the UK:

	Circle if appropriate	Name of country	Highest qualification
Have qualifications from Somalia	1		.....
Have qualifications from another country	2	.....	.....
No qualifications held	3		

Q23 Please tell me about qualifications you have from the UK:

	Circle if appropriate	Highest qualification
Have qualifications from UK	1	.....
No qualifications held	2	

Q24 Do you think your qualifications are out of date?

Yes	1
No	2
Don't have any qualifications	3

Q25 Do you think you need to improve your **(circle all that apply)**:

Spoken English	1
Reading and/or writing ability in English	2
Basic Maths	3
None of the above	4

Education and Training

Q26 At the moment are you doing any course of study?

Yes	1
No	2

Q27 Have you participated in a course of study in the last two years?

Yes	1
No	2 Go to Q30

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Q28 Over the last 12 months have you taken part in any training or education connected with your job or a job you might be able to do in the future?

Yes	1
No	2 Go to Q30

(This can include any courses you have already mentioned or discussions with your employer about your training needs, or talks/presentations).

Q29 Please give details of the training or education you have done in the last 2 years.

Subject	Organisation	Qualification (e.g. OCN credits, degree)	Tick if Provided by Somali organisation
1.	
2.	
3.	
4.	

c) Please indicate how useful each course was and why.

- For how useful course was use:
- 1 Very useful
 - 2 Quite useful
 - 3 Neither useful/not useful
 - 4 Not very useful
 - 5 Not at all useful

Subject	Usefulness (insert number)	Why useful/not useful (include any outcomes, other benefits or problems with course)
1.
2.
3.
4.

Q30 Would you like to do any further training or education?

Yes	1 Go to Q32
No	2

Q31 Can you say why you would *not* like to do any further training or education?
(circle all that apply)

I have all the skills and qualifications I need	1
I don't have the confidence/necessary skills to start training or education	2
I don't have the time	3
I don't think I could afford it	4
I have not enjoyed my learning experiences in the past	5
Further training or education is not a priority for me	6
My spoken/written English is not good enough	7
I don't have transport to get to courses	8
There is no one to look after my children SEE Q36-39	9
There is no one to look after an elderly/sick relative I care for	10
I don't think further training or education will help me to get a job	11
Other (please state)	12

Go to Q36

Q32 Why would you like to undertake further training or education?
(circle all that apply)

To improve my ability to do my current job/requirement of job	1
To make my work more satisfying	2
To enhance my promotion prospects	3
To enable me to switch career or get a new job	4
To enable me to get onto other courses	5
For my own personal satisfaction	6
To enable me to help my children with schoolwork etc.	7
Other (please state)	8

Q33 What kind of training/education would you like to undertake?

Work-related training	1
Basic English	2
Other basic skills (reading, writing, maths)	3
Core skills (communication, team-working, time management)	4
Computer skills	5
Academic course	6
Other (please state)	7

Q34 Given a choice, where would you prefer to attend training or education courses?

A local community organisation (e.g. Women's Association, ISRAAC or Gibraltar Street) that you may use already	1
A training centre specifically for the Somali community that is not related to any other Somali community organisation	2
Sheffield College or at a university	3
Somewhere else (<i>please state where</i>)	4
I don't mind where I attend courses	5

Q35 Do you think any of the following could prevent you from starting any training or education in the next 2 years? (**circle all that apply**)

Lack of information about training and education courses	1
I don't have the confidence/necessary skills to start training or education	2
I can't attend a course due to their locations or running times	3
I don't have the time	4
I don't think I could afford it	5
I have not enjoyed my learning experiences in the past	6
Further training or education is not a priority for me	7
My spoken/written English is not good enough	8
I don't have transport to get to courses	9
There is no one to look after my children SEE Q36-39	10
There is no one to look after an elderly/sick relative I care for	11
My employer will not support my training or education	12
I don't think further training or education will help me to get a job	13
Other (please state)	14

Q36 *If childcare has been identified as a barrier to accessing employment (Q5a) or training or education (Q31, Q35), please answer questions Q36-39. If not, continue to Q40.*

You have said that the lack of childcare affects your ability to take up education, training or employment opportunities.

Q36 Given the choice, what kind of childcare would you want? *(circle all that apply)*

Out of school child care (i.e. before and after school hours)	1
School holiday care	2
FT pre-school care	3
PT pre-school care	4

Q37 Would you prefer: *(please circle one)*

A childminder	1
A private nursery	2
A local authority nursery	3
After school play club	4
A play group	5
Other, please specify	6

Q38 Would you prefer childcare to be provided at:

Someone's home	1
School or nursery	2
Somali community organisation premises	3
Does not matter	4
Other (please specify)	5

Q39 How important is it to you to receive childcare within the Somali community? (e.g. Somali childminder or nursery)

Very important	1
Quite important	2
Not very important	3
Not at all important	4

All

Q40 Is there anything else you would like to say about any of the issues to do with training education or employment that we have discussed?

.....

.....

.....

.....

.....

All

*The following questions will only be used to group similar people to help us to learn more about things which affect different people. **We remind you that this information is strictly confidential and will not be passed on to anyone else.***

Q41 Are you: (*interviewer record*)

Male	1
Female	2

Q42 Can you please tell me your age:

16-18	1
19-24	2
25-34	3
35-49	4
50-59	5
60-64	6
65+	7

Q43 Are you a lone/single parent?

Yes	1
No	2

Q44 How many children under 16 do you have?

Q45 Can you tell me who else lives with you? **Please tick**

	Person 1	Person 2	Person 3	Person 4	Person 5	Person 6
Gender						
Male						
Female						
Age						
Under 16						
16-18						
19-24						
25-34						
35-49						
50-59						
60-64						
65+						
Employment status. Tick all that apply						
Working for an employer f-t (30 hours per week or more)						
Working for an employer p-t (Less than 30 hours per week)						
Working on a casual basis						
Self-employed						
Job titles for any of above						
On New Deal						
Not working but looking for work						
Full-time Further/Higher education						
Caring for children/elderly/sick relative						
Long-term sick						
Retired						
Children pre-school or at school						
Other (please say what)						

Q46 How long have you lived in Sheffield years/months

Q47 Did you come to Sheffield as a refugee?

Yes	1
No	2

Q48 Which area of Sheffield do you live in? (postcode)

Q49a) Do you have any health problems or disabilities?

Yes	1
No	2 Go to Q50

b) Does your health problem or disability:

Prevent you from doing certain types of work or training	1
Prevent you from working or training at all	2
Have no effect on work or training	3

Q50 Do you have access to your own form of transport e.g. car, van or motorcycle?

Yes	1
No	2

Q51 Thank you for taking the time to answer our questions. Would you be willing for someone to contact you to talk to you about some of these issues again?

Yes	1
No	2

APPENDIX 3: TRAINING COURSES PROVIDED FROM SOMALI CENTRES 1999

Course (subject)	Course details (how often, how long, women only/mixed)	Organisation funding course	Number of people currently on course	Accrediting body	Qualification	Organisation
Accredited courses						
Cake decorating and sugarcraft	Weekly Women-only 30 weeks	WEA	15	OCN	3 credits, level 1 max; 3 credits, level 2 max.	SWAWG
Basic garment making and general textiles programme	Weekly Women-only 30 weeks	WEA	15	OCN	1 credit, level 1.	SWAWG
Arabic language	Weekly Women-only 20 weeks	WEA	15	Other organisation		SWAWG
Computer literacy	Weekly Mixed	WEA	8	OCN	Level 1-2	ISCCA
Advanced sugarcraft with ESL	Weekly Women-only	WEA	12	OCN	Levels 1, 2 and 3	ISCCA
Aromatherapy	Weekly Women-only	WEA	10			ISCCA
Sewing	Weekly Women-only	WEA	10	OCN	Level 1	SCA

Basic English	Weekly Women-only	Sheffield College	8	OCN	Level 1	SCA
IT English Maths	Three times per week Girls-only	NLLB/SRB	32	SYCC		HSGG
Non-accredited courses						
Oral history	Weekly Women-only	WEA	15			SWAWG
English – basic- intermediate	Weekly Women-only	WEA	12			SWAWG
Aromatherapy	Weekly Women-only	WEA	10			ISCCA
Self-defence	Weekly Women-only	WEA	10			SCA

Abbreviations

SWAWG Somali Women’s Association and Welfare Group
 ISCCA ISRAAC Somali Community and Cultural Association
 SCA Somali Community Association
 HSGG Hodan Somali Girls Group

WEA Workers Educational Association
 OCN Open College Network
 NLLB
 SRB Single Regeneration Budget
 SYCC