Skills Training and Reintegration (STAR) Programme

Final Report

CONTENTS

EXECUTIVE SUMMARY

Background

The Skills Training and Reintegration (STAR) was a pilot programme led by IOM UK which aimed to help survivors of human trafficking and modern slavery on their journey towards employment and integration in the UK.

Three cohorts of six participants each were provided with a three-month programme of support that included skills development training focused on (i) digital literacy skills, (ii) life skills, and (iii) employment skills; alongside personalised support. Due to the COVID-19 pandemic, Cohorts 1 and 2 were delivered virtually, while Cohort 3 participants were invited to attend some of the sessions in person.

This report presents the key findings and lessons learned from the pilot. It draws on data gathered from the monitoring and evaluation activities and looks at progress made towards the objective and outcomes of the programme. It also considers what additional or alternative support may have been helpful to the participants, the challenges faced during implementation, and considers how relevant and sustainable the programme has been.

Key Findings

- **Three-quarters of the STAR participants were working, studying, or volunteering after completing the programme, indicating that it had supported them to enter employment or continue strengthening their skills for work.** Of these, half had engaged in further study, mostly in English language, reflecting the fact that many participants needed to improve their English before being ready to enter employment. The three participants who were neither searching for work nor studying were either looking after young children and did not have childcare support available to them or were in the late stages of pregnancy, meaning that work was not a feasible option for them at the time. Childcare was a key challenge for several participants attending the training and continued to be a major barrier for participants in terms of being able to start working or undertake further study after STAR.

- **The STAR participants both demonstrated and reported improvements in their soft skills and basic skills for employment and increased confidence in the job search and application process after receiving the training and personalised support.** There were strong improvements in communication and teamwork skills, in using the internet to search for work and English language skills. Participants reported more limited improvements in their ability to give their opinion in a group, use Microsoft Word and talk about their skills for work. Writing CVs and cover letters, preparing for interviews and further developing digital skills were three areas where participants would have liked additional support.

- **Participants also demonstrated and reported increased knowledge of work culture and recruitment processes through the STAR programme,** particularly around strategies for time-management; understanding nonverbal communication; understanding workplace hazards; and using job search websites. There was less knowledge improvement on employment practices (like minimum wage, sick pay, holidays etc) indicating that more time could be spent on this content in future training programmes.

- **The STAR programme increased feelings of motivation to seek employment, with most participants engaged in some form of activity to find work or improve their knowledge and/or skills.** The programme functioned as a catalyst, helping participants to think and reflect about where they want to be, understand what the next steps in their pathway could be and support them to get there. This was also the case for participants who were not yet able to put their new knowledge and skills in practice by applying for employment opportunities at present, due to other factors ongoing in their lives, such as looking after young children.

- **The combination of training alongside personal support sessions responded well to the needs of the participants.** The personal support sessions enabled participants to receive one-to-one guidance to help them identify their skills, search for jobs, develop their CV and apply the wider course learning in practice.

- **Beyond this initial pilot, the STAR resources could be used to reach more survivors, both in the UK and in other country locations.** IOM is planning to roll out a training-of-trainers with staff working on survivor care in country offices located in Europe, Africa and the Middle East. This activity will help ensure that the benefits generated by the programme are scaled out to different geographical locations. In the UK, IOM is engaging key stakeholders, including the Anti-Slavery Commissioner and victim support organisations, to share the resources and build the capacity of others to use them.

Lessons Learned and Recommendations

The provision of ancillary support is essential to accommodate the varied and changing needs of survivors. Participants were keen to engage in the STAR programme and access employment or further training in the future but faced practical challenges in doing so. The provision of ancillary support (devices, data packages and childcare support) was an integral part of the STAR programme ensuring that survivors were able to participate in the training and personal support sessions.

Working in partnership with a survivor care provider gives a stable foundation for survivors to engage in skills training. Hestia referred clients to the STAR programme who were were in a position to participate in the training and they continued to provide casework support throughout the course if any challenges arose. This partnership was essential to ensure that the wider needs of the participants were met while they were engaged in the training programme.

Extend personal support sessions beyond the training period to support participant move-on plans. Participants benefited from personal support sessions during the training course, but feedback provided by both the referral partner and participants indicated that the provision of personal support sessions beyond the training course duration would be helpful to support with job applications, interview preparation and to overcome any hurdles that could crop up after the training.

A self-paced E-Learning course alongside the trainer-led course would provide flexibility for survivors on their recovery journey. STAR training sessions were generally well attended, but participants emphasised the importance of of having the flexibility to participate in sessions either in person or online, particularly for those with young children. Further flexibility in the form of a self-paced course could also provide survivors with the opportunity to benefit from the learning offered without having to commit to a set time. This is something that will be explored in future programmes.

Structure the training to allow survivors without the right to work to benefit from digital and life skills modules. The eligibility criteria for STAR required that participants had the right to work to ensure they had a realistic possibility of being able to enter employment in the UK. However, this significantly reduced the number of survivors who could benefit from the programme. To expand impact and reach more survivors, a modular approach could be taken in future initiatives to allow survivors without the right to work to benefit from the digital and life skills modules. Survivors with the right to work would also then be able to access the employment skills module and create a pathway to employment after completion of the programme.

Box 1: IOM and Counter-Trafficking Programmes

Established in 1951, IOM is the leading intergovernmental organization in the field of migration and works closely with governmental, intergovernmental, and non-governmental partners. IOM formally joined the United Nations system in 2016 and is now the Coordinator and Secretariat for the UN Migration Network, established in 2019.

With 174 member states, a further 8 states holding observer status and offices in over 100 countries, IOM is dedicated to promoting humane and orderly migration for the benefit of all. It does so by providing services and advice to governments and migrants.

Globally, IOM has been working on counter-trafficking programmes for over 25 years, with initiatives ranging from capacity development for service provision and protection (for government and civil society), delivery of direct assistance services (survivor care), referral system strengthening, capacity development of civil and criminal justice systems, technical assistance for law and policy development, data collection and research, and strengthening private sector responses to trafficking. In this time, IOM has reached close to 100,000 people affected by trafficking. Counter-trafficking is a core part of IOM's work worldwide and forms part of the organisation's Migrant Protection and Assistance (MPA) portfolio.

In the UK, IOM's counter-trafficking work started in 2011 through training initiatives for local authorities and other first responder organisations, building their capacity to detect potential victims of trafficking and refer them to the National Referral Mechanism for support and formal identification. Since then, the focus widened to include research on vulnerabilities to trafficking from key source countries (Albania, Nigeria and Viet Nam), support to foster carers who look after unaccompanied asylum-seeking children who have been or may be at risk of trafficking or going missing and programmes that look at the interplay between social norms, stigma and trafficking. IOM also participates in policy dialogue about trafficking with the government and civil society actors, and co-chairs the international thematic group of the Modern Slavery Strategy and Implementation Group (MSSIG) with Anti-Slavery International. Our most recent work focuses on analysis of existing trafficking data and on improving long-term care and (re)integration outcomes for survivors after the initial period of recovery support has ended, and in particular, providing assistance to overcome barriers to employment.

THE STAR PROGRAMME

The Skills Training and Reintegration (STAR) pilot programme, implemented by IOM UK, had the overall objective of helping survivors of human trafficking and modern slavery on their journey towards employment and integration in the UK, supporting them to overcome some of the barriers they face, and increasing their knowledge and confidence to access the labour market (See Box 1 above for more information about IOM and our counter-trafficking activities). The programme aimed to achieve 4 key outcomes for the participants, as follows:

   i)   Participants have a stronger set of skills to help towards gaining employment
   ii)   Participants have increased understanding of UK work culture and recruitment practices
   iii) Participants have increased confidence in the job search and application process
   iv)   Participants are motivated and on a path to employment

Three cohorts of participants were provided with skills development training (four hours per week) and personalised support (a one-hour call per week with an IOM caseworker) over a three-month period between November 2020 and September 2021. Due to the COVID-19 pandemic, Cohorts 1 and 2 participated in the training virtually, while Cohort 3 participated in some sessions online and some sessions in person in the IOM office in London. Programme participants were provided with laptops and data packages and those with children could receive support with childcare costs. Transport costs were also reimbursed for those traveling to the office for the training sessions.

To be eligible, individuals needed to be a survivor of modern slavery, with the right to work in the UK. They also needed to be in a position where they could commit to a three-month training programme.[1] As a pilot programme and given the eligibility criteria, the STAR programme just aimed to recruit 6-10 participants per cohort.

For referrals to the programme, IOM partnered with Hestia, a leading provider of support to survivors of modern slavery in London and the South-East of England[2] (see Box 2 for more details).

To support with the development of the training curriculum and to co-deliver some of the sessions, IOM also partnered with the London Skills Development Network (LSDN), a not-for-profit Social Enterprise providing adult education and community learning across London. They specialise in supporting communities and adult learners who are marginalised, facing multiple levels of disadvantage, and social exclusion.

> ## Box 2: **Partnership with Hestia**
>
> Through initiatives such as the Phoenix Project, Hestia has been focusing on the provision of long-term support to survivors, including support to find work. This partnership ensured that participants were receiving support with other aspects of their lives (such as with housing or healthcare) and could focus on the training and personal support.

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[1]   The referral partner was asked to confirm that the individual being referred was considered sufficiently fit and able to participate in the training sessions, meaning that they will have made progress in their recovery process to cope with activities. They were also asked to confirm that the person being referred had expressed an interest in completing skills training, finding work, spoke basic English, had basic digital literacy skills, and a stable housing situation.

[2]   As the training was originally intended to be delivered face-to-face at IOM's offices in London, referrals could only be received from survivors living in London and the surrounding areas.

The training curriculum focused on skills development across three modules - digital, life and employment - with personalised support provided throughout, as illustrated in figure 1 below:

Figure 1: STAR Programme Outline

▶ Digital Skills	▶ Life Skills	▶ Employment Skills
Month 1	**Month 2**	**Month 3**
• Online basics	• Legal rights and responsibilities	• Rights and entitlements
• Online safety	• UK system and support	• Employment practices
• Finding a job online	• Soft skills	• Working in the UK
• Using Microsoft Office	• Financial basics	• Job search, applications, CVs, interview prep

Personalised Support

Identify skill sets • prepare CVs • identify opportunities • clarify goals • next steps

12 Weekly Sessions

PROGRAMME FINDINGS

This report presents findings and lessons learned from the STAR programme, drawing on data gathered across all the monitoring and evaluation tools and includes quotes from the focus group discussion (FGD) participants (see Box 3 for more details). The report was written by the IOM STAR team and is therefore not an independent evaluation of the programme. Text boxes are used throughout the report to highlight key elements of the STAR programme design.

> ## Box 3: **Monitoring and Evaluation**
>
> A monitoring and evaluation plan and a series of tools were used in the STAR programme, including:
> - Pre and post knowledge assessments
> - Feedback forms
> - Personal support plans
> - The Work Star™
>
> In addition, a series of focus group discussions (FGDs) were facilitated by independent consultants to provide further qualitative data about the participants' experiences in the programme, and to explore what additional/ alternative content or support they would like to have received. More details about the tools are available in Annex 1 and about the participatory exercises used in the FGDs in Annex 2. A participant-friendly report was shared with the individuals who shared their views in the FGDs.

The report begins by providing a brief overview of the training participants. Part one of the report is then organised around the objective and outcomes of the programme, presenting key data and findings for each one in turn. Part two goes on to consider what additional or alternative support may have been helpful to the participants, the challenges experienced during implementation, and how relevant and sustainable the programme has been. The report concludes with some key lessons learned and recommendations.

In total, six survivors who met the eligibility criteria were referred to each of the three training programmes. Of these, one from the second cohort and one from the third cohort did not complete the training due to challenges they were experiencing with their mental health which prevented them from being able to fully engage in the course. As such, a total of 16 survivors completed the programme from a range of different nationality backgrounds.[3] Of these, the majority were female (13 of 16).

There was significant variation in levels of education, digital literacy and English language among participants. Some participants had not completed primary school education while others had completed higher education to master's level. Subjects studied by participants included teaching, social work, mechanical engineering and IT. Others had trained in the military, in hair and beauty, and floristry.

[3] Including Albania, Afghanistan, Nigeria and Romania, among others.

Some participants had no formal work experience while others had worked for several years in sectors including hospitality, care work, construction, and hair and beauty. Others had experience in voluntary roles. Many participants had also gained skills outside the workplace including childcare, cooking and cleaning. Eleven participants (85%), all of whom were female, had children at primary school age or younger.

Part 1: Findings Against the Programme Objectives and Outcomes

A. Has the STAR programme supported participants on their journey towards employment and integration in the UK?

At the time of the last follow up, in November 2021, training participants were at different stages of their journeys towards employment. The target at the outset of the programme was for 60% of participants to be in paid or voluntary work, vocational training or adult education after participating in the programme. In total, 12 of the 16 participants were in one of these categories, equivalent to 75%, as outlined in Figure 2 and detailed below.

Figure 2: Status of STAR Participants in November '21
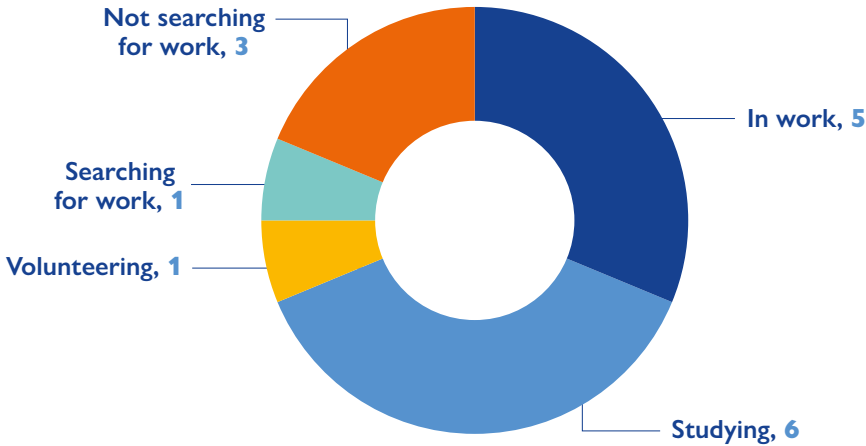
The five people who were in paid work (31% of all participants) had taken on roles in a construction company, a housing charity, a food delivery company, a restaurant, and one had started their own business as a self-employed mobile hairdresser. One person was working on a full-time basis while the remaining four were working part-time. The participant who has been volunteering does this with the Charity Barnardo's (as a parent champion) for around 6 hours a week, when childcare arrangements allow. This is a first step towards becoming a teacher.

Six people were studying or in vocational training programmes (37.5% of all participants). All 6 were doing English language courses,[4] and one person was also studying maths. One person was taking a vocational training course in baking, alongside English language classes. This reflects the fact that many of the STAR participants required further training and educational support to develop some of the core skills required for work, particularly around English language.

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[4] Three of these individuals were participating in courses provided by the STAR training delivery partner, the London Skills Development Network, while the remaining three were studying with local adult education providers.
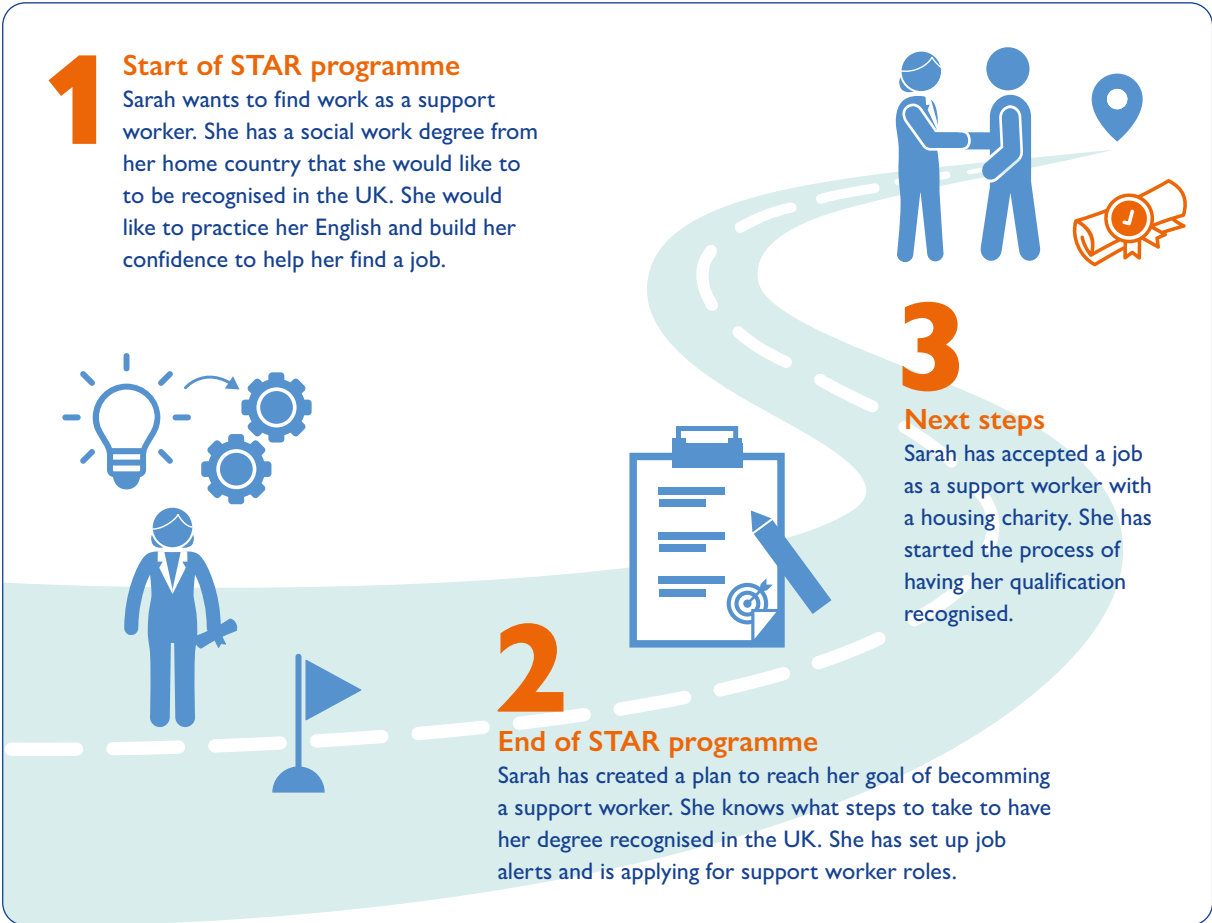
The individual who is searching for work is interested in roles in administration and IT support; they have had an interview and are waiting for a response.[5]

Three participants were not searching for work or engaged in studying/training at the time this report was written. Of these, two were looking after their young children and did not have fulltime childcare support available to them to enable them to find and maintain work. The third person was in the later stages of pregnancy so was not actively looking for work or study opportunities. As highlighted in the challenges section of this report, childcare was a significant barrier for some the STAR participants, which prevented them from engaging in work or further education.

It is important to note that the STAR participants were also receiving ongoing support from the referral partner, Hestia. As such, it is not possible to entirely attribute the progress they made to the STAR programme as this support was not provided in isolation.

Some of the individual participant journeys are highlighted in the graphic below and interspersed throughout the report (please note that pseudonyms have been used to protect the participants identity):

Figure 3: Overview of Sarah's Journey

1 Start of STAR programme
Sarah wants to find work as a support worker. She has a social work degree from her home country that she would like to to be recognised in the UK. She would like to practice her English and build her confidence to help her find a job.

2 End of STAR programme
Sarah has created a plan to reach her goal of beccoming a support worker. She knows what steps to take to have her degree recognised in the UK. She has set up job alerts and is applying for support worker roles.

3 Next steps
Sarah has accepted a job as a support worker with a housing charity. She has started the process of having her qualification recognised.

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[5] This individual is also exploring the possibility of going to university to study computer science and will be eligible for student finance next year.

During the FGDs, the participants highlighted three 'most significant steps'[6] the training had provided them with in terms of their journey towards employment and labour market integration. Two of these steps comprise practical skills, namely (i) how to develop a CV and cover letter and (ii) how to use a computer and the internet, as highlighted in these quotes:

> *"Having the confidence to talk and ask questions, learning how to use computer – now if anyone asks me to come to Zoom, I know how."*
>
> *"The CV and covering letter session was the most helpful – because it was something I didn't know before."*
>
> *"Each topic was important – but especially team working. In my country, we work differently, so that topic on communication and teamwork was really important, made me understand how to work with other people in this country."*

The third step was more psycho-social: a sense of confidence and self-belief that they will ultimately be able to get to where they would like to be, even if it was not immediately possible due to childcare responsibilities and other logistical factors:

> *"It's helping us with our next steps….now I know, yes, I can do something, even if I only have a couple of hours right now – and I know where to go, and where to look…"*

B. Has the STAR programme supported participants to strengthen their skills set to help towards gaining employment?

This outcome within the programme focused on increasing confidence in using **soft skills** for work (such as teamwork and communication) as well as **basic skills** required to find work or use in the workplace (such as English language). A range of training resources were generated for the STAR programme (see Box 4 for more details).

> ## Box 4: **STAR Training Resources**
>
> A training package was developed including an overall guidance document, trainer resource packs and workbooks for each module, PowerPoint presentations for 24 training sessions (48 hours of training content) and lesson plans for each session. The workbooks provided a range of activities from beginner level to more advanced to cater to the different levels in the group.

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[6]   The facilitators used a 'most significant steps' exercise (inspired by the Most Significant Change Methodology) to understand individual employment aspirations (where they would like to end up) and determine what had been the most significant steps on the journey so far, including steps that have functioned as 'enablers' and 'challenges' (see Annex 2 for more details).

Soft skills

The training course covered a number of different soft skills as part of the second module on life skills. Particular attention was given to communication (verbal and non-verbal), personal presentation and teamwork skills.

Two of the monitoring tools provide some insight to help gauge whether people felt they had strengthened these skills through STAR. Firstly, the feedback forms asked if participants felt they had improved their skills in communication, teamwork, giving their opinion and asking questions in group settings. All 11 participants who completed the form said they felt more confident in their communication skills after participating in the training. Ten of the participants felt more confident in teamwork and asking questions in a group setting (91%). Fewer participants (8 or 73%) felt their confidence had increased in terms of giving their opinion in a group setting. This lower number could be explained by some of the challenges the participants felt in communicating in English, some cultural considerations (which mean that giving an opinion to a group can be negatively perceived), and the fact that some of the participants were quite introvert and shy in character (as observed by the trainers).

This question was also explored during the FGDs when participants were asked what soft skills[7] they thought were required by UK job candidates. The responses were captured in a Word Cloud exercise (as shown in figure 6 below) with some participants offering practical explanations and nuanced reflections:

> *"Communication is the confidence to ask questions"*
>
> *"The communication needs to be clear, but the format of it depends on the context and the person we are talking to – there is formal and informal communication. It is important to listen to each other, have empathy and be confident"*
>
> *"I need to talk to my clients as I'm doing their hair, ask them how they feel, for their opinion on the style, and offer them tea and coffee… I need to be friendly and polite, listen to what they want, but be honest with them…. if they suggest a style that is not very suitable for them, I need to be able to say that to them!"*
>
> (Communication skills required by a hairdresser, as explained by one participant who is working as a self-employed hairdresser).

Basic skills

The STAR programme also sought to increase participants' confidence in using key skills needed for work, including English language skills, and using computers and the internet to find information. Two of the monitoring tools looked at these skills.

The feedback form asked if participants felt they had improved their skills in using laptops, emails, Microsoft Word and the internet to search for work. It also asked if they felt they had improved in their ability to talk about their own skills for work and in their English language ability. All 11 respondents reported improvements in using the internet to search for work and speaking English and 10 respondents reported improvements in using a laptop and email (91% respectively). A smaller number of people reported improvements in using Microsoft Word (8 people or 73%) and in talking about their own skills (7 people or 64%). As the training provided quite an introductory overview to Word, some of the

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[7] The facilitators did not use the term 'soft skills' as it was felt this might confuse the participants. Instead, they specifically asked about the types of skills covered by the training curriculum, namely – communication skills, teamwork skills and time management skills.

Figure 4: Word cloud of 'soft skills' for work mentioned by participants

participants felt that they were still lacking in confidence in using the programme and would have liked more time to learn more about the different functionalities it offers. It was also noted in the training and personal support sessions that some of the participants felt uncomfortable talking about their skills or struggled to identify and acknowledge the skills that they possess. This was due to ongoing confidence issues, and very limited experience in reflecting on their own skills or talking to others about them. This highlights an opportunity to find more creative ways to help participants identify and communicate their skills in future programmes.

The Work Star™ has an area focusing on basic skills which looks at having sufficient skills in English, reading, maths and computers to undertake training or to look out for and apply for a job. It also looks at whether participants have a high enough level of basic skills to be able to do the kinds of work they want to do. At the start of the programme, the average self-reported score among participants for their basic skills was 4.71. At the end of the programme the average had increased to 6. Overall, 11 out of 14 participants (79%) had increased their scores by the end of the programme, with most participants moving up one or two steps on the scale. Three of the participants gave themselves the same scores before and after the training, which were relatively high scores of 6, 7 and 8. This indicates that these participants felt they already had good basic skills at the start of the programme and did not see significant improvements by the end.

Overall, participants both demonstrated and self-reported improvements in their soft skills and basic skills for employment after receiving the training and personalised support through the STAR programme. There were strong improvements in communication and teamwork skills, skills in using the internet to search for work, and English language skills. Participants reported more limited improvements in their ability to give their opinion in a group, using Microsoft Word and talking about their skills for work. Additional content or assistance in these areas would be key for future training programmes.

> ### Box 5: **Programme Eligibility Criteria**
>
> To be eligible, individuals needed to be a survivor of modern slavery identified through the National Referral Mechanism (NRM), with the right to work in the UK, who could commit to a three-month training programme (as confirmed by the referral partner). Having the right to work was a requirement of the programme because the aim was to help participants prepare for employment in the UK, involving job searching and job applications. While this narrowed down the population of survivors the programme could reach, it was considered important to manage expectations among participants and focus on those for whom work in the UK is a realistic possibility.

C. Has the STAR programme increased participants' knowledge of UK work culture and recruitment processes?

This outcome aimed to increase understanding among participants of UK work culture, workplace behaviour (such as time management, presentation, planning, prioritisation) and recruitment processes.
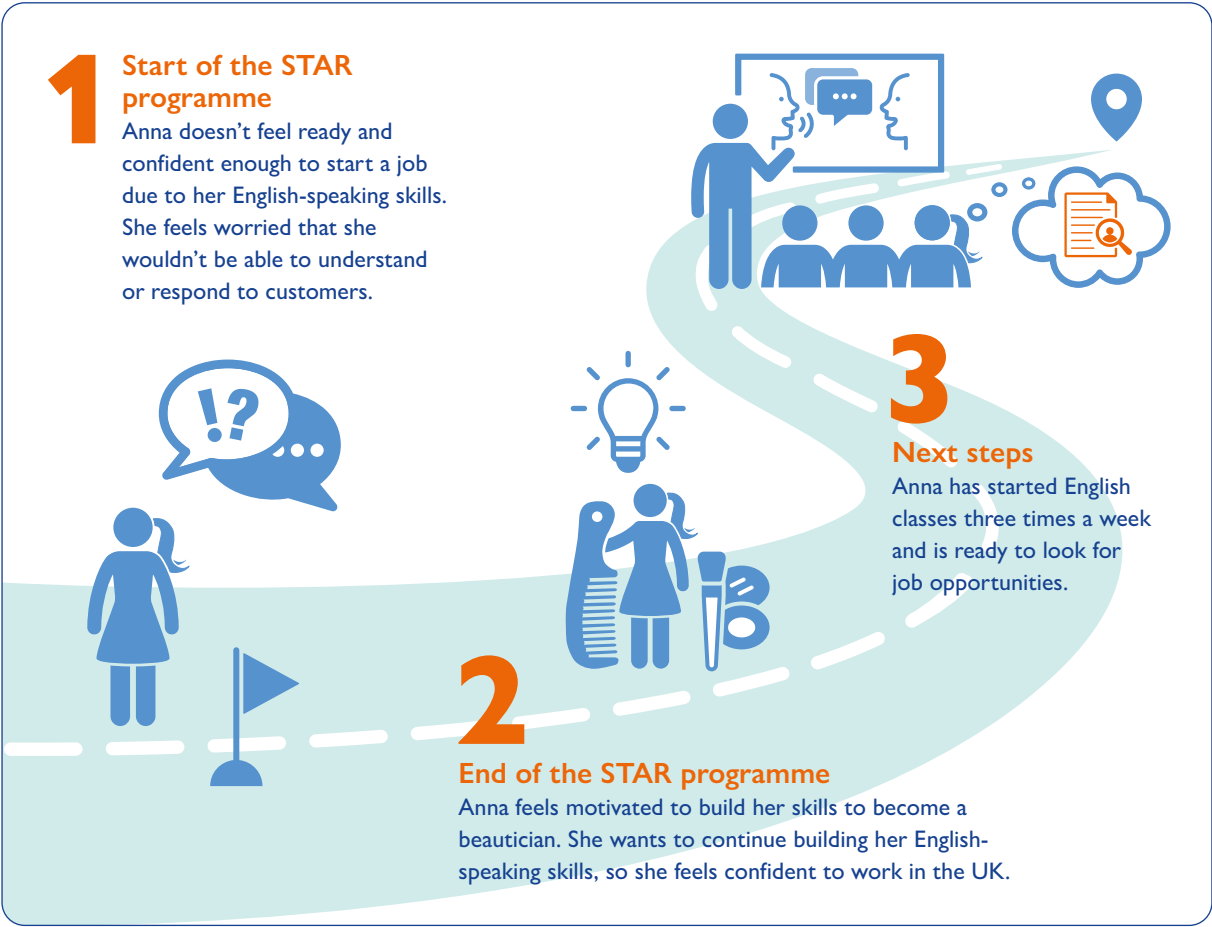
Participants who completed the pre- and post-knowledge assessments were asked a series of questions about their understanding of work culture, covering aspects such as how to manage time and present themselves for work, as well as more specific UK employment practices (like minimum wage, sick pay and holidays etc). Before the training, just under half the respondents said they understood these different aspects of work culture. At the end of the training, all participants reported that they now understood these areas, with the exception of one person who did not feel as though they fully understood the more specific UK employment practices.

The pre- and post-knowledge assessments also asked participants questions that were designed to test their understanding of the benefits of teamwork, communication challenges and non-verbal communication, time management, workplace hazards, and using job search websites. After the training, there were significant improvements among participants in their understanding of non-verbal communication, workplace hazards (which all participants could correctly describe) and using job search websites. Across the other areas there were only small improvements, with participants answering many of these questions correctly in the pre-training knowledge assessment, indicating that the participants already had good baseline understanding of these aspects before the training.

The pre- and post-knowledge tests also asked questions about job descriptions and CVs. For example, respondents were asked to describe what is meant by (i) a job description, and (ii) a person specification. Before the training, only 3 of the 8 respondents answered the question and attempted to define a job description, and none of them explained what a person specification is; whereas after the training all participants could articulate what a job description is, 6 of them attempted to define a person specification, 5 of whom gave a correct response.

Overall, participants demonstrated and reported increased knowledge of work culture and recruitment processes through the STAR programme, particularly around the importance of and strategies for time-management, understanding non-verbal communication, understanding of workplace hazards, and using job search websites. In other areas, such as the benefits of teamwork and communication challenges, participants already appeared to have a good baseline knowledge at the start of the programme.

Figure 5: Overview of Anna's Journey

1 Start of the STAR programme
Anna doesn't feel ready and confident enough to start a job due to her English-speaking skills. She feels worried that she wouldn't be able to understand or respond to customers.

3 Next steps
Anna has started English classes three times a week and is ready to look for job opportunities.

2 End of the STAR programme
Anna feels motivated to build her skills to become a beautician. She wants to continue building her English-speaking skills, so she feels confident to work in the UK.

D. Has the STAR programme increased participants' confidence in the job search and application process?

This outcome looked at improvements in participants' confidence in the job search and application process. The programme worked on the assumption that the more knowledge and skills people have in order to do a particular activity (covered in the previous outcomes), the more confident they are going to feel; especially when they are approaching something new. It also assumed that many people gain confidence from completing tasks and trainings successfully and achieving goals, which was factored into the personal support sessions (see text Box 6 for more details).

One of the FGD activities involved a hypothetical case study about a young woman called Nora, who was in a similar position to the participants and seeking advice on i) how to search and apply for a job in the UK and ii) how to prepare for and behave in a job interview. The activity was designed to assess both the participants knowledge of these processes and their confidence in describing them to another person.

> ## Box 6: **STAR Personal Support Resources**
>
> Two tools were used to guide the personal support component of the STAR programme: the Personal Support Plan (PSP) and the Move-on Plan. The PSP was completed with participants in their first personal support session to gather background information and agree on five objectives, including three core objectives: to identify their skillset to create a CV, to improve their digital skills, and increase their confidence in English Language. The PSP was then reviewed at the middle and end of the programme.
>
> Move-on plans were created with participants in their final personal support sessions to ensure that goals were set for their future beyond the STAR programme, with clear steps to achieve these goals against a realistic timeframe. The move-on plan included both short term (6 months) and longer-term (one year plus) goals, and steps setting out what activities were to be completed and when. It also included websites and resources with further information for the participants, as well as potential obstacles the participants may face in completing their plan.

The responses from the participants demonstrated good understanding of the processes. Overall, the groups were able to list a variety of online and offline approaches to searching for a job, including citing specific websites and specific places to visit (such as the job centre, local shops and the Citizens Advice Bureau).

Between them, and with some prompting, the participants were able to explain the key documents required for job applications, as follows: (i) a CV and covering letter; (ii) some form of ID – participants could cite specifics – for example, *"you can use a BRP* [Biometric Residence Permit] *if you don't have a passport"*, *"you need your* [National] *insurance number"*; and (iii) certificates/transcripts from educational institutions).

Some participants also added other helpful inputs – such as Nora needing to first decide what kind of work she was interested in, before she started searching for roles.

The advice provided on interview preparation and behaviour is illustrated by these quotes:

> *"To be prepared for a job interview, look at the job description and understand what the job it is about so you are prepared before the interview about the main points".*
>
> *"Eye contact is very important, so the person thinks you're telling the truth and not lying. You should wait for the person to stop talking before you answer, listen to the question carefully, and if you don't understand, ask 'Can you please explain'?"*

Other suggestions made were to ensure punctuality, plan the journey in advance, dress appropriately, and behave confidently.

In this activity, as well as the other FGD activities, several participants were also able to link their knowledge and skills gains to positive attitudinal outcomes, as highlighted below:
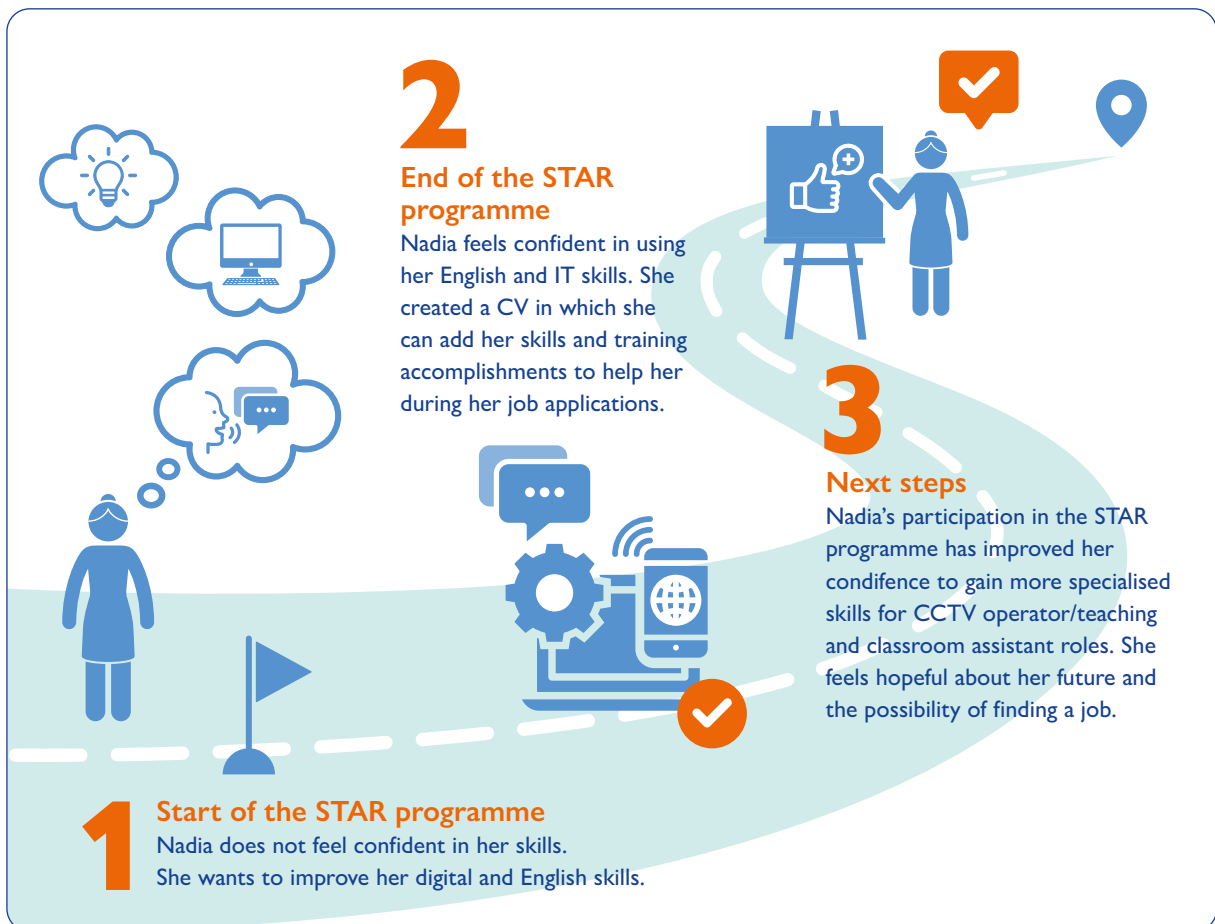
"When you get more knowledge, you feel more confident, when you know more you can give your opinion without fear…"

"When you plan and give yourself the time, you become more relaxed."

This suggests that alongside increased knowledge in the job search and application process, many of the participants also highlighted their improved confidence in undertaking these processes.

This finding is also supported by the readings of the Work Star™ relating to job-search skills, which covered things like researching opportunities, applying for jobs and presenting yourself well. Of the 14 participants who completed a reading of the Work Star™ before and after the training, almost all reported a higher reading after the training (bar one individual), with the average pre-training score being 4 and the average post-training score being 5.3. The qualitative notes accompanying the scores clearly articulate tangible improvements in participants' job searching skills and confidence. For example, at the start of the programme, one participant notes read "she needs support to search and find jobs but very willing to accept help". On the second reading at the end of the programme, the notes read "she feels more confident about her job search skills; she knows how to search for jobs using the internet and has created a CV which she can send by email".

Figure 6: Overview of Nadia's Journey

2

End of the STAR programme
Nadia feels confident in using her English and IT skills. She created a CV in which she can add her skills and training accomplishments to help her during her job applications.

3

Next steps
Nadia's participation in the STAR programme has improved her condifence to gain more specialised skills for CCTV operator/teaching and classroom assistant roles. She feels hopeful about her future and the possibility of finding a job.

1

Start of the STAR programme
Nadia does not feel confident in her skills. She wants to improve her digital and English skills.

However, the course feedback forms identified one area where participants showed more limited self-reported increases in confidence, which was in interview preparation. Individuals were asked if they feel more confident about attending an interview after the training and 64% of respondents (7 out of 11) said yes to this question (which was considerably lower than the self-reported increases in confidence for soft skills, such as communication). Some of the qualitative notes accompanying the Work Star™ also highlighted that participants felt they needed more practice in order to feel confident in an interview scenario, and the FGD participants also expressed an ongoing lack of confidence in this topic, as highlighted in this quote:

> *"I would still feel nervous in an interview – I need to learn more, the practice interviews were difficult…"*

It is worth noting that not feeling confident with interviews is something that many people would identify with and would self-report if asked this kind of question. As such, a certain degree of anxiety / nervousness about interviews is expected given that they require performance under pressure. However, this is clearly an area which could be further expanded in the training curriculum, with more sessions dedicated to interviews and more practice interviews in the personal support sessions. This could help to further build confidence among participants and support them to feel more familiar with what might be asked of them in an interview and how they could respond to such questions.

Overall, the STAR programme has increased confidence among participants in the job search and application process, but this is an area where further improvements could be made. This is particularly in relation to interview preparation, which could be expanded in the training content and further practice interviews included in the personal support sessions.

E. Has the STAR programme helped participants to feel motivated and on a path to employment?

This outcome focused on supporting survivors to feel motivated and on a path to employment, having received personalised support to apply for jobs, work placements, volunteering and vocational training. Progress towards this outcome can be assessed by reviewing the status of the STAR participants after the training (in relation to work and study), the Work Star™ section on aspiration and motivation, as well as reflections on levels of engagement among participants in the programme.

As noted earlier in the report, by November 2021, 5 of the STAR participants (31%) were in paid work, clearly demonstrating that they had felt motivated and had found a path to employment after the training. Six participants were studying or in vocational training programmes (37.5% of all participants), while another participant one was actively searching for work and had interviewed for a role, and another was volunteering. This indicates that a further 50% of the participants were feeling motivated and on a path to employment.

Three participants (or 18.75%) were not searching for work or engaged in studying/training at the time this report was written, two were looking after their young children and could not access fulltime childcare support and the third was in the later stages of pregnancy. Therefore, these participants were not able to focus on finding work or study opportunities due to other commitments in their lives.

The Work Star™ has an area focusing on aspiration and motivation which looks at the work participants would like to do and having the motivation to make this possible. It's about having realistic goals for the short term but also covers longer-term aspirations for the type of work participants want to do to move towards the future. At the start of the programme, the average score among participants for this area was 4.6. At the end of the programme, the average had increased to 5.7.

At the first Work Star™ reading, one participant from programme 1 wanted to find work as a hairdresser but acknowledged that she was not currently 'ready to work' as she has two young children to care for. At the end of the programme, she felt hopeful that she would be able to find work in the future when she had access to government funded childcare and had identified the steps she needed to do this. She felt motivated and had started practicing her hairdressing skills in her free time.

The target linked to the Work Star™ was for 30% of participants to report feeling motivated to find work after completing the programme. Overall, 86% had increased their scores by the end of the programme, with most participants moving up one or two steps on the scale, surpassing the target significantly. Two participants had the same reading at the start and the end of the programme.

The trainers and IOM caseworker also observed a number of different factors that affected the participants' motivation during the STAR programme. Some participants experienced personal problems which affected their attendance and ability to engage in the programme. Others were frequently late and needed daily reminders as they struggled to remember the dates and times of the sessions, or they slept late as they suffered from poor sleep due to the trauma they had experienced. When these issues were discussed with the participants' support workers it was noted that this is a common challenge with this population.

Box 7: **Ancillary Support**

Alongside the 3-month training course and personalised support, the STAR programme also provided support to overcome barriers to participation. Participants were loaned laptops and data packages; those with young children were given financial support for childcare; and participants in the third training cohort (which included face-to-face sessions in the IOM Office) received support to cover transportation costs.

Overall, the STAR programme has increased feelings of motivation among participants. The target at the outset of the programme was for 60% of participants to be engaged in their move-on plan (engaged in paid or voluntary work, vocational training or adult education after participating in the programme). At the time this report was written 75% of participants were in one of these categories, so above the target. The programme seems to have functioned as a catalyst, helping participants to think and reflect about where they want to be, and understand what the next steps in their pathway could be as well as supporting them to get there. This finding is also supported by the readings of the Work Star™ in the area of aspiration and motivation.

Part 2: Further Findings

What additional / alternative support might be helpful?

This question was addressed during the FGDs when the facilitators asked participants if further or different forms of support may have been helpful to include in the STAR programme.

Overall, the feedback on the training was positive. Participants found the contents, structure and delivery approach helpful and that the one-on-one sessions complemented the groups sessions effectively. Rather than identifying gaps in the content, participants tended to highlight areas where they would have liked more time to have been spent. In particular, three areas were cited:

- **Writing CVs and Cover Letters** – while the session on CVs and cover letters was cited by many participants as the most useful part of the training, it was also highlighted that more support is needed in this area. Several participants also demonstrated confusion regarding this topic, such as the difference between a cover letter, a motivation letter and a personal statement.

- **Interviews** – as noted in the findings section above, participants expressed an ongoing lack of confidence on this topic and were keen to have more practice sessions.

- **Digital Skills** – One participant mentioned that she found these sessions "difficult to follow", while others simply suggested they would have liked more sessions on "how to use technology, how to use a laptop", or simply more time to practice their new skills. Some participants highlighted specific topics they would like to cover – for example, one lady said she would like training on "computer programmes for management tasks", while another commented that the online safety topic was "very short" and she would like more training on "how to put our details and photos online safely, and how we can delete them if we're not feeling comfortable."

These are areas of the course content and personal support sessions that could be reviewed, expanded, and updated for future roll-out of the programme.

Challenges

English language

While many of the participants highlighted that the training helped them strengthen their English, they felt that this was an area where they would appreciate more support, and a couple of the participants reported that their level of English meant they struggled to engage with some of the training content.

Indeed, the trainers noted during the sessions that some of the participants were experiencing difficulties following the content and completing the exercises, despite efforts to speak slowly and use simpler sentences, even though the workbook contained exercises for different skills levels.

A couple of the FGD participants also reported that their levels of English meant they had difficulties engaging with some of the training content, and the feedback forms also noted English as an area where participants needed further assistance. This is also reflected in the fact that 6 of the participants enrolled in English language courses after STAR programme.

While the programme selection criteria involved the need to have a basic level of English, this was difficult to uphold in reality. To address this challenge in the future, one approach would be to test the English language ability of all referrals before they are accepted onto the programme, although this would likely result in higher numbers of individuals being excluded from the programme. Another option would be to require that all individuals referred to the programme are also participating in English language classes, but this may also be difficult to put into practice if places on courses are not available or if individuals have childcare issues.

Childcare

Childcare was highlighted as an issue by several participants. While resources were available through the programme to pay for childcare for the duration of the training sessions, this proved difficult to implement in practice, particularly for those with very young babies. The challenges were twofold: firstly, it was very difficult to find childcare providers who had spaces available for the small number of hours required (4 hours per week). Secondly, there were difficulties with timely processing of payments to childcare providers between IOM and the referral partner which took some time to resolve and streamline. As such, several participants ended up having small children around throughout the training, which affected their ability to fully participate, as highlighted below:

> *"The main issue has been childcare. It was difficult to find a childcare provider, as my children are very young [five-month-old twins]. When they were not being cared for by the childminder, it was hard to concentrate in the trainings. Sometimes I had to switch my video off or leave the session to look after my children."*

Lack of childcare was also cited as a challenge in the course feedback forms, both in terms of participating in the training, and in terms of participants actually being able to enter employment. It is important to note in this regard that of the three participants who were not looking for work or engaged in study at the time this report was written, two cited childcare issues as the main reason that they had been unable to actively look for work or engage in further training programmes. The referral partner also noted that the high costs of childcare often means that survivors are less well-off working part-time and paying for childcare than if they remain on benefits; meaning that working may not always be the optimal choice for those with children.

Some additional challenges noted in the programme were:

- Some participants had unrealistic expectations about the work they wanted to do and how quickly they would be ready to take on those roles. This was particularly relevant for the participants who wanted to enter roles that required more extensive vocational training. Managing these expectations during the training sessions and one-to-one sessions often proved quite challenging.

- A number of the participants were particularly low in confidence / self-esteem which meant it was difficult to help them to identify their skills and feel that they were ready to start applying for jobs or for further study. These participants also tended to be more dependent on their support worker.

- Some of the participants found elements of the training stressful and difficult, particularly the sessions that contained content about worker rights in the UK. This is potentially linked to their experience of trafficking and exploitation, and the trauma this may have caused. Some of the participants who attended the face-to-face sessions in the IOM office also

found the experience of travelling to central London on the train and underground to be stressful. However, once they had 'mastered the journey', this actually helped them to build their confidence in travelling to different locations for work or further study.

- As noted previously, some of the participants were late to join training or personal support sessions and needed regular reminders about when they were going to take place. This could sometimes cause disruptions for other participants during the training sessions.

- The devices and data packages provided to the participants were only available to them for the duration of the course and had to be returned to IOM in the following month. This meant that participants did not necessarily have ongoing access to devices and data once the course had completed and this affected their ability to continue searching and applying for jobs.

Relevance

Did the STAR programme respond to the needs of participants and partners?

The design of the STAR programme was informed by IOM's experience of providing employment-related support to resettled refugees[8] alongside consultations with key survivor support organisations (including Hestia, the referral partner). This helped to shape the course content, duration, and the ancillary support available to the participants, including childcare support, provision of devices and data and travel support. These aspects of the programme design were essential to ensure that survivors could participate in and get the most out of the programme and without them, there may have been less engagement in the programme and potentially fewer people who started the course would have been able to complete it. However, as noted in the previous section, there were challenges in putting arrangements in place for childcare which would be addressed in future training initiatives.

The combination of training alongside personal support sessions was another aspect of the programme designed to respond to the needs of the participants. The personal support sessions enabled participants to receive one-to-one guidance to help them identify their skills, search for jobs, develop their CV and apply the wider course learning in practice. During the FGDs, the participants gave particularly positive feedback about the personal support sessions, but many also noted that after they ended, they found themselves facing hurdles when applying for jobs and courses and would have appreciated a few additional sessions to help them overcome the hurdles. This was also echoed by support staff in Hestia who explained that survivors could often lose some motivation after the training had ended, as issues cropped up, and that additional support sessions in the weeks following the training would be helpful to address this.

The referral partner also reported that the eligibility criteria, which required participants to have a positive conclusive grounds decision from the NRM and the right to work, significantly reduced the number of referrals they could make to the STAR programme.[9] One way of responding to this would be to include survivors who do not yet have a conclusive grounds decision or the right to work in order to reach more people with the training. However, doing this in a way that does not create unrealistic expectations among participants about being able to work in the UK could be challenging. Offering a modular approach in which participants who are waiting for their conclusive grounds decision and /or do not have the right to work can receive training on digital skills and life skills, while those who have the right to work could then go on to complete the employment skills module, would provide the opportunity to increase the number of people who could be reached through the programme.

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8 Key projects supporting refugees into work include Skills2Work and LINK IT.
9 This was also echoed by other survivor support organisations who IOM approached with information about the programme to see if they had clients that they could refer to the programme. While they were very interested in STAR, the eligibility criteria mean that very few or none of their clients could participate.

The development of an E-learning course for survivors to complete at their own pace from their mobile phones, based on a reduced STAR curriculum and made up of simple and engaging bite-sized lessons could also help expand the reach of the programme to a greater number of survivors. This would provide participants with a foundational level of training which could be completed alone or in advance of participation in the full STAR programme. As part of a proposal for phase 2 of STAR (for which funding is being sought), IOM plans to develop an E-Learning course, while also providing the full training programme to more survivors. The full training programme would follow a modular approach to enable survivors without the right to work to benefit from some of the content, and personal support sessions would continue after the training has completed.

Is the programme aligned with and supportive of wider strategies / initiatives on survivor integration to the labour market?

Providing employment-related support to survivors of modern slavery in the UK has historically been an underdeveloped area of work, particularly when compared to other aspects of survivor care. The government system to provide support to potential and confirmed modern slavery victims is managed through the Modern Slavery Victim Care Contract (MSVCC), held by the Salvation Army with 12 sub-contractor organisations, as part of the NRM. The contract does include employment in the list of services to be delivered (including preparation for work), although it is not clear what this entails and whether it is provided to all individuals within the NRM[10].

There are some notable examples of employment-oriented support which are provided by various organisations outside of the government framework of victim care. This includes the Bright Future Programme which offers paid work placements to survivors with a right to work, with a guaranteed job at the end of the placement.[11] Business in the Community (BITC) also offers various training and access to work schemes for survivors, including work placements with employer partners, such as John Lewis. Another example is the Sophie Hayes Foundations which focuses on supporting female trafficking survivors with employability covering content such as: social skills, IT skills, CV writing, employment, entering further education, self-confidence and self-reliance. They also support survivors into work placements.

There are very few studies or reports that focus on the topic of employment for survivors of trafficking in the UK. As such, the evidence base about survivor needs and experiences in relation to work is limited. One key exception is a recent report by the Anti-Slavery Commissioner and the University of Nottingham Rights Lab on *The benefits and the barriers to accessing employment: Considerations for survivors of modern slavery,*[12] which provides a comprehensive overview of the benefits of working and harms of unemployment for survivors, the barriers they face in accessing employment, and the existing pathways and programmes to support with access to work. Indeed, the report recommends[13] that further evidence building is required to better understand survivor skills, qualifications, work interests and work histories of survivors in the NRM (via the MSVCC) and to address evidence gaps related to the right to work.[14] It also recommends that a standardised suite of modules should be developed to form an accredited work preparation curriculum for all survivors in the NRM, through a collaborative approach between the anti-slavery sector and survivors.[15] IOM is engaging with the Commissioner's office to help advance these recommendations.

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[10] Based on a review of the MSVCC annual reports which do not provide details on the employment element of the service.

[11] Bright Future launched in 2017 through a partnership between City Hearts (one of the sub-contractors in the MSVCC) and The Cooperative. Placements are offered in a range of sectors through a network of business partners, with referrals made by charity partners, including the MSVCC sub-contractors. For more details, see https://assets.ctfassets.net/5ywmq66472jr/5HjacLDiCfbnUfu73fLFVi/398ff2d74895eb5a9a0 659cc6d947933/Modern_Slavery_Statement_2020.pdf

[12] See https://www.antislaverycommissioner.co.uk/media/1599/rights_lab_access-to-work-pathways_final.pdf

[13] For details of all the recommendations in the report, see pages 34 to 35.

[14] Recommendation 4 of the report. See page 35.

[15] Two other recent publications have focused on the issue of providing access to work for survivors of slavery while they are in the NRM, see: http://www.kalayaan.org.uk/wp-content/uploads/2019/10/Kalayaan_report_October2019.pdf and https://www.antislavery.org/wp-content/uploads/2021/03/Coalition_AccessToWork_report_v3.pdf

The STAR programme made an important contribution to the different initiatives that are available to survivors who have come through the NRM and have the right to work in the UK. By offering comprehensive training and personal support over a period of three months to both male and female survivors, the programme focuses on developing skills and confidence to prepare for work. It complements other initiatives which offer paid work placements and as such could be considered as a key step on the journey towards work, which could be provided before or alongside placement schemes. This report from the STAR programme also helps contribute to the emerging evidence base about initiatives supporting survivors to enter work.

Scale and Sustainability

Are structures, resources and processes in place to ensure that benefits generated by the programme continue once external support ceases?

The STAR programme generated a number of important resources to support survivors on their journey to work, including: a training curriculum, trainer resource packs, presentations, lesson plans and workbooks, personal support plans and move-on plans. In addition, several monitoring and evaluation tools were developed to help track the impact of the programme. These included the pre- and post-knowledge test, the feedback forms and the FGD tools.[16]

A detailed Standard Operating Procedure (SOP) document was also prepared which details key aspects of the STAR programme design and implementation process. This includes sections on the roles and responsibilities of the different organisations involved in the programme, the referral process and participant commitment, the training and personal support schedule, how the ancillary support is provided, as well as risk identification and mitigation steps.

The structures, resources and processes were developed to deliver the STAR training within in a specific programme period, which ran from September 2020[17] to October 2021. In this time, IOM ran three training programmes, each lasting three months; with the last one concluding in September 2021.[18] As this was a pilot initiative delivered over a short period of time, and with eligibility criteria that limited the potential number of beneficiaries, the number of survivors targeted and reached was purposefully modest. However, the resources developed have potential to be used with many more survivors, both in the UK and in other country locations (with some adaptations), as well as with wider populations facing similar barriers to access the labour market. The IOM UK team is planning a training-of-trainers for IOM global staff working on trafficking / labour market integration programmes to take place in March 2022, with participants from country offices located in Europe, Africa and the Middle East. This activity will help ensure that the benefits generated by the programme continue and are scaled out to other geographical locations.

To reach more survivors in the UK, IOM is exploring additional funding to run further training programmes in 2022 and 2023 (as part of a proposed phase 2 of STAR). While the resources and the capacity exist to provide the training, due to IOM's project funding structure, funding for staffing time to deliver the sessions is still required. IOM also recognises that the resources could be used by other survivor support organisations to further maximise their reach and to support more sustainable outcomes from the programme. However, it is important to note that these organisations do not always have the capacity to

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[16] The STAR programme also made use of the Work Star™ but this is a pre-existing tool, available on a licence fee basis.
[17] The original donor agreement began in November 2019 with a different scope of work but was varied in September 2020 to focus on skills development training.
[18] The final month of the programme was dedicated to monitoring and evaluation activities, including the focus group discussions held with the participants to better understand the impact of the programme.

dedicate staff time to rolling out a three-month training programme, as was highlighted during initial discussions about this with the referral partner. As part of the proposal for phase 2, a process of engaging survivor support organisations to understand their interest in the resources and capacity to use them with their clients, as well as the best way to share them, has also been incorporated to ensure the process of resource sharing is structured and increases the chance of their use in the future. IOM is also discussing the resources that have been developed with key stakeholders such as the Modern Slavery Unit and the Office of the Independent Anti-Slavery Commissioner to explore their interest in using the materials as part of a process of developing a standardised suite of materials (which relates to recommendation one of the Anti-Slavery Commissioner's report).

LESSONS LEARNED AND RECOMMENDATIONS

The following lessons learned, and recommendations have emerged from the STAR programme:

The provision of ancillary support is essential to accommodate the varied and changing needs of survivors. Survivors face practical challenges when accessing training and employment. The provision of ancillary support (devices, data packages and childcare support) was an integral part of the STAR programme ensuring that survivors were able to participate in the training and personal support sessions. Loaning devices and data packages meant participants could access information and opportunities online and put their new skills into practice in their own time. Acknowledging the varied and changing needs of survivors in relation to childcare, future training programmes would take a flexible approach, and explore different options including on-site childcare.

Working in partnership with a survivor care provider gives a stable foundation for survivors to engage in skills training. Working with Hestia as a referral partner was a critical success factor for the programme. Hestia have extensive experience and expertise in supporting survivors of trafficking and modern slavery and through their Phoenix project, they are providing longer-term support and helping people transition to life beyond safehouses, into life in community. As such, they were interested and engaged in the STAR programme, referring clients who met the eligibility criteria. The partnership was also essential because it meant that the participants were receiving support with other aspects of their lives which provided them with a level of stability that enabled them to engage in the training. It also meant that if participants were experiencing particular challenges or were coming to the end of the programme, the IOM STAR programme staff could speak to the Hestia caseworkers to address challenges and to ensure they were provided with support on exit from the programme.

Extend personal support sessions beyond the training period to support participant move-on plans. Feedback from the participants and the referral partner indicated that after the training and personal support sessions had ended, small hurdles tended to crop up when participant were trying to apply for jobs or training courses. In response to this need, two further personal support sessions should be provided to STAR graduates following the training (once a month in the subsequent two months) to provide staggered support over a longer period of time. Additional activities that could be organised in this period to further support participants could include refresher sessions for any aspects of training that were unclear, as well as some social gatherings to enable participants to connect with and provide some peer support to one another.

A self-paced E-Learning course alongside trainer-led courses would provide flexibility for survivors on their recovery journey. It is important to offer both face-to-face and online training options to meet the varied and changing needs of survivors. STAR participants expressed a preference for face-to-face training as there were less distractions, and it was easier to engage in group discussion. However, they emphasised the need for flexibility especially for those with young children when travelling to another location for a training session may not always be feasible. Future initiatives would explore the development of a self-paced E-Learning drawing on STAR content and resources to offer another flexible and convenient training option to survivors.

Structure the training to allow survivors without the right to work to benefit from digital and life skills modules. The eligibility criteria for STAR required that participants had the right to work reduced to ensure they had a realistic possibility of being able to enter employment in the UK. In reality, however, this significantly reduced the number of survivors who could benefit from the programme. In order to expand impact and reach to survivors, a modular approach could be taken in future initiatives. This would allow survivors without the right to work to benefit from the digital and life skills modules of the programme whilst also managing their expectations around next steps after completing the STAR programme. Survivors with the right to work could then access to the employment skills module and personal support to create a pathway to employment after completion of the programme.

Further data and evidence are needed to better understand survivors' backgrounds and needs in relation to training and employment support. There has been significant learning on survivors' skills, qualifications, work interests, histories and experiences through the STAR programme but the number of survivors that participated in the training programme was relatively low. Therefore, more data is needed to better understand survivors' backgrounds and needs in relation to training and employment support. To gather this data and build the evidence base, a study drawing on the collective experiences of survivors being supported by UK stakeholders is recommended. As part of this activity, follow-up research with a sample of the participants from STAR could be conducted, to find out how they're progressing one year or more after the programme.

ANNEXES

Annex 1: Programme Monitoring Tools Overview

Tool	Overview	Implementation approach
Pre/post knowledge assessments	Covers: • Knowledge of UK workplace behaviour (time management, presentation, planning, prioritization) • Knowledge of job search and application process.	Survey completed with support from programme coordinator at the start and end of the training. Implemented with groups 2 and 3. Completed by 8 participants.
Feedback forms	Feedback sought covers: • Change in participant status • Change in confidence in using soft skills (communication and teamwork skills) • Change in confidence using basic skills (English language skills, using computers and using the internet to find information) • Change in knowledge related to UK recruitment processes • Change in confidence in job search and application process • Usefulness of placement support • Usefulness of programme training content, materials and modalities • Engagement in move-on plan	Completed online, with assistance from their Hestia support workers. Completed by 11 participants.
Personal Support Plans (PSP)	The PSP supported participants to set objectives (a total of five – three of which are common across all participants), identify steps and support needs to achieve them. Participants completed a mid-point and final review of their objectives with programme staff to assess whether they have fully, partially or not achieved their objectives. Participants review their identified objectives and learning experience, evaluate the impact and effectiveness of the learning undertaken, consider other options for continuous learning and support, and agree next steps. The PSPs seek to measure changes in: • understanding of strengths, qualities and skills • confidence in English language skills • ability to use the internet to find useful information	Objectives set at the start of the programme, and reviewed at mid-point and end of programme, through structured discussions with programme coordinator. Completed by 14 participants.

Tool	Overview	Implementation approach
The Outcomes Star for Work & Learning, or Work Star™, see graphic below.	Externally developed tool, covering seven key outcome areas linked to employability and employment, and underpinned by a five-stage, ten-step Journey of Change – see https://www.outcomesstar.org.uk/using-the-star/see-the-stars/work-star/ and the graphic below for further details. The following 5 outcome areas were used in the project: 1) Job skills and experience 2) Aspiration and motivation 3) Job-search skills 4) Basic skills 5) Workplace and social skills[19]	Implemented in participants' first and last 1:1 sessions. Completed by 14 participants.

Graphic Showing the Work Star™
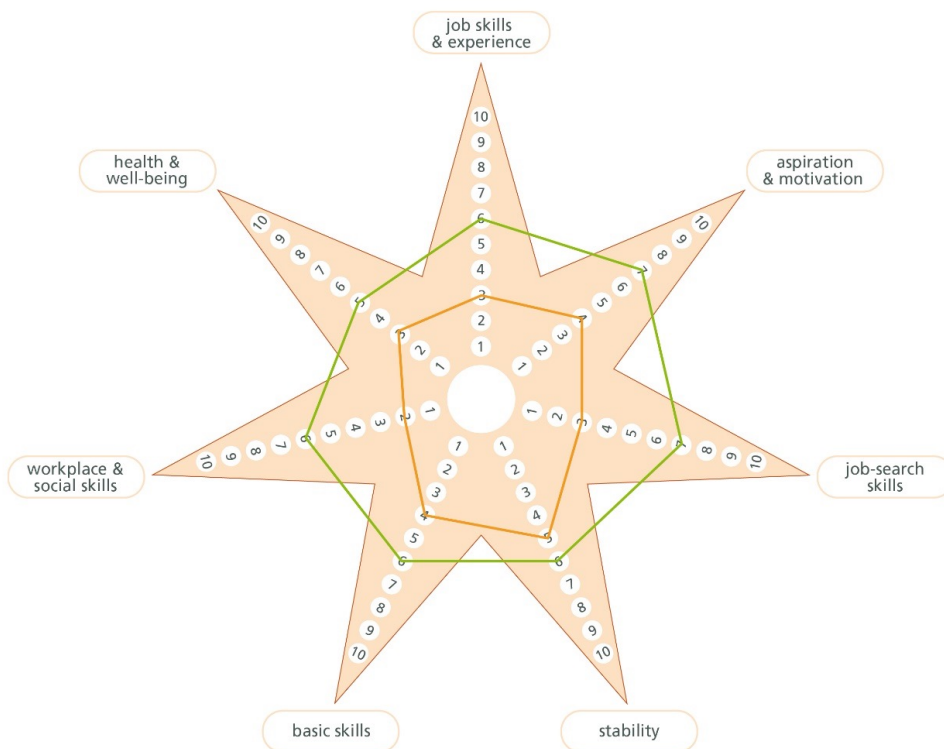
Work Star™ (3rd Edition) © Triangle Consulting Social Enterprise Ltd
Authors: Sara Burns and Joy MacKeith
www.outcomesstars.org.uk

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[19] The other two areas covered by the Work Star™ are Stability and Health and Well-being. The scope of the programme did not include activities designed to support people to feel more stable or help with their health and well-being so these areas were not discussed with the participants.

ANNEXES

Annex 2: Overview of Participatory Exercises used during the FGDs

Exercise	Overview
Free Listing	The participants are asked to 'freely list' the soft skills they think are needed for the jobs they are aspiring to. The facilitators then ask a series of questions to ascertain the contribution of the STAR programme to strengthening these skills.
Most Significant Step	The exercise was inspired by the Most Significant Change methodology – a structured approach to case studies. The facilitators ask participants to construct a timeline for the period from when they began the STAR programme to where they hope they will 'end up', based on their employment aspirations, and ask a series of questions to determine what has been the 'most significant step' on their journey so far, and why, as well as asking participants to identify steps that have functioned as 'enablers' and 'challenges'.
I can help	The facilitators share a vignette of a human trafficking survivor who had received support akin to the STAR programme, and asked participants to offer advice on how she could search and apply for a job, and prepare for an interview.
Stronger Wings for Unpaved Paths	The exercise likens programme participants to flying birds who are 'flying off in different directions' following completion of the training, and asked what could have given them 'stronger wings' for their journey.