



**European Union**  
**European Social Fund**  
Investing in jobs and skills



# European Social Fund in England

## Gender Equality Good Practice Guide

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## Acknowledgements

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This publication owes a lot to Jane Ward and her research colleagues from NIACE who drafted the report 'Engaging unemployed women in ESF-funded training: successful approaches and case studies (May 2011)' on behalf of the Skills Funding Agency.

The planning and outreach framework described in Annex 2 of this publication was taken from the NIACE publication, 'Dare to dream: learning journeys of Bangladeshi, Pakistani and Somali women' by Jane Ward and Rachel Spacey.

For further information on these reports please use the links below:

[www.niace.org.uk/sites/default/files/ESF\\_engaging\\_unemployed\\_women\\_provider\\_report\\_and\\_case\\_studies\\_final.pdf](http://www.niace.org.uk/sites/default/files/ESF_engaging_unemployed_women_provider_report_and_case_studies_final.pdf)

[www.niace.org.uk/search/apachesolr\\_search/dare%20to%20dream](http://www.niace.org.uk/search/apachesolr_search/dare%20to%20dream)

We would also like to thank the managers and staff at: the ARC/Women's Wisdom project; Cornwall Council's Young Mums Will Achieve project; and the Women Like Us project.

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# Introduction

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## Aim of this guide

This guide aims to:

- promote a gender dimension to supporting disadvantaged people within the European Social Fund (ESF) programme;
- remind partners of the need to consider gender alongside other protected characteristics such as disability, race and age when designing and delivering programme support; and
- provide clarity on the issue of promoting female participation in the ESF programme.

Most of the good practice identified in this guide is drawn from recent research commissioned by the Skills Funding Agency and undertaken by NIACE. The good practice identified in this guide is highly transferable across all ESF provision. Case studies of ESF projects demonstrating good practice are provided in the Annex 2 of this guide.



Although this guide has a particular focus on promoting good practice for supporting women on ESF it is, of course, applicable to provision supporting women and men.

Providers will need to differentiate the degree and extent of different types of support according to the needs of the women and men they are trying to recruit and support. Annex 1 provides a very useful model illustrating differentiated planning and outreach support and is taken from NIACE's report, 'Dare to Dream : the learning journey of Bangladeshi, Pakistani and Somali women' Jane Ward and Rachel Spacey.

## Background on the European Social Fund (ESF)

The European Social Fund (ESF) is an EU structural fund which aims to improve employment opportunities in the European Union and so help raise standards of living. It aims to help people fulfil their potential by giving them better skills and better job prospects.

Full details about the England and Gibraltar ESF programme for 2007-2013 and the disadvantaged people it targets are provided in the following website:

[www.dwp.gov.uk/esf/about-esf/](http://www.dwp.gov.uk/esf/about-esf/)

Although neither men nor women are referred to as 'target groups' in the England and Gibraltar ESF programme, projects are required to ensure that they design and deliver provision in a way which promotes gender equality (along with other equality needs such as disability, age, race, religion and belief etc).

Promoting gender equality is not only a legal requirement under the Equality Act 2010, it is also a regulatory requirement under Structural Fund Regulations. The web links below provide further details:

<http://www.equalityhumanrights.com/advice-and-guidance/new-equality-act-guidance/>

<http://www.dwp.gov.uk/esf/resources/regulations/>

## Male and female participation in the ESF programme

As we enter the second half of the 2007-2013 ESF programme, the **female participation rate is currently 13 percentage points below the programme target of 51%** that was expected at the start of the programme. There has been a shortfall in the female participation rate because:

- There has been a higher number of unemployed participants in Priority 1 than forecast in the first half of the programme and the higher number of male participants reflects the gender imbalance in the unemployed population.
- The programme flexed to respond to the increase in unemployment which increased more among men than women in England, thereby supporting the European Economic Recovery Plan.

The European Commission has asked ESF Division and its partners, including Co Financing Organisations, to take action to increase the female participation rate to 51% for the second half of the 2007-2013 programme period.

ESF Division has produced a mainstreaming plan which has a key aim to help achieve this:

<http://www.dwp.gov.uk/esf/resources/gender-equality-and-equal/>



Most providers aim to provide holistic support according to individual need. This is essential, because providers work with individuals who have a range of needs rather than homogenous disadvantaged groups.

Providing holistic support, tailored to the needs of individuals has, for a long time, been identified as best practice and is fully endorsed by ESF Division. Providers are asked to maintain this general 'holistic' approach, whilst also reviewing it from a gender perspective. This guide aims to help providers review aspects of their support and, where necessary, take further action to improve those aspect of recruitment and support arrangements where improvements could be made from a gender perspective.

ESF Division would like to stress that providers **MUST NOT** use female 'quotas', reject individual men in the target groups, or put men at some other disadvantage in order to help achieve a female participation target.

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## Barriers to participation and progression

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Barriers to participation and progression may be linked to other protected characteristics – such as disability, race, age, class and sexuality – as well as other issues. The combination of two or more disadvantages can severely restrict women’s ability to access, stay the course and succeed in learning and training. Chaotic lifestyles and complicated patterns of multi-agency involvement can restrict their availability to attend learning programmes.

Some other key barriers to participation are detailed below:



- Attitudinal and psychological barriers.
- Lack of confidence (often linked to poor self-esteem).
- Most people dislike deviating from majority norms and fear losing face or respect with their family and friends. Traditional views which anticipate women having a primarily domestic role can shape and reinforce women’s attitudes to learning and work.
- Poverty can be a substantial barrier to participation because some women are not allowed access to money for personal expenditure or may lack money for childcare, transport or course materials.
- Many women face obstacles to learning and employment because of responsibilities such as childcare; elder care; and caring for disabled family members.
- Providing local support is best – especially for women who have limited time due to caring duties. Finding money for fares can be difficult and transport can also be limited and expensive in rural areas.
- Major barriers to participation can be caused by a lack of awareness of where to access Information, Advice or Guidance (IAG) or possible training opportunities.
- Lack of fluency in written or spoken English can limit women’s knowledge of opportunities and their ability to access them.
- Women’s access to and progress within the labour market may be impeded by low level skills or out of date qualifications and also a lack of recent or relevant work experience .

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## Best ways to approach engaging women and helping them progress

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Recent research undertaken by NIACE shows that there are a number of fundamental issues which should inform a provider's basic approach to supporting women in ESF:

1. Recognise that women are not a homogeneous group – women's individual circumstances, experiences of learning, abilities and confidence levels etc are different. Assumptions shouldn't be made – customised support is best. Research the needs of the women targeted.
2. Focus on what can be achieved – rather than on what can't. A disproportionate emphasis on disadvantage and barriers can produce limiting perspectives on women's potential.
3. Provide personalised support – this is particularly important for women with multiple disadvantage.
4. Recognise that progression is not always linear – adults progress at different rates and this is especially true for women who have to interrupt their employment or education because of family pressures or the effects of disadvantage.
5. Provide differentiated and appropriate support for women and men. The best practice is to research needs, then develop customised responses.



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## Strategies to recruit and support women

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### Research the groups you want to work with

Find out the needs, interests, circumstances and potential barriers to the participation of target groups

### Planning and designing delivery

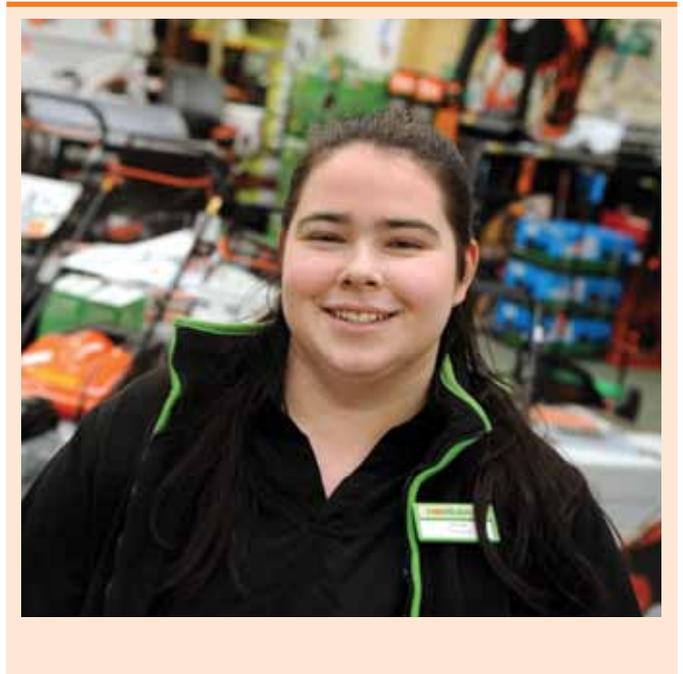
Consider the location of the training you plan to deliver, for example:

- locate training close to where women live;
- consider a 'pram pushing policy' - offer provision within walking distance of the community being served; and
- is it accessible to public transport routes?

Provision must be flexible to support access for women with caring responsibilities or who have children at school (consider planning delivery around school times / term times). Flexibility in attendance requirements also helps – so consider dates and times.

Access routes, taster sessions, short courses or staged entry can support women who wish to take up learning and boost their confidence as a route in. These can be offered by the provider or through referral to a voluntary sector or other partner.

The content of programmes will depend on a number of factors including the need to comply with contractual and funding requirements etc.



Generally, content is likely to be most effective when it is:

- gender sensitive;
- flexible;
- creative; and
- tailored to the individual needs of individuals the women.

## Engagement and recruitment

The most effective engagement and recruitment strategies:

- are sensitive to the needs of women and men (different approaches may be successful);
- are designed to reach groups where they live;
- use word of mouth of people who work or live in communities including front line workers, librarians, community workers, school and children's centre staff;
- use volunteer or paid outreach workers to go out into communities to communicate with people where they are normally based – for example in places such as schools, clinics, shopping malls etc;
- run informal activities such as coffee mornings, open days and informal taster sessions (use interpreters where necessary) - these provide safe opportunities for women to find out about ESF provision;
- build strong and positive relationships with key referral agencies and other organisations and specialist agencies; and
- advertise effectively using a variety of methods which could include: flyers, newspaper adverts, local or community radio, social media such as Twitter, Facebook and internet websites.

## Initial assessment

Initial assessment should be gender sensitive and be a process which inspires and builds the confidence of the participant by focusing on what women can do (rather than what they can't). This could include identifying skills (such as managing a household budget) which can be transferred to a work situation.

It is also vital to ensure that:

- advisors understand the learners' circumstances;
- learners are involved in negotiating and planning their learning; and
- programmes are appropriate for their interests and circumstances.

For women with chaotic lifestyles, it is particularly important that:

- goals are negotiated;
- goals are designed to show success;
- an action plan is agreed;
- attendance requirements and communication protocols are clearly communicated;
- access to advice and information and support for a range of issues is built into the process;
- learning is broken down into 'chunks' to make it accessible and easy to restart if there are interruptions; and
- access to advice and support for a range of issues is integrated into provision.

Supporting access to childcare provision is a pre-requisite especially for mothers of pre-school children and during the school holidays.

Support might include:

- offering childcare support for the programme; or
- providing information about local childcare provision; and
- financial support for childcare, as cost can be a major deterrent.

Providers should undertake research to find out what type of childcare is acceptable for the people they are targeting.

Financial support for the costs of care, travel, course materials, suitable clothes for attending interviews, volunteering or work experience can be considerable. Meeting or contributing to these costs can assist women to take part and benefit fully from training opportunities.

### Consider the length of support provided.

Providing short courses or dividing courses into modules can introduce women to learning gradually, build their confidence and capacity to learn and prepare for entry to longer learning programmes requiring more hours of commitment.

### Remote and on-line learning

Opportunities to train remotely or online can enhance access for some women (disabled people, carers etc).

However, providers should consider issues such as:

- inherent barriers to online training such as limited access to IT facilities, lack of IT and literacy skills, isolation and losing the benefits of group interaction and support; and
- the level of support required for distance learning.

More realistic options for women experiencing these barriers are approaches that blend face-to-face and supported online learning.

### Information, advice and guidance (IAG)

Appropriate and timely IAG is essential at each stage of the learning journey to support access and progression. It should be informed by knowledge of the gender dimensions to training and employment and tailored to different circumstances.

## Building confidence

Building confidence will help heighten the ambition of women on a course. Confidence building can be helped by:

- small group sizes, which allow for more participation and personal attention;
- developing communication skills;
- changing the way women see themselves; and
- using women role models (from similar backgrounds) in a positive and creative way to illustrate what can be achieved.

## Building group support

Building a strong group dynamic, and adopting group methods that foster peer support are powerful means of assisting women to stay the course. Building friendships and group solidarity also supports women to persist with learning even when they are finding it challenging or personal circumstances create difficulties.

## Personal support

Personal support for women can be provided using the telephone or text (as well as in person) to provide extra reassurance and to help discuss any anxieties or problems they may have.

Following up immediately anyone who misses a class encourages them to return.

## Support towards independence

Support will often be intense at significant points and taper as the learning journey progresses. Fostering independence should always underpin support through the programme.

## Vocational skills

The content will include specific or generic vocational skills depending on the purpose and aims of the programme.

Any training for vocational skills should:

- relate to the local labour market - but be transferable to a range of occupations;
- support women interested in working in non-traditional sectors; and
- help raise aspirations and broaden horizons, but within a framework that recognises the realities of the local labour market.



## Partnership working with employers

Partnerships with employers can:

- enable providers to understand what employers are looking for;
- convince employers of the business benefits of engaging with the training programme;
- include the opportunity to try out potential employees through work experience, low or no cost recruitment;
- raise awareness of the potential of women from different backgrounds, including disabled women to help combat prejudice and discrimination and enhance their employment prospects;
- develop employers' attitudes to flexible working to enable them to benefit from women's skills; and
- be effectively extended to workforces to dispel myths and build constructive attitudes and relationships which in turn can increase morale and productivity.

## Progression to employment

To help enable progression to employment:

- Staff need good knowledge of other opportunities for employment and learning both within and outside the organisation.
- Active networks of partners that include other learning providers, employers, agencies and civil society organisations will be important to underpin progression.
- Progression to employment is more assured where providers have built up relationships with local employers.

Providing facilities for women finishing programmes to continue supported job search can maintain their motivation and chances of success.

## Work experience

Supported work experience or volunteering as work taster sessions or more sustained programmes can build women's confidence, motivation and skills for work.

The aim should be for a 'win-win' between employer and participant. Whilst the participant should be expected to work for the employer, it should also be a learning and developmental opportunity.

## Employability and job search skills

Employability and job search skills such as completing application forms, CV writing, and interview technique materials should:

- enable women to present skills they have gained outside a work environment, especially for those with no recent employment history; and
- familiarise women with modern work place cultures and expectations as well as their rights at work.

## Self-employment

Self-employment can be a positive option for some women. It can offer independence and the flexibility to work hours and in locations to fit their own circumstances.

## Women only groups

Women-only groups:

- can make training more accessible to women who feel more comfortable or safer than they would in a mixed environment (due to religion, culture and domestic abuse); and
- should consider progression and how women can be supported to move from women-only groups into mixed working environments.

## Mentors and buddies

Mentors and buddies can assist and support women either throughout the programme or at critical stages. Ensure they have shared experiences and understanding which helps to build trust and formulate creative solutions to obstacles to learning and progress.

It is important to use trained mentors or buddies.



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## Checklist

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### To engage and recruit women to your provision consider:

- Researching the groups you want to work with
- Using word of mouth
- Outreach work involving volunteers or paid workers
- Informal activity such as coffee mornings or informal taster sessions
- Working closely with referral agencies and other organisations
- Advertising on flyers and newspaper adverts
- Using social media such as Facebook, Twitter and web blogs

### The structure and content of your training:

- Need to be accessible – consider location, dates and times
- Is the content gender sensitive, flexible, creative and tailored?
- Consider programme length
- Initial assessment should take place
- Will the women need childcare and/or financial support?
- Are there access routes in place?
- Could on-line learning or training be an option?
- Need to build confidence
- Vocational skills related to the local labour market ?
- Should include employability and job search skills?
- What about women wishing to start their own business?
- What about work experience or volunteering opportunities?

### Support:

- Should be personalised
- Should be planned and offered in ways that lead to independence
- Would women-only groups be appropriate?
- Could you recruit mentors and buddies?
- Think about how to build group support
- Information, advice and guidance (IAG) is essential at each stage of the learning journey
- Progression routes and advice need to be tailored and realistic

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## Annex 1: Planning and outreach framework (for learning)

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The following extracts and table from NIACE's report, "Dare to Dream: learning journeys of Bangladeshi, Pakistani and Somali women" (Jane Ward and Rachel Spacey: 2008), provide a very useful framework which can be adapted for a range of provision and outreach work for supporting women. The general approach promoted in NIACE's report is one of a differentiated model which can be adopted to help identify the needs of women in different communities and to help put in place appropriate targeted strategies to reach women and meet their learning / training / employment needs.

### Extracts from the report:

The framework (see table overleaf) can be used to support the identification of need in an area and the development of focused engagement strategies. The framework provides a model which can be used to identify differentiated approaches and strategies to reach different women, including the most marginalised.

The framework identifies four different types of women who have different learning aspirations and/or face different barriers. The inner squares indicate strategies for attracting and supporting these different groups. The lines between the groups are dotted to illustrate that the boundaries between the groups are porous. In other words, some women may have attributes from adjacent groups and others may move between the groups at different stages. Similarly, outreach strategies are not necessarily restricted to any one type and different approaches might be effective at different stages.

### Strategies to reach women

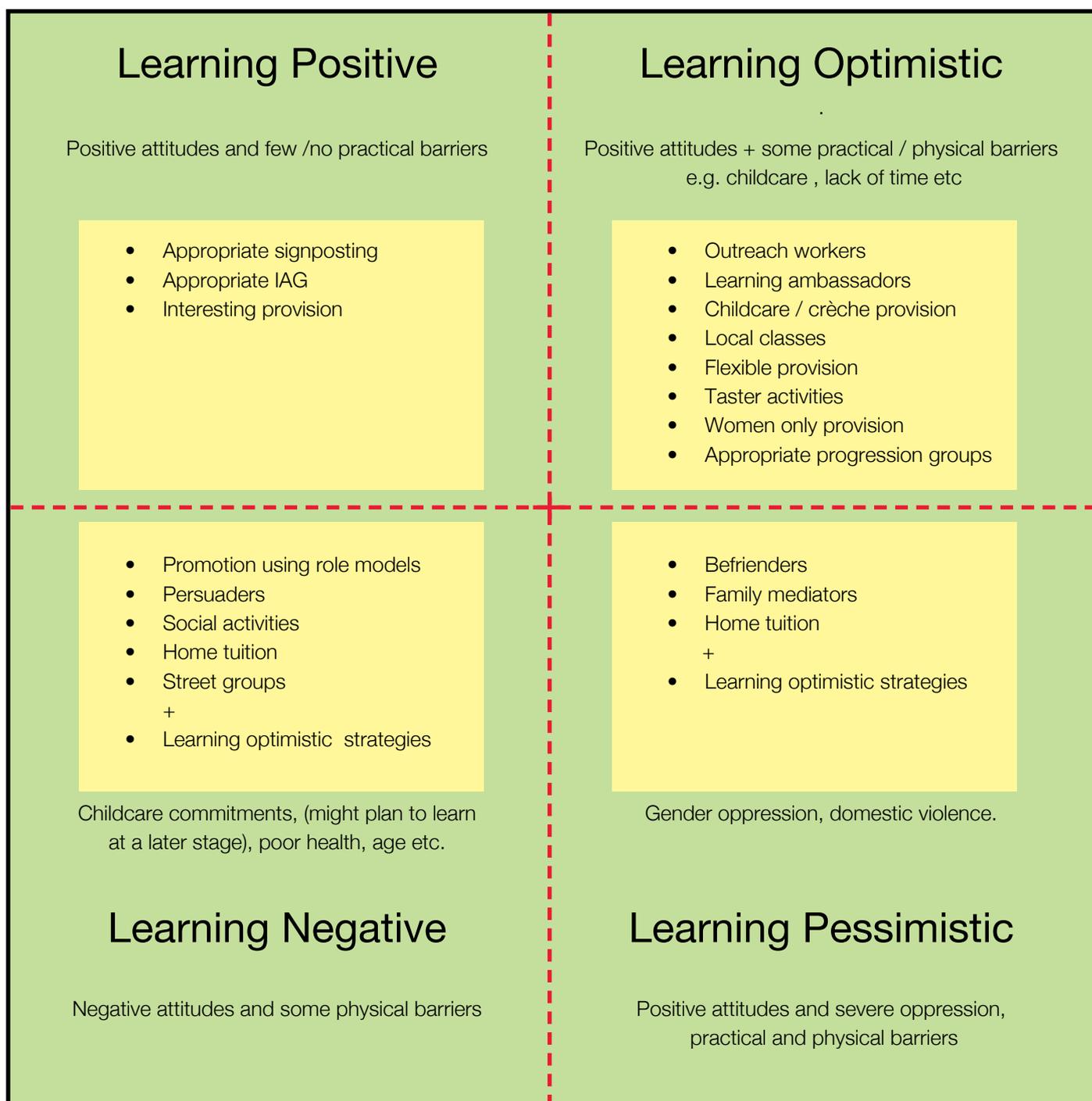
**Learning positive** women do not encounter major difficulties accessing classes. The priority for work with them is to support them to stay their course and ensure that appropriate advice and guidance is offered throughout their learning journeys to support them to raise their aspirations and make realistic decisions about their future that enables them to achieve their dreams wherever possible.

**Learning optimistic** women want to learn but face barriers to learning. Strategies to enable them to access learning should aim to remove as many obstacles as possible. These obstacles can generally be predicted. However, information gathered about learners at neighbourhood level may help encourage more focussed interventions that make a difference.

**Learning negative** women are the most challenging group. It has to be acknowledged that some are highly unlikely to enter learning. Appropriate and sensitive interventions might move other women from this group into another category. Mothers staying at home with young children would be one priority for this work. The learning negative mothers interviewed believed that staying at home gave their children the best start. Approaches that convince them and their families of the benefits to children's health and education of mothers who speak English could go a long way to persuading them to participate in learning sooner rather than later. Tied to accessible provision and acceptable and affordable models of childcare support, this could offer a powerful approach to widening the participation of mothers.

**Learning pessimistic** women want to learn but face severe practical, physical and attitudinal

barriers. The most oppressed women are in this group, including those not allowed to leave their home to learn. It is important, therefore, that initiatives to reach them are put in place. For some, the only option might be to provide starting points through home tuition offered to individuals or small groups of women. Sensitive approaches to persuade families of the benefits of learning might accompany these activities to enable women in this group to progress in the future. Identifying appropriate people to undertake this work will be needed, with awareness of the pitfalls. A particular challenge will be identifying individuals who are acceptable to the family but who do not hold attitudes that reinforce or perpetuate the women's oppressive situation.



Source: NIACE Report - Dare to Dream : learning journeys of Bangladeshi, Pakistani and Somali women (Jane Ward and Rachel Spacey 2008)

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## Annex 2: Good Practice Case Studies

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### Case Study 1: ARC / Women's Wisdom

The ARC / Women's Wisdom project won the ESF Gender Equality Leader Award (2011). The project provides an innovative and creative solution to the supervision of female offenders and addresses the challenge of re-offending alongside delivery skills and employment support that enables women to progress into suitable job outcomes.

Juliette Green, the project's manager, was interviewed by ESF-Works and her filmed interview is available on the ESF-works website at:

<http://www.esf-works.com/resources/interviews/esf-leader-awards-2011>

A transcript of the key points raised by Juliette is provided below:

“ The project is an innovative self-sustaining community pay-back project for female ex-offenders. It is a social enterprise and provides a real work environment for female offenders which is: relevant; teaches them the real skills they are likely to need in the workplace; provides opportunities to learn a work ethic; and provides them with communication skills, and team building skills alongside IT and basic skills ...which many of the participants have never experienced.

The project bridges the gap between the offender and local employers. They charge for their services and the money raised is paid back in the form of grants to the local community. The grants help to demonstrate that they are giving something back to the community.

One of the critical aspects of the project is that we assess our clients need at the beginning .... We don't just assess their basic skills, literacy, numeracy and IT skills - but also their emotional needs and physical barriers to engagement in their entirety. Our assessment process is quite arduous really....even prior to them being engaged, we have a really clear picture of the concomitant issues that they have and which we need to deal with as part of their pathway to finding work. So for us, evaluating the (participant's) progress is not so difficult because we are so stringent about what the assessment looks like at the start, so it is quite easy to map what happens afterwards.

Our provision is supported by coaches who work out in the community and one of the key benefits of our whole provision is that it is a mobile delivery model. So, the coaches go out, deliver services to these individuals 'on their turf', in their environment. The beauty of this is that we minimise attrition off the programme because we are going to them and we are not asking them to come to us.

Each of our coaches is an accredited business adviser - so they are able to offer self-employment support as part of the provision that is embedded along with work support. They are all trained very highly in providing emotional support – we can get very quick shifts in people’s behaviours. The quicker we can engage with people, the less chance there is of them re-offending.



When we have sat back and evaluated what has worked best and why we have achieved the phenomenal outcomes, the key thing is our emphasis on work being the primary pivot to encourage people to progress and there is an expectation, right from day one, that anybody can find work or become self employed, provided that they have the right support. I think that ( approach) challenges what has happened in the past when, perhaps, people have aimed to support emotional needs first and then brought work in later.....” we have tipped this on its head” and we have used work as its pivot. I think that because we have raised expectations from the start, they believe they can progress into work.

The results we have achieved speak for themselves really. If we look at what Women’s Wisdom have achieved overall, last year alone we supported over 60% of the women we helped into self-employment or work and over 90% of those were able to stay on work for a year or more – so we have to look at these figures and say that what we are doing works really well ....

I think part of our success is due to our ability to consistently evaluate what we are doing, to change our service, to respect the needs of customers ....and that we put work at the heart of our provision.

## Case Study 2: Women Like Us - Helping women returners in London

The Women Like Us project targets mothers at school gates and supports them to prepare for work. It also provides a 'matching' service with a wide range of employers looking for quality staff, and a recruitment agency.

500,000 women in the UK want to work, but their specific needs in terms of childcare and flexible start time work often means that they cannot find suitable employment. The Women Like Us project aims to bridge the gap by providing all kinds of jobs for women from a wide range of backgrounds who face barriers back to work. These barriers take many forms, such as: lack of affordable childcare; the need to improve language skills; and out of date IT skills.



One of the biggest barriers that would-be women returners face is a lack of quality part-time opportunities. To tackle this, Women Like Us has developed a strong 'employer facing' approach. The project's sales managers work to find the jobs and account managers match the job vacancies with the women. The recruitment team specialises in helping employers understand how part-time and flexible working can fit with their business and also how to design part-time roles.

Women Like Us actively goes out and reaches women where they feel most confident about returning to work – at the school gates. Through partnerships with 170 schools in London, Women Like Us makes access to jobs easier, posting vacancies on school notice boards, putting leaflets in book bags and providing an outreach associate to talk to.

Each participant is assigned a career coach, who will stay with the participant for the whole 'journey' and help them by providing fully integrated support, ensuring they are not lost in the system.

Many women have complex needs, perhaps wanting to attend ESOL classes before their career path can be identified. These issues are discussed with the participant's mentor and individuals may be signposted to other external organisations that exist to support them. Women Like Us has built up a network of over 300 organisations, all local organisations, where participants can be signposted. Women Like Us has good links with the local press, provides regular news stories and has a good reputation. Yet the project has a single point of access – the school gates. Meetings are held in schools so that people get a chance to talk in a comfortable, local environment.

A programme of career coaching is available to women at one of two Women Like Us offices. Training could include CV writing skills, transferable skills, networking and business start-up skills. One-to-one coaching is also available and support can last for up to 6 months. Participants can telephone coaches at any time to ask for advice.

40% of women who have accessed support via ESF are supported into work, with 87% still in work at three months. The high retention rate is due to the correct 'matching' between the female participant and the employer.

The project receives ESF and match funding via London Councils and the GLA under Priority 1.

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## Case Study 3: YMWA (Young Mums Will Achieve)

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The ESF Convergence / Skills Funding Agency –supported YMWA project has reduced NEET rates amongst teenage mothers in Cornwall by offering closely targeted and tailored learning provision and intensive personal support. This project was also the winner of the national 2010 ESF Equal Opportunities Mainstreaming Leader Award.

Cornwall Council Teenage Pregnancy and Young Parents Service identified gaps in provision and support for this client group in St Austell, where there was a high and increasing rate of teenage pregnancy (under 18) and a higher incidence of second and subsequent pregnancies. The team also had evidence that if young parents were engaged in EET, the gap would be increased between the first and second pregnancy, and one of their targets was to reduce the rates of teenage conception.

Cornwall Council set up a project group made up of organisations that were known to target and work well with the target group. This group of partners included:

- Connexions (Carers South West);
- midwives and health visitors;
- Cornwall College (training provider);
- Fit 'n' Fun – private sector mobile crèche provider ;
- youth workers already working with NEET pregnant and teenage parents; and
- social care for young people leaving care.

There was already a referral pathway in place between the Cornwall Council team and the Connexions and the midwives teams.

The partners undertook extensive consultation with young mothers before planning provision to ensure that barriers were identified and needs met.

For most participants the barriers were: transport; finance; childcare; lack of confidence in new situations; and lack of basic qualifications that would enable them to go to college.

The consultation also helped the young parents have some 'ownership' of the project. Young fathers were also invited to take part in the project, but consultation revealed that the young women wanted their own group - some had issues with relationships and it was clear that young men wanted something different from the group other than feminine issues. Support for young fathers was supported separately.

One of the major issues for young mothers was childcare. They didn't want to leave their children in a crèche located a long way from where they were learning. A mobile crèche Fit 'n' Fun was recruited to assess all venues for childcare facilities to ensure they met OFSTED criteria – all sites had to be approved although formal registrations were not required since mothers were checking their child every two hours.

Venues for training were selected that offered a neutral environment ( many participants had bad experiences at school or college). Participants were in training venues for two days per week.

96% of participants achieved literacy and numeracy qualifications. 84% of starts achieved a level 1 and there was a 90% retention rate on the project.

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## Annex 3: The Annual European Social Fund Gender Equality Leader Award

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The annual national ESF Gender Equality Leader Award recognises ESF providers and sub-contractors who have 'gone the extra mile' to deliver effective and innovative practice to promote gender equality whilst delivering ESF support.

In addition to providing recognition to projects that effectively promote gender equality, the award is used to share good practice by treating the winner as a project case study in the ESF-works website.

Wherever possible, awards are presented at an appropriate ESF-related event or conference to maximise positive publicity for the project and its good practice.

If you are interested in entering your project for the award please check the ESF web-page at:

[www.dwp.gov.uk/esf](http://www.dwp.gov.uk/esf)

Please note that the information about the awards is updated annually either in the late spring / early summer.



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## Notes

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## Notes

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Investing in jobs and skills