

## Case Study

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## Seven examples of practice and learners' experiences arising from 'A Woman's Place'

In Tower Hamlets a learner shares her story and experience of taking part in the support group programme.

### **Sadia Begum's story**

*'My mind is fresh. I am happy. Being involved in this project has made time pass quicker.'* (Tower Hamlets women learner)

#### **Background**

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Sadia Begum, a woman learner from Tower Hamlets, was first introduced to the project through her friend, who was recruited as a barefoot worker. Sadia has lived in Tower Hamlets for 22 years, arriving in the UK from Bangladesh with her mother and her siblings in 1987. Her father had travelled to the UK earlier and had secured a job in a local factory. Sadia, now in her early 30s, lives with her four children, aged between 7–14 years, in a high rise block owned by a housing association.

Sadia spends her day looking after her children who expressed real happiness when she became involved in the project. Her youngest is particularly delighted that her mum is now learning English as the young girl refuses to speak Bengali with her family at home. Last year Sadia passed her Life in the UK Test and received her British Citizenship.

#### **The challenges and barriers to learning**

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When asked what her biggest challenges in the UK were, Sadia said that English language has always been a problem for her. Also, raising her children has prevented her from pursuing her dream of working in childcare. With her English now improving and her children getting older, she hopes that one day she will get to do that part-time.

## **The benefits of learning through support groups**

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Sadia thought the project was interesting as it gave her the opportunity to meet new people, experience a wide range of activities and obtain useful information. She feels now that she has learnt a great deal and visited places which she wouldn't have visited by herself, such as a fitness centre. The most useful information that she gathered surrounded the registering for ESOL and ICT classes and finding out about childcare courses.

She remembers vividly the support group's visit to the Ideas Store, Whitechapel. Although she had been to the library before she had no idea they had ICT suites there and she was able to use the Internet for the first time. Her children use the Internet regularly at home. Once introduced to Google she eagerly looked up information on a holiday to India, as travelling is her passion. If the project were to continue she would make requests for more swimming classes and more trips, but not just in Tower Hamlets as Sadia stated that she now feels confident about travelling around on public transport. She has her sights set further afield – a holiday to Europe.

## **The future**

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She says that she is really happy that she has had the opportunity to meet different people from different backgrounds by being part of the support group. Women from Somalia and North Africa were also coming to the sessions at the East London Mosque. As for Sadia's future, she is looking forward to taking the twice-weekly ESOL classes at the Mosque. *'Being at home all the time is boring. I hope to make more friends when I join the ESOL classes'* she concludes.

(A special thanks to Nicky Torode, Tower Hamlets Coordinator for providing the case study.)

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## Seven examples of practice and learners' experiences arising from 'A Woman's Place'

In Tower Hamlets work has been developed between the Dawn Women's Group and a number of providers, voluntary organisations and mental health services.

### Background

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Dawn Women's Group is a support group of mainly Bangladeshi mothers who care for their physically or mentally disabled children that meets twice a week at a respite centre. The group was set up in 2003 by the coordinator. Her vision has been to empower the women through educational activities, physical exercise and healthy living. Her approach is a holistic one – working also with the husbands. She reassures the men that the women are coming to a safe environment where they do not mix with other men and where they can observe religious traditions such as fasting and prayer.

Initially, a small group of seven or eight women formed the Dawn Women's Group. It was the one opportunity they had to exchange stories. There was some reluctance by the women in the early stages to go on residential breaks as they were suffering emotional distress. The coordinator describes the women as having been isolated, traumatised and having mental health concerns; some of the women were victims of domestic violence. Gradually the group built up their confidence and their membership: currently there are approximately thirty women who participate. The Dawn Women's programme consists of going to the gym (next to the Mosque) and participating in training courses such as child protection, first aid and manual handling. They observe a healthy lifestyle and have enjoyed a healthy eating programme, with one of the women from the group working as the cook.

Continually pressed for time to devote to the group, the coordinator was delighted when she was introduced to the 'A Woman's Place' project, which was able to provide additional support and direction for the group. *'The project has brightened up the women's lives',* the coordinator expressed, *'the women are now more open to learn as they can see the opportunities'*.

Since the women became involved in the programme, they have been introduced to a range of relevant services across the statutory and voluntary sector. They have attended taster sessions in ICT at the Ideas Store and are now enrolled to study an ICT course at another faith community organisation. One group member was so determined not to miss the initial ICT enrolment session that she came straight from the hospital with her daughter in a wheelchair. This demonstrates the commitment from the group and how important the sessions are to them. Studying at the Mosque means the women are at a place where they feel comfortable, a place which their husbands approve of and is also within easy reach.

The group has an interest in keeping healthy and getting more information on health-related matters. The trip to the Mosque for the Faith and Health Event gave them information. One of the women has stopped chewing betel nut, which has addictive effects similar to cigarettes, as a result of being introduced to the Quit Smoking stand at the event. In addition, Television footage from the event was shown on a digital station. The women's families were very excited and proud of their achievements.

The Dawn Women's Group coordinator requested that the support group programme should complement the women's lives, allow them to learn additional skills, whilst also having fun to help the women cope better with stress. A session of glass painting created a lot of excitement as the women spent a few hours making beautiful candle holders. International Women's Day was celebrated with some dancing and henna hand painting at a Community Centre.

The women reported that as a result of the project, they felt more independent and had increased their confidence and speaking and listening skills.

## Employment

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Many of the women are looking to move into employment and so are keen to gain work experience. *'I want to get out of the home, it's boring'* says one member. A meeting was arranged with a local volunteering agency at which the women heard that they can get involved in a wide variety of 'jobs' such as gardening, being a befriender to an elderly resident or being an office assistant. Some of the women are now booking appointments to get matched to a local voluntary job.

## The impact and achievements

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It became apparent through the programme that the women would benefit from knowing more about their rights and entitlements as carers. A useful session at the Carers' Centre resulted in all the women being registered with the Centre, the first step to get their much needed carers' assessment. Shockingly, many of the women in the group had never had this assessment, which determines the level of welfare benefits and housing conditions. Another significant connection made in this project is with THINK, the local involvement network in Tower Hamlets, which focuses on involving local people in influencing the health and social care policy of the borough. It is a timely connection between Dawn Women's Group and THINK, as currently the council and the Primary Care Trust are in the process of developing a pilot project to develop a Carers Strategy. There are additional opportunities for involvement such as participating in steering group meetings and volunteering within THINK, whose support for the work to continue was demonstrated through the award of a small grant to the group.

When summing up the impact of the project on the group the coordinator says *'the project has been a great milestone to independence.'* The women are now attending sessions without her, even on days when the support group doesn't meet. *'Previously they wouldn't have gone anywhere without me'*, says the group coordinator. *'They now have a taste to go to different places'*.

## Future plans

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The women's group coordinator is happy that she can see the women moving on. She has made plans to recruit women into a new group to follow a similar process. *'The group needs to feel like a magnet to create an attraction for the women, otherwise they will prefer to stay at home.'*

(A special thanks to Nicky Torode, Tower Hamlets Coordinator for providing the case study.)

## Case Study

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## Seven examples of practice and learners' experiences arising from 'A Woman's Place'

This case study illustrates the benefits of working in partnership to extend services and share resources and learner information.

### Background

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During the initial information gathering stages of 'A Woman's Place', it quickly became apparent that the Harold Road Community Centre was a key location for community work in Newham, particularly regarding minority groups and the provision of ESOL. A short walk from vibrant Green Street, the centre is located in the heart of a diverse community and serves a population with a significant variety of needs and profiles. This is clearly reflected in the timetable of activities now provided from Harold Road, including:

- Women's Keep Fit for the over-50s,
- Food for a Penny, run by the Renewal Refugee and Migrant Project,
- ESOL,
- Bengali Women's Group,
- Pensioners' Club,
- Learndirect facilities,
- yoga.

The centre is a hive of community activity. Many are enrolled on courses, and others will be attending community events and a significant number access informal support and signposting.

### ESOL

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The centre is well aware of the importance of, and difficulty in accessing, English language support for people both as they first arrive in the UK and continuing throughout different stages/events in their lives. Learners face issues around different eligibility requirements, practical barriers such as a lack of crèche facilities and difficulties in finding a place on a course at an appropriate level.

To combat these issues, a pioneering ESOL Exchange project has been developed in Newham, East London. The ESOL Exchange aims to make *'appropriate teaching more accessible to more people in Newham'* and works towards this by bringing together providers from the community, voluntary and statutory sectors, to share information and provide a coordinated approach to ESOL provision. Achievements so far include a Directory of ESOL Providers, regular Steering Group meetings and interest from 60 organisations locally. In the future the project aims to raise funds to enable research into gaps in provision and to support up-to-date information on ESOL classes for all working in this field and those trying to access courses.

### Partnership work

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Following an introduction, a Community Development Officer and the Chair of the ESOL Exchange attended an initial Information and Networking Workshop provided by 'A Woman's Place'. Recognising the potential to cover unmet need within the community and draw isolated people to Harold Road Centre, the ESOL Exchange Chair was keen to work with the project.

The Chair agreed to offer a venue for the support group to meet every Monday. This presented an excellent opportunity to work together, with the project providing the necessary management, facilitators and resources and Harold Road delivering a venue which was both convenient and a safe environment for women to attend. A highly successful partnership ensued, with the Chair's local knowledge and contacts complementing the intensive approach to outreach carried out by a designated outreach worker from the project.

Important to both parties was the need to reach women who were not already engaged with projects/courses, missing out on opportunities or facing barriers to involvement. The partnership recognised the need for a project that could: fulfil the agenda of the women involved; overcome childcare issues; be eligible to all, regardless of status or language abilities and provide a culturally sensitive and 'safe' environment.

These aims were integral to the project approach and were met by:

- carrying out screening with women, to establish their interests and desires for learning, forming the basis for the activities programme;
- inviting women to bring children to support group sessions;
- welcoming women with diverse learning experiences and regardless of status;
- providing women-only sessions supported by a barefoot worker with appropriate language skills and cultural awareness.

Through the ESOL Exchange, the project was able to keep all providers and interested parties up to date with developments, using the Exchange's information distribution list and ESOL Provider Directory. Thanks to this network referral routes for learners experiencing particular issues, such as eligibility for courses, were also quickly established.

## **Outcomes**

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The support group sessions at Harold Road Centre proved to be popular and rewarding, with 20 women taking part in activities ranging from Healthy Eating to an Introduction to ESOL. The profiles of women attending varied widely: some had recently arrived in the UK, others had been living in Newham for many years; there were young mothers and older women – all together presenting an array of learning experiences, aspirations and life situations. Receiving information on a variety of issues, women were also encouraged to participate in activities running in the centre (for example, a new sewing group) and where necessary, referred to other centres for more appropriate provision.

Another important outcome of the project was the growth in confidence of the women, a product of supportive group sessions. One participant noted that before the project she would not have felt confident to talk to a staff member, whereas now this seemed easy. Newly formed friendships were of great benefit to the women and to celebrate the success of the project, participants helped organise a very successful celebration event at Harold Road Centre, bringing together women from all support groups in Newham.

For more information on Harold Road Community Centre, please contact: 020 8472 2805

Address: Harold Road Community Centre, 170 Harold Road, London E13 0SE

To download a version of the ESOL Providers Directory, please visit: [www.aston-mansfield.org.uk/resources.php](http://www.aston-mansfield.org.uk/resources.php)

(A special thanks to Jennifer Purcell, Newham Coordinator for providing the case study.)

## Case Study

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## Seven examples of practice and learners' experiences arising from 'A Woman's Place'

In Newham the project worked with the Red Cross to deliver accredited first aid sessions as part of the eight-ten-week learning programme.

### British Red Cross Society

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A national society of the world's largest humanitarian organisation, the British Red Cross aims to be the leading voluntary provider of emergency help to people in most need.

### Community First Aid

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The British Red Cross Society has a strong tradition of providing first aid in emergency situations and at public events, and trains close to 100,000 people in life-saving skills each year. It has a wealth of experience in building the capacity of communities to cope with crises, and, following a successful fund-raising partnership with Tesco in 2007, the society looked to developing a Community First Aid programme.

Empowering individuals and groups to take responsibility for themselves and others, Community First Aid aims to promote sustainable communities and facilitate community development. The programme provides emergency first aid education for people that have been identified as vulnerable or excluded and to date, has worked with a variety of groups including: carers, youth offending teams, drug users, asylum seekers and unemployed people.

### Save a Life training with 'A Woman's Place'

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With similar aims and approach to learning, this programme presented an excellent opportunity for partnership working with 'A Woman's Place'. Initial screening with women attending the project support group sessions highlighted a lack of awareness around first aid and a real desire by the women to gain these skills. Learners identified the need to be prepared for an emergency but also felt first aid training would further their ambitions in entering training and work, in fields ranging from childcare to hospitality.

Following a meeting with Community First Aid Coordinator for London, the British Red Cross agreed to run two Save a Life courses for women involved with 'A Woman's Place'. Working in partnership, several practical considerations were taken into account to ensure women would feel able to attend and gain the most from these sessions.

- **Location:** 'A Woman's Place' arranged a local venue where the women felt comfortable and were easily able to travel to.
- **Childcare:** the British Red Cross invited women with childcare responsibilities to bring children to the sessions.
- **Support:** as confidence had been identified as a barrier to learning for the women, it was important that they had already accessed peer-support through initial support group sessions and that project barefoot workers and other staff attended the session.
- **Language:** with a mixture of languages and levels of English within the group, the Red Cross trainers provided a very practical course, with translated materials to aid learning. The project barefoot workers were able to interpret more complex information as necessary.
- **Content:** the course was tailored towards helping babies and children, as requested by the women.

Seventeen women attended the sessions, which covered life-saving techniques including: responding to the needs of unconscious casualties, dealing with mild to severe choking, and performing CPR. At the end of the workshops, women were presented with Red Cross certificates and received information on further courses and volunteering opportunities with the Red Cross.

## Outcomes

For many of the women, this was their first experience of first aid and an invaluable introduction to life-saving skills. When asked what they had gained from the workshop, learners were keen to highlight: improved confidence in looking after children, a new interest in and knowledge of a new field, inspiration to try out other courses and useful skills to present to potential employers.

The Community First Aid programme has also shown to reduce health inequalities, promote well being, healthy, safer lifestyles and increase self-esteem, volunteering and employability.

These workshops prompted high levels of interest within the community and as the project draws to a close, several partner organisations (such as the Harold Road Community Centre) are hoping to use this partnership as a basis for future projects with the British Red Cross.

## Introduction to Volunteering

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A common response to the initial screening questions carried out with women learners, was the need/desire for work experience within a community setting.

In response to this finding, a workshop 'Volunteering and Red Cross Ideals in Action' was designed for the support group sessions, with information provided by the Red Cross. In the first instance, women were invited to explore different reasons why people might volunteer and the subsequent benefits. Participants identified many areas that were relevant to themselves, including: the desire to help people and the community; the need to – practise English, use existing skills and gain others, access work experience and employment contacts; and further motivations around meeting new people and finding activities outside family responsibilities. Many benefits were also highlighted, such as attending training, developing team work and communication skills and increased employability.

After an introduction to different kinds of volunteering, the women were asked to help each other complete Volunteering Profiles, to explore the types of volunteering best suited to them. From these results, a discussion ensued with information shared on how to access different opportunities and where to find support, such as Volunteering Centres.

## Outcomes

At the end of the workshop, women were very keen to explore options for volunteering and access careers advice regarding the charity sector. Several women were referred to the Newham Volunteer Network Centre, with others keen to follow up opportunities at the Red Cross. For professional advice around careers in the voluntary sector, women were signposted to several organisations including Workplace and University of East London.

One learner said, *'It is so hard to find the information on the computer only. Now I know where to start from, there are people I can talk to. It [volunteering] is so much better than sitting at home!'*

For further information on the work of the British Red Cross, please visit: [www.redcross.org.uk](http://www.redcross.org.uk)

(A special thanks to Jennifer Purcell, Newham Coordinator for providing the case study.)

## Case Study

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## Seven examples of practice and learners' experiences arising from 'A Woman's Place'

The project worked in collaboration with 'Take Three Days', a learning and employment project, to support the development of the barefoot workers.

### Background

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The 'Take Three Days' project works to develop effective ways to help parents get back to work, education and training. The project runs across Islington – one of the pilot boroughs participating in 'A Woman's Place'. The joined-up approach delivered two programmes to complement the work of NIACE barefoot workers with the women learners and to help them run effective support group programmes. In addition, a workshop aimed at building confidence levels among the women learners was also organised through the collaborative partnership approach.

The essential elements of the project were to:

- operate in places where parents feel comfortable and safe – such as Children's Centres;
- involve other services and use partnerships to support parents;
- focus on work and training through enjoyable training exercises;
- provide peer group support for parents.

### Programme outline for session

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Purpose: To consider the use of group training activities in supporting the barefoot workers' engagement with women learners.

### Workshop highlights

- An ice-breaker question unrelated to the session, such as *'tell us about where you were born'*, raised awareness of how to break down barriers to ensue trust among the women learners and to encourage active participation from all.
- Break-out groups showed the barefoot workers that this method could encourage greater participation. Learners were less likely to hide in a crowd and felt more confident to speak out.
- Group exercises, photographs of women of different nationalities were used to explore what barriers they face when entering learning and to illustrate the benefits of learning. Using photographs of anonymous women was non-threatening and de-personalised the exercise, which allowed the participants to openly express their feelings and ideas and to focus on their own experiences in thinking about barriers that they may face.
- The barefoot workers/facilitators were encouraged to allow the learners to speak rather than deliver the entire session – by drawing on people's experiences.

### Advantages

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At the end of the session the barefoot workers were asked to reflect on the training they had received. They were encouraged to think about how they had felt doing the exercise and what they had gained from group sessions. How did they feel carrying out activities as opposed to simply talking about a topic? Collectively the group felt that facilitating a session in this way had the following advantages:

- working in a group provides an environment conducive to sharing ideas and allows for open discussion;
- giving people a task they can do as a team gives a sense of achievement and raises confidence;
- having group exercises that are fun provokes laughter which helps to break down barriers and encourages shared understanding.
- The barefoot workers explored what they had learnt from the session and how it would influence their support group programmes and together discussed planning a group session for their learners.

### **'A Woman's Place' support group session**

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The training provided the barefoot workers with a range of skills and techniques to adopt when facilitating their support group sessions. This was put into practice through a two-hour support group session. The confidence building session took the following format:

- Learners were asked to consider the benefits of learning (e.g. ESOL classes).
- Learners were introduced to four brief case studies (with pictures) by the barefoot workers, each case study presented questions related to learning attitudes and barriers.
- They were divided into break-out groups and asked to consider what would stop a particular woman from entering learning.
- After feedback from this activity, they were asked to consider what would make it easier for the person to get involved in learning.
- Learners were asked to draw their interpretations of a learner who had benefited from a positive learning experience.
- Pictures were displayed to show an array of benefits that prompted learners to think about their personal goals, including a woman in an office at work, parents helping their children with their homework, holidays, cars and many other examples.

### **The session taught the barefoot workers the following skills:**

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- How to create a confident group through preparation and self-awareness.
- How to encourage participation through active listening and appropriate questions.

### **Quotes from barefoot workers**

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*'I feel better about group discussions now and giving everyone a chance...I feel like I've improved my listening skills and can really listen to what is being said'*  
(Mayeesha – barefoot worker)

*'I think I will be more confident in establishing a better relationship with my learners and not to be too rigid'*  
(Syria – barefoot worker)

(A special thanks to Jacqueline Smith, Islington Coordinator for providing the case study.)

# 6

## Seven examples of practice and learners' experiences arising from 'A Woman's Place'

One learner in Islington tells of her experience living in the UK and how 'A Woman's Place' has helped to build her confidence.

### Fataha's Story

#### Background

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Fataha, a woman learner from Islington, arrived from Bangladesh and moved to the UK after getting married ten years ago. Although most members of her family were able to speak English, Fataha was hardly able to speak a word. She had intended to learn English after coming to the UK, but quickly became a young mother of three and found she had no time for learning.

For the first eight years in the UK, Fataha stayed at home raising her children. She says she found it very hard when she went out by herself because she wasn't able to speak English. She found she was very dependent on family members accompanying her on trips outside the home, and needed support to access her GP and lacked the confidence to go shopping by herself. Fataha remarks that she *'could do nothing in this country without English'*.

After her two eldest children started attending primary school in 2007, Fataha began attending English classes at a local College and was able to leave her youngest son with her in-laws. Completing an entry level course meant that Fataha became more confident in speaking English but she wasn't able to afford to pay for further classes at the College.

#### 'A Woman's Place' project

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Fataha met the project barefoot worker and a Bangladeshi Community Link Worker, when dropping off her child at school. The outreach worker encouraged Fataha to visit her at the Children's Centre where she worked, to find out more about the services and classes she could enrol for. Fataha said that she didn't know the area before and felt that [the Children's Centre] was too far, but after the outreach worker showed her around she felt she *'knew it much better'* which gave her more confidence in going out on her own. The barefoot worker helped Fataha to enrol on a free local Entry Level 2 English course which helped grow her confidence even further. She states that she particularly enjoys being able to speak to her children's teachers without having her sister-in-law translate for her.

## **Support group programme**

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The barefoot worker encouraged Fataha to join the project support group, and Fataha says the groups appealed to her as she was interested in learning new skills and finding out what there was in the local area for her to do. As a direct result of the support groups Fataha has joined a sewing and knitting class at a children’s centre, which she says she has really enjoyed because she can speak to other women while learning practical skills that she can use at home. The support groups have also given Fataha the opportunity to put her child in a crèche for the first time and she has remarked that this opportunity to play with other children has been extremely beneficial for her son. Fataha thinks that the support group has been extremely useful as she has found out about volunteering opportunities and free courses that she can apply to, such as ESOL and Childcare Courses, and she has also been able to speak to Councillor Jilani about her housing concerns during a support group session.

## **The future**

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Fataha has signed up for Childcare with ESOL and volunteering through IVAC (Islington Voluntary Action Council) as a result of the support groups. She says *‘before I could do nothing, but now I know what I want to do and I want to do more... I want to do something for my family and children’*.

(A special thanks to Jacqueline Smith, Islington Coordinator for providing the case study.)

## Case Study

# 7

## Seven examples of practice and learners' experiences arising from 'A Woman's Place'

Tower Hamlets Discovery Home eight-ten-week programme

This project illustrates how different learning activities were put together to form one of the support group programmes.

### Background

The Dawn Women's Group is an established organisation that provides support for mothers of special needs children. A eight-ten-week programme of activities was devised around the women's needs identified through the 'A Woman's Place' screening interview. The women expressed a desire to find out more about their rights as carers and access to health information. The findings from the interviews further established that the women carers wanted to develop their skills to help them find employment. This included developing the following skills; Information Communication Technology (ICT), ESOL and learning about volunteering opportunities. The women requested that the programme included recreational and relaxation activities to improve their health and wellbeing.

Date	Programme	Partner Organisation	Details
Week 1	Faith in Health Event	London Muslim Centre	A public 'market place' event.
Week 2	ICT taster and tour of the Library and Information Centre, Whitechapel	Library and Information Centre, Whitechapel	Introduction to ICT and tour.
Week 3	Glass painting	Lifelong Learning, London Borough of Tower Hamlets	Arts and crafts activity.
Week 4	ICT and ESOL enrolments	Faith Regen, London Muslim Centre	Induction event, introducing the women to Faith Regen services.
Week 5	Volunteering in Tower Hamlets	Volunteer Centre Tower Hamlets	Workshop to raise awareness of routes to volunteering.
Week 6	International Women's Day	St Hilda's East Community Centre	Opportunity for learners to meet local service providers.
Week 7	Carers Information	Carers Centre, Tower Hamlets	Carers Centre meeting to raise awareness of carers' assessments and entitlements.
Week 8	Starting Your Own Business	Street Cred and Fair Finance	Workshop to raise awareness of access to finance and business start-up.
Week 9	Influencing Health and Social Care in Tower Hamlets	THINK (Tower Hamlets Involvement Network)	Interviews with women to identify views and experiences of the health care system.
Week 10	Pathways to Childcare Course	Tower Hamlets College	Workshop to raise awareness of childcare courses.

## **Continuation of activities**

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Since the first involvement of the ‘A Woman’s Place’ project the women have engaged in the following activities:

- Financial numeracy and budgeting

The learners have attended a basic numeracy course at Tower Hamlets College.

- First Aid

The Red Cross delivered an accredited first aid session.

- ESOL

The group members are now being taught English once a week at their meeting venue.

- THINK

The Dawn Women’s Group have signed a service level agreement (SLA) with THINK which provides a small grant to the group to assist THINK in their communication and outreach activities. A researcher visits the group once a week to gather testimonies from the women. Views from the women are then fed into policy-making bodies. For example, views expressed by the group from the initial session were incorporated into THINK’s report to the Care Quality Commission as part of third party commentary on Tower Hamlet’s Primary Care Trust ability to meet commissioning and corporate standards.

- Events

The group attended a public engagement event at the London Muslim Centre. This enabled them to feedback their views of the various health services available in the borough.

- Information Communication Technology

The group members have signed up to an ICT course at the Library and Information Centre.