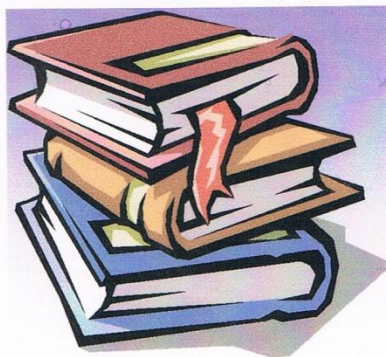
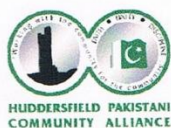


THE EDUCATIONAL NEEDS OF THE
ADULT PAKISTANI COMMUNITY
IN SOUTH KIRKLEES
WITH SPECIAL REFERENCE TO
THE LOCKWOOD
AND
THORNTON LODGE AREAS



PROJECT CONSULTANT NUSRAT HAQ



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"All praise is for Almighty Allah, who guides us in lacerate and congenial circumstances and whose mercy and help is the pinnacle of our desires and wishes".

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Finally, to all of you who helped me sometimes at short notice, provided support and advice as always, great thanks.

My heartfelt appreciation for their support and for the spirit in which it was delivered.

What we have discovered is that unless real practical help with childcare, term times and transport is addressed, there will always be people who feel left out of the system and eventually withdraw from any form of further education at all. It is important that this does not happen in today's community-we want to encourage a society where parents enjoy learning and pass this enjoyment to their children.

Popular preference was for subjects such as Information and Communication Technology, Health & Safety, Urdu, Literacy & Numeracy skills, Islamic Values and other vocational training.

Overall the findings showed similar views across the age range. Many residents felt that local enrolment procedures would make a big difference to first time students who can feel intimidated by the process and most households said they would be happy to be involved in further surveys in the future.

Executive Summary

The Survey has identified a growing need for more targeted and flexible learning opportunities for Pakistani residents of the Lockwood & Thornton Lodge areas in Huddersfield. Although, for practical reason the research was confined to these areas, its findings are applicable to the learning needs of the Pakistanis in other areas.

This project came about as a result of successful collaboration between Community Education Regeneration, Pakistani Community Alliance, Voluntary Action Kirklees, and Kirklees Racial Equality Council. The main aim of the project was to research the educational needs of the Pakistani community in Huddersfield and make recommendations as to how best these needs can be met. The project was funded by the Kirklees Learning Partnership.

The survey revealed a strong case for expanding learning and training opportunities through community outlets, improved information about the existing learning provision and flexible arrangements for delivering of the learning needs. Special considerations were on the availability of single gender training environment and bilingual training delivery.

Access to education can be a very real difficulty for some residents right through the Kirklees areas and Thornton Lodge & Lockwood households are no exception.

People can find that the sheer organisational difficulties in planning studies to fit around household and caring responsibilities can seem so overwhelming that many people are tempted to just give up before they started.

CHAPTER 6

Conclusions and Recommendations

CONCLUSIONS

The procedures that carried out in this project were focused on the attitudes and behavior of the respondents towards adult education.

It should be noted that although this survey generated a significant response from the community, not all respondents chose to address the complete questionnaire. It was felt by the interviewer that to seek out an opinion concerning areas with which the interviewee was clearly not comfortable would be unproductive, therefore some issues may be open for further investigation at a later date (see particularly health and care issues). This aside, the general response is perceived to be relevant and indicative of current opinion and prevailing attitude within today's Pakistani community and may serve as a useful instrument for change concerning community learning opportunities and their delivery.

This survey has demonstrated a very real need for further learning opportunities within the community, both genders equally keen to acquire more skills and extend self-development prospects. Although both vocational and non-vocational subjects feature in preferred studies, the overwhelming demand is for Computers/Information Technology skills and work related vocational qualifications.

The preferred language of delivery is English with the majority of respondents favouring part time delivery, either in local Community Centers or Adult Education outlets. It

would appear that information regarding training opportunities is not getting through to grass/root levels successfully. Those already motivated to seek out further training have little difficulty in accessing the information they require. However certain sections of the community (i.e., young mothers and those already in full employment) have no effective access to training information at a local level.

Both genders indicate a strong preference for single gender learning environments. Female academic performance would generally appear to tail off after 'A level', although the survey indicates a higher proportion of work-based training among females after leaving school. Many of these training courses are short term (i.e., 2-3 days) and may therefore be more accessible in line with family commitments. There is a very real demand for affordable childcare and Crèche amenities amongst young mothers.

Health issues are not generally perceived as a barrier to accessing training although it appears to have been in the past for some older respondents. It is unlikely that health conditions have made a dramatic improvement in the recent past and many respondents declined to address these issues. This should certainly merit further investigation.

Access to travel does not present a problem for most respondents, the majority travelling by car and a substantial section of the community using public transport. This particular area of Huddersfield is well served by the public transport system and presents no great difficulties in accommodating academic timetables and learning schedules. However the overwhelming demand is for local training facilities and information outlets.

There is a strong feeling within the community, shared by both genders, that training should be affordable to those of limited or moderate means. Most male respondents cited

financial considerations as one of the most significant barriers in accessing further education.

To conclude, it is apparent that a targeted approach to community learning would be welcomed and endorsed at all levels of the Pakistani community. A healthy predisposition to self-development and a growing awareness of the need for multiple skills in today's economic market place is demonstrated by both genders. In the vibrant multicultural communities that comprise Kirklees it would be both an academic and a social error of judgement if the enthusiasm and creative forces of the Pakistani community did not play an active role in the Kirklees of tomorrow. The most constructive and forward thinking strategy must be to address the above issues now for the benefit of us all.

RECOMMENDATIONS

The following recommendations have been structured to reflect the full diversity of needs, abilities and status of those respondents who chose to participate. Factors taken into consideration include age, ethnic origins plus country of birth, marital and parental status within the projected needs of further learning opportunities identified by those persons who agreed to take part in the survey. Whilst it is acknowledged that such a survey cannot ever be truly comprehensive, (i.e. not all community members chose to participate), the consultant feels that the survey reflects a focus indicator of the community as a whole and gives validation to those recommendations annotated below:-

1. PROPOSED MARKETING STRATEGIES AND SUGGESTIONS

An increase in targeted marketing strategies should be introduced regarding training/learning opportunities, directly to and within the local community.

These include:-

- ◆ active promotions at Local Community Centers i.e. information days and Training Fairs
- ◆ leaflets to shops, mosques, doctor's surgeries, residents associations etc
- ◆ as most respondents are comfortable with written English, all information to be presented in bi-lingual format
- ◆ colourful, attractive lettering and art work which attracts the eye
- ◆ all age ranges to be addressed
- ◆ photos of young mothers to be included in any photographic marketing literature.

This would underline the message that learning is for everybody.

2. **CONSULTATION WITHIN THE COMMUNITY**

- i. The establishment of a community learning forum within Thornton lodge to represent community learning issues and to involve all appropriate agencies and interests.
- ii. A public information meeting and discussion forum to be conducted at a chosen venue within the community to identify potential avenues of learning development, encourage feedback and also address any concerns face-to-face. Perhaps several of these meetings could be conducted at different times of day to reflect employment and family obligations?
- iii. A representative from the ethnic community to join the Guidance Advice & Information Network Partnership and promote cultural needs and heighten awareness. This would be best affected by direct liaison with Careers Services.
- iv. A more comprehensive approach to identifying community members' present skills and requirements for further self development could be accessed via the introduction of outplacement careers guidance provisions within the ethnic community. (Perhaps one morning a week). As Punjabi is the main spoken language of choice it is strongly recommended that this provision be delivered bilingually. Again this may be more easily effected via direct liaison within Careers Services and Huddersfield Technical College.

3. CULTURAL & SOCIAL CONSIDERATIONS IN FURTHER LEARNING OPPORTUNITIES

- i. Both genders indicated a strong preference for single sex training environment
This should be acknowledged by future providers and the accessibility of such provision to be made clear and apparent on all future marketing materials.
- ii. The proposed venues of delivery should reflect cultural values and requirements, (i.e. the provision of a suitable prayer room). This may indicate that established community centres be more suitable and practical for these purposes.
- iii. Flexible training programmes be introduced to reflect ethnic values and considerations (i.e. Ramadan).
- iv. A need for both part time and full time studies was identified by the survey. These should be structured to reflect social and family responsibilities.
- v. Although Punjabi is the spoken language of preference, the overwhelming majority of respondents would prefer the delivery of training to be in English. It is recommended that bi-lingual support be made available to those students who are less confident in their spoken English skills
- vi. Local enrolment procedures should be introduced. These would prove less intimidating for first time students and a good opportunity for pupils to meet their prospective tutors and discuss needs and support requirements.

4. PRACTICAL SUPPORT ISSUES

- i. Affordable and comfortable childcare provision be introduced for young parents.
- ii. Affordable and supportive care provision for elderly persons whose carers are attending studies. This should ideally involve a consistent care support worker

who will be able to get to know their ward on a personal basis and develop a relationship that is based on mutual trust and respect. Support workers should preferably be drawn from within the community but, where that is not feasible, should be fully aware of and committed to Equal Opportunity service delivery requirements and procedures. Full Equal Opportunities training should be available to all participants. Local doctor's surgeries, care support groups and charities would be recommended as first avenues of approach in establishing such a support network.

- iii. Where training is only available outside the community, assistance with travel expenses for those of limited means be provided where possible. These may include either direct payments or subsidised travel passes. At the time of writing, Metro (West Yorkshire Passengers Transport Executive) are actively supporting such schemes, a particularly successful scheme at present being delivered to unemployed residents in Dewsbury. Further details may be accessed through Joblink or Jobcentre plus at Yorkshire House, Dewsbury.

5. FURTHER CONSIDERATIONS IN FUTURE TRAINING PROVISION

- i. At the time of writing, survey respondents indicated a marked preference for further training opportunities in Information Technology, Numeracy, Literacy and written Urdu. It is therefore recommended that these subjects form the basis of future training opportunities targeted towards these specific communities.
- ii. A further analysis of self-employment options (especially for females) be conducted. This may well indicate an underlying need for Business Management

Training and related studies. It may be advantageous to discuss the viability of such an analytical undertaking within the Into Business Scheme who can be accessed via Kirklees Metropolitan Council or Jobcentre plus at Huddersfield Job Centre.

- iii. As 19 survey respondents possessed no English skills at all (both oral & written) it is recommended that future surveys be conducted either bilingually or with appropriate bilingual support.
- iv. A detailed analysis of health and gender identity issues within the Pakistani community would prove beneficial to further research projects undertaken in this field.