

ESOL Plus – Childcare programme (Funded by the Greater London Authority)

Final Evaluation Report



MAYOR OF LONDON

Executive Summary

The project was designed to deliver English classes to parents who due to childcare issues are unable to attend English for Speakers of other languages (ESOL) classes. This was a partnership between four local authority run Adult and Community Learning providers (ACL) and was delivered from November 2018 – March 2019. The aim of the project was to develop English language skills through the production of a memory book for their children.

The four ACL providers were Sutton (SC), Croydon (CALAT), Kingston (KAE) and Westminster (WAES). The four providers worked with a range of partner organisation e.g. children's centres, initial accommodation centres, hospitals and libraries. The project enabled all the providers to work health services and with learners who would not have been eligible for Adult Education Budget funding due to their eligibility status.

Introduction

The project supported learners, with pre-school children or expectant mothers. The classes were held in children centres and with the parents and children in close proximity to each other. The ESOL with childcare was primarily designed to provide a supportive and nurturing environment for parents to develop their language skills through designing a 'book' or a 'keepsake' box for their children which describes their journey into society in this country.

Each provider approached the project with a different slant. WAES delivered the programme in the south of Westminster and worked with women who were referred due to concerns over their mental wellbeing, feelings of isolation and low English levels. The aims of their project was to encourage the mothers to connect with other mothers, whilst improving their English. It was also to create a book of memory which enabled them to process their experiences and create a keepsake for their children.

CALAT worked with the initial accommodation centre and designed their programme to engage with asylum seekers, who are pregnant or had recently had a baby. Their projects ran over 6 weeks and gave women the opportunity to learn new nursery rhymes, as well as to share those from their own countries; cast clay impressions of their baby's feet/hands; make flags, song books, sock puppets and musical instruments; and also read books with their children. All of these items were then placed in the 'keepsake' boxes, which the women designed and decorated to take away with them.

SC focussed their project to support mothers in accessing public services and supporting them to create a record of their baby's journeys, identifying cultural traditions that the mother wishes to preserve, to ensure that the baby is developing in England with strong roots to its cultural heritage. In the second cohort, the children joined their mothers for part of the sessions for a craft activity.

KAE focussed on English tuition, with babies present in small groups to support mothers to access public services and consider all aspects of the development of their child in the locality through reducing isolation and supporting integration. The participants created a record of their child's journey through the development of a short book that identified the child's development and key traditions that the mother deemed important.

Purpose of the Evaluation

The purpose of the evaluation is to determine how effective the projects have been in encouraging social integration, engaging with parents who would not access language classes due to the barrier of childcare and additionally progression of those learners either to a mainstream course or enhanced awareness of the opportunities available to them for further skills development.

Development of language through creating a memory book for their children was a novel way of engaging parents through two way integration; the tutors learning about the learner's culture while imparting the knowledge of cultural differences and life here in England all through the development of English language.

The lessons learnt from this project could be rolled out to all ESOL providers and will benefit the ESOL sector as will encourage groups who are currently not accessing the programmes to come forward.

Finally, the project can demonstrate active engagement in the community with the hardest to reach groups and how through language learning, the participants gained in confidence, reduced isolation and formed supportive networks.

Evaluation

The projects were staffed with a teacher and crèche worker or a teacher and an assistant. All the providers worked with women who have experienced some form of displacement from their home country ranging from torture, imprisonment and constant removal from one place to another over extended periods, as well as being separated from their partners for long periods. They also worked with groups with a range of abilities and therefore differentiation techniques were required. The aspirations of the group were mixed, with some lacking confidence in English which was a huge barrier to those looking to study further or access employment.

Impact/Outcome:

- There was a visible difference in women's confidence over the weeks, and completing craft activities gave women a level playing field with no sense of inadequacy or competition that can come from just language lessons. There was also a real sense of synergy between the children centres and the classes, which helped to build an incredible sense of community.
- The programmes allowed the participants to identify where they could find supportive networks after the course had finished and receive details of progression opportunities, discuss goals and future plans.
- Some women revealed that they had not previously thought of singing or reading to their babies, until they started the course.
- The learners really started to make friends and help each other and some were planning to keep in contact after the end of the course
- The mothers were highly motivated by the creative activities. These also proved to be therapeutic and calming. They became totally absorbed in the task and relaxed as a result.
- Learners were introduced to other local services like the library and encouraged to join rhyme time sessions with their child and meet other parents within the library.

- Confidence in speaking English improved amongst all the participants. Smaller groups allowed for further development and an opportunity to practice language speaking in a safe environment.
- Progression to Family learning course or mainstream ESOL course
- Trusted their children with other people as often the crèche worker was in a separate room and this was the first time that the mother was separated from the child.

Although the providers planned their activities taking into account the learner cohort, the outcome was very similar. It allowed the providers to engage with groups who had so far experienced lack of childcare as a barrier to learning. The project proved good value for money as majority of the funding was used on tutor costs and payment for venue.

All participants gave very positive feedback at the end of the course. The final evaluations were made on a 1:1 discussion with a tutor as the challenge for the participants to write in English would possibly interfere with their ability to communicate verbally. Through body language and talking directly to the tutor they felt more comfortable.

The feedback that we received from the learners and partners has been very positive. Some of the feedback can be found in [Appendix 1](#).

Success of the project:

INDIVIDUAL GROWTH IN CONFIDENCE

Each session showed mothers becoming **more conversational, open to talk** about their experiences and generally **more confident**. There was a visible difference in women's confidence over the weeks, and completing craft activities gave women very positive time with their babies. There was also a real sense of synergy between the participants and the tutors, which helped to build an incredible sense of community.

Learners were introduced to Children centres, libraries and what services they offer. Learners were able to participate in rhyme time sessions in libraries and develop their vocabulary, sentence structure and spoken English through interacting with staff at libraries and other agencies.

GROUP COHESIVENESS AND MUTUAL SUPPORT

- Group cohesiveness improved and positive friendships were formed. All the groups worked well and the tutors saw many friendships beginning to develop between the parents.
- The project also allowed the participants opportunities to explore each other's cultures and discuss the advantages and disadvantages of living in the U.K./home town with a baby/toddler
- The fact that the tasks were self-directed and quite repetitive made it therapeutic and cathartic. The women responded very positively to all the activities and particularly loved the opportunity to concentrate on crafts: they chatted quietly with other mums. In sessions where the babies were in the same room, they would hold each other's babies when their new friends needed a free hand to glue and cut paper.

THERAPEUTIC CREATIVITY

The mothers were **highly motivated** by the creative activities. These also proved to be **therapeutic and calming**. They became totally absorbed in the task and relaxed as a result.

A particularly vulnerable pregnant woman, was on the verge of being referred for specialist help, such as her denial of pregnancy. Professionals were extremely concerned as she would not engage with antenatal services, hold her friend's baby or even a doll. From the first session, she started to prepare her box, very slowly and carefully. The nurturing, non-judgemental and supportive environment of the classes, enabled her to take part, at her own pace. Under the guidance of an older woman, who had befriended her in the IA, she continued with activities, in preparation for her baby, to whom she gave birth a few weeks later.

GREATER CONFIDENCE IN USE OF ENGLISH

The ESOL aspect of the course was developed in response to basic needs of the mothers as opposed to a generic approach. The use of simple useful phrases and vocabulary was built into activities, reinforced through repetition of phrases. For example 'please can I have....' greetings; vocabulary to talk about homes and family.

The learners were able to improve their English skills in a relaxing environment and build their confidence in discussing goals and future plans.

Learners were able to develop vocabulary and language specific to their own and their children's interests and hobbies, as we shaped the course content around these through a vote in the first week.

Learners developed additional skills, such as employability skills in creating a brief / instructions for a project and when evaluating the effectiveness of the course.

Participation:

Across the four providers, the participants were from a variety of ethnic backgrounds and nationalities. Nationalities included Albanians, Chinese, many Arabic speaking learners from Sudan, Syria, Jordan, Morocco and learners from Sri Lanka, Korea and Greece. The actual demographic breakdown can be found in [Appendix 2](#).

Partnership:

The CALAT Family Learning team have a wealth of experience from working in the local community and established links with the Initial Accommodation centres (IA x3), Happy Baby Community (HBC), Croydon University Hospital, Migrant Help, local Children's Centres and Croydon libraries. This meant that when the project was proposed, the forging of a closer relationship was welcomed but it was also easier to recruit women. They were also able to call on local volunteers who were already working with HBC and the IAs, who joined them every week, to hold babies during the craft activities.

WAES sent the Initial poster and email introduction to the project to Children centres, doctor's surgeries, Midwifery Maternity and Health champions, and key organisation such as HELP.

WAES decided on Bessborough Centre in the South of the borough a key hub for all NHS services which had two rooms suitable for teaching and learning and crèche.

Sutton College worked closely with the Royal Marsden Community Services (RMCS): Public Health Nursing and the children's centres to look at venues, methods of approaching new Mums and promoting the course.

Flyers were included in birth packs and/or given to each new Mum by health visitors. Our course was also discussed with Mums during their home visits.

Sutton College also marketed the course to parent support groups including:

- Children's Centre Services
- Refugee and Migrant Network
- Sutton Women's Centre
- Family Information Service
- Home Start Parent Support Group
- Sutton Women's Centre
- Libraries

KAE met with the Children's Centres to discuss the Project and how they could engage/recruit/deliver course to participants. The Children's Centres actively promoted the course and it was advertised on social media - Facebook, Twitter, etc. and posters were also displayed within the community.

They contacted local partners by telephone, following up by meetings, email, phone call, and letters/flyers. They visited some groups of parents e.g. Refugee Action at Piper Hall to encourage Mums to attend. The other groups that were visited included

- Children's Centres
- Baby clinics
- Schools in Kingston area
- Midwives
- Health visitors
- Kingston Hospital (maternity unit)
- Refugee Action
- Job Centre
- Libraries
- One Norbiton (Community group on the Cambridge Estate)
- ESOL families within KAE

Considerations for future projects:

Recruiting the learners took the longest. The courses started to build up by reputation and by 'word of mouth'. Once the learners were engaged, the feedback has been very positive and the projects have been very successful. Having a restricted amount of funding meant that once the course had gained momentum, providers could no longer offer the course due to cessation of funding.

The course needs to build in a settling in period for young children as the initial weeks were disruptive for the mother and child.

The children centres were friendly and offered accommodation with accessible crèches. This provided a safe environment for the parents and child but the size of the room restricts the number of participants on a course.

This project was aimed at new mothers or those with pre-school children. The project highlighted that there are lots of parents (mothers particularly) in the community with children of school age

who continue to struggle within the community to engage in local activities and feel isolated despite their child going to school.

The role of experienced, qualified crèche workers is crucial to the success of the project. The children were cared for in a separate room adjacent to the workshop room which meant mothers and children were dealing with attachment issues.

Future projects should ensure that learning is accessed in an adult only environment, with the reassurance that their children were being looked after, close by, in the crèche.

Efficiency of the project:

Every partner worked within the budget set. SC being the project leaders coordinated the project through termly meetings and managing the financial returns. The project funding was distributed equally amongst the four providers. Although the budgets were assigned to each provider, within the allocation, providers had the flexibility to vire funds between categories. Financial breakdown can be found in [Appendix 3](#).

Conclusions

Although the project was slow off the ground and it was difficult to recruit learners to the course, all the learners who did attend really benefitted from the courses as is evident from the feedback.

Though the course was not restricted to women, apart from one man, who subsequently withdrew after three sessions, the course seemed to be geared toward young and new mothers with limited English. The women saw this course as much more than just a provision to learn English, they saw it as a means of forming friendships, gaining new skills and confidence. However, whilst the sessions were a safe forum for women to discuss various issues openly, the sessions were not gender specific, the subjects discussed were centred around childcare related issues, such as isolation, lack of family support and the difficulty of finding study and work opportunities due to lack of childcare provision.

The projects allowed true social integration as whilst mothers were learning about the culture here, they were also learning about each other's backgrounds, cultures and history. For many of them, this was the first engagement with educational partners and discovering what other facilities are available to them.

Having childcare was very effective in reaching out to women for whom childcare was a barrier to attending classes or engaging in any activity. Croydon in particular worked with asylum seekers, who were pregnant or recently had a baby. The vulnerability of these new mothers was exacerbated by the unpredictability of initial accommodation (IAA), when they may be dispersed across the UK at any time: the impact of an undecided immigration status also prevented them from accessing formal ESOL provision, as well as some community services. As many women had undergone traumatic or frightening migratory experiences, they often lacked the confidence to approach local Children's centre and libraries for support and information.

In conclusion, the project is hugely important on several levels:

1. Building communities and helping individuals to find identity for both themselves and their families in England.
2. Supporting the self-esteem, social and personal wellbeing and safeguarding of new parents and their young families.

3. Filling the huge gap in provision of learning with free childcare for new parents, especially mothers with English as an additional language (EAL).

Recommendation

For a successful project, it is really important to work in partnership with other agencies so that the most vulnerable parents are referred or signposted to the course. Having a childcare facility is critical for the success of this programme. Mixing the language learning with the creation of a bespoke book of memories for their child and Creating personal, family stories in English seemed to have a positive effect on the sense of belonging and community in the group and on learners showing their individual personalities and identities.

Evidence

The impact of this funding is evidenced in the two case studies given below. English Language learning was seen as a bonus for the participants of this course, it was a safe non-judgemental environment with other learners and somewhere their children could be looked after was pivotal to the success of the project.

Case study: Croydon Adult Learning and Training

- A particularly vulnerable pregnant woman, was on the verge of being referred for specialist help, such was her denial of pregnancy. Health professionals were extremely concerned as she would not engage with antenatal services, hold her friend's baby or even a doll. From sitting very quietly when she first arrived, she started to prepare her box, very slowly and carefully. The nurturing, non-judgemental and supportive environment of the classes, enabled her to take part, at her own pace. Under the guidance of an older woman, who had befriended her in the IA, she continued with activities, in preparation for her baby, to whom she gave birth a few weeks later.

Case Study ME AND MY BABY COURSE - Westminster Adult Education Service

The following information was gathered at various stages during the course and additional information gathered after the course.

A telephone interview with Fatima after the course (made possible by the translation skills of a WAES Community Learning Department employee) provided more information about what has transpired in Fatima's life after the course.

Background information

Fatima is a 29-yr old mother of an 8-month baby daughter, her first child. She is from Ethiopia and her current level of English is approximately pre-entry/E1 level. Her home language is Oromo.

Fatima resides in London with her daughter in a one-bedroom flat and her husband (who is studying English and is receiving benefits). Fatima is expecting their second child. Fatima has a Refugee Leave to Remain Permit.

Why did you come to the United Kingdom?

Fatima's personal story is a harrowing one that shows the determination and courage of a very young woman.

In her early twenties, while living in Ethiopia, Fatima was subjected to torture and mutilation under war conditions. She has scarring on her body and permanent damage to her right hand. Faced with the “killing of people everywhere”, she decided to leave her home country.

Her journey to reach the United Kingdom involved travelling on her own by walking for approximately six months from Ethiopia to Sudan. She then walked through the Libyan Desert to eventually find work in a Libyan household for six months. After receiving no pay for her labour she decided to leave. She managed to get onto a boat with 575 other people on board. People died on the journey when the boat overturned in bad weather. Fatima came very close to drowning and only survived by clinging to the side of an Italian Sea Rescue boat. Many others drowned. She journeyed on foot again from Italy to France where she spent one month in the refugee camp known as “The Jungle”. She eventually managed to get onto a train and finally arrived in the United Kingdom with almost nothing. Fortunately, Fatima found refuge and support in the Cardinal Hume Centre in London. She spent a year there without receiving any state benefits. She also met her future husband in London and they married.

How did you find out about the course?

The Outreach Worker from Family Lives advised Fatima about the course and she was encouraged to join. Fatima is keen to study English. However, without crèche support it has proved difficult for her to join a course. This course provided her with the opportunity. Qualified crèche support is part of the provision and made possible by using the Bessborough Family Hub as a venue.

Why did you join the course?

Fatima is keen to learn English and become part of British society. She also clear that unless she can speak and read in English by the time her children go to school, she will not be able to support them properly. She has high aspirations for her daughter and she would like her daughter to study to be a doctor.

What did you find most useful about the course?

Fatima feels that the following was most beneficial to her:

- learning English in a relaxed atmosphere;
- being able to spend time with other mothers and build friendships that have grown beyond the course;
- support from qualified crèche workers who helped with advice and care for her very young child;
- practising speak and listening in English;
- Learning new craft skills she had never done before.

What would you like to do next?

Fatima is determined to pursue her studies as soon as she can after the birth of her second child.

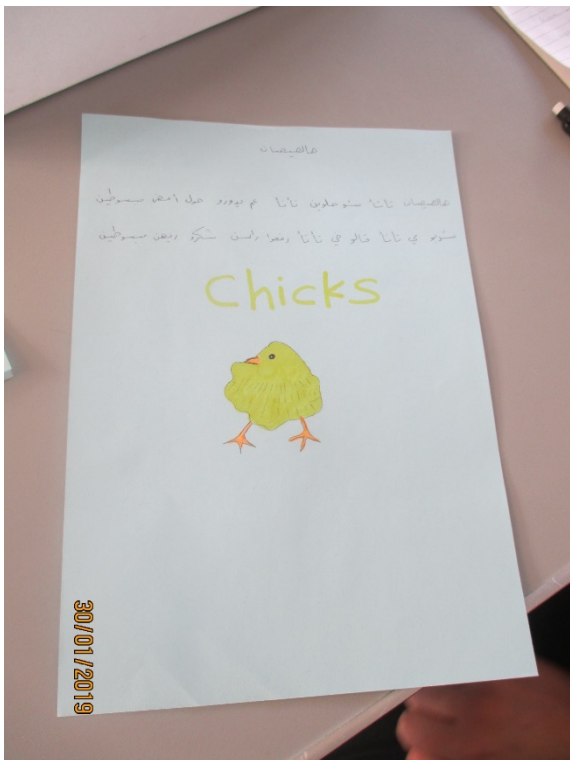
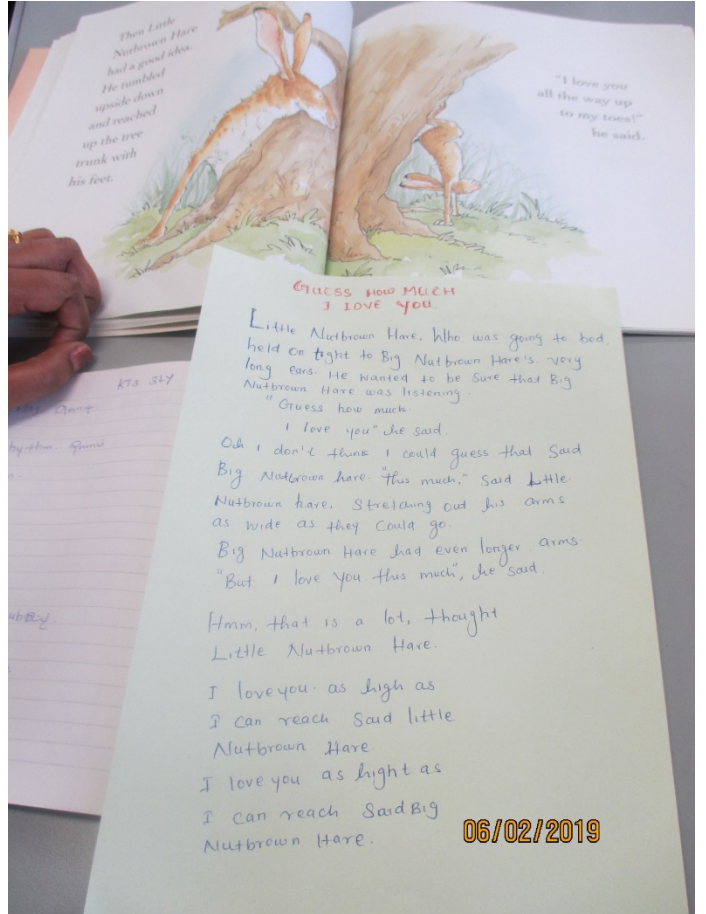
She is keenly interested in history, cultural studies and learning English.

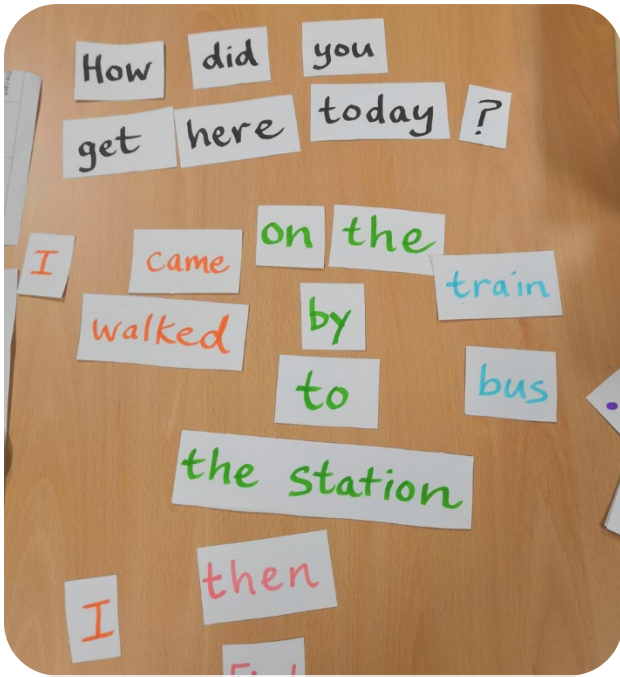
Photographic evidence



Sutton College also has a video recording of a learner's experience and the impact the course had on her life.







Appendix 1

Learner Feedback

I have made something for my son, that when he looks at it, he will know I made it.

I enjoyed everything, because I was doing something for my baby.

I really loved decorating and the songs

I learnt how to sing for my baby

I say thank you, you use your time to teach us everything, thank you so much

I feel so happy with this group because I have no friends

I learned new hand skills, how to make a box, and lots of new words

There are people from different countries here and I learned something about their lives

To speak English with more confidence

I have practised my English and helped other mothers to speak as well

I am thinking about my life and I will learn more English. When my son goes to school here I will understand more.

I really enjoyed talking about my childhood and country. I will keep the book as a memory.

I will do more courses and maybe will do volunteering one day when my kids go to school.

I will show the memory book to my children and share the memories with them. I can pass the book to them when they are older.

I now know more services about Sutton College and libraries. It is so useful for me. The teacher helped me with my English.

This course helped me improve my social skills and feel less isolated.

I really enjoyed creating the memory book as it's about me and my kids sharing memories.

'I read it (the book) every night this week' (parents engaging at home in activity from classroom)

'I really enjoyed the class and would really like to be back next term'

'Can it not be 2 hours?'

Varsha
Learner Focus Group (Progression session) Taim (nearly 2)
date: 15/2/19
Learner Voice (Course & Venue)
Tutor: Victoria Heving Focus Group leader:
1. What were your personal goals / objectives for the course (new or new or developed skills?) To learn English + to make friendships + for my my boy to play
Are you meeting these goals? Yes
2. Please describe the type of activities you do when you are here? If any of these activities directly involve your child(ren) please describe these types of activities? Talk to each other, culture.
3. What did you like most about this course? What was your favourite activity or topic in the course? Draw (creative work)
How do you feel when you do creative things? Happy
4. What did you like least about the course? Anything you would have preferred not to do? Anything you would have liked to do that was not included in the course? Maybe - short time
- WANTS MORE SESSIONS -
5. What are your plans at the conclusion of the course? - On waiting list for E2 at KCC - (check with Yvette)
6. How would you describe your Family Learning experience in 3 to 5 words?
On Post Its) Interesting
Felt beneficial for me + for Taim
Lovely.
Number of learners:
Positive impact:
Impact on family:

Magy
Learner Focus Group (Progression session) Adam (2 1/2)
date: 15/2/19
Learner Voice (Course & Venue)
Tutor: Victoria Heving Focus Group leader: V Heving
1. What were your personal goals / objectives for the course (new or new or developed skills?) To improve my English language + to communicate with people. To have social life.
Are you meeting these goals? Yes - at some point.
2. Please describe the type of activities you do when you are here? If any of these activities directly involve your child(ren) please describe these types of activities? We talked about buildings(s), + rhythm + rhythm. And the work throughout the course
3. What did you like most about this course? What was your favourite activity or topic in the course? The work, I like writing some paragraphs about my country (Cuba), and about our building (house), it have written about my life.
4. What did you like least about the course? Anything you would have preferred not to do? Anything you would have liked to do that was not included in the course? Drawing, because, I am very bad.
5. What are your plans at the conclusion of the course? - I would like to join other English classes, conversation. [VH to put name forward]
- Also want more of our session pre: level 2 US speaking if possible / continue.
6. How would you describe your Family Learning experience in 3 to 5 words?
On Post Its) Educational
Fun (because of Adam)
Interesting
Exciting.
Number of learners:
Positive impact: ✓
Impact on family:

Partner feedback

Migrant Help: Varsha Baburam, Community Liaison Coordinator

- The clients really enjoyed the activities, and it seemed to allow them to take their minds off their problems for a short amount of time, and have some time for themselves, as well as their babies.
- On a really positive note, I was at Croydon Refugee Day Centre yesterday, where CRISIS has previously run a craft table, but there wasn't always a big take up. Yesterday, the CRISIS art table returned, and the table was really busy, with many clients who have been going to your group on Wednesdays. I think coming to your class has really encouraged clients to enjoy crafting.

Happy Baby Community: Jo Doherty, Coordinator, South London

- Women who were moved into alternative housing during the course travelled back for an hour plus to finish attending, a testament to the value of the course. Several explained to me that they tried to rearrange other appointments so that they did not miss a session

- *All the clients I spoke to were more than happy to provide feedback, thinking it would help another group of women to benefit from the class.*
- *Several women requested that we start providing similar activities to those they had experienced in 'The Story of Me and You'. One woman stated that she had learned to write and read in English as a combined result of HBC and 'The Story of Me and You'.*

Children's Centre Cluster Manager: Brenda Wood

The Baby and Me Inclusion project took a little while to get off the ground, needed more 'buy in' from Health teams, Midwifery and Health Visiting. As the majority of access to Health Services for families is via the Children's Centres it was appropriate for the sessions to take place within Centres, it would have been more beneficial if the Centres had the room availability for them to run alongside the clinics as planned but unfortunately this is not a possibility within any of the Centres within the Borough of Kingston.

As the sessions focused on preparing a memory box for the babies attending it was beneficial in supporting the bonding and attachment of Mother's to their babies. If Father's had attended it would have changed the dynamics and often in ESOL communities Father's speak English on behalf of the Mother. This may have impacted on the language benefits the Mother's gained from attending.

One family was financially supported to attend, covering the costs of travel this was continued by the Children's Centre to enable her to progress onto a 'Talk to Me' course. She is also regularly attending activities at Chessington Children's Centre. It has been observed that Mum is more confident within the sessions and there has been a marked increase in language development for her daughter. She is confident to speak to staff and is keen to demonstrate every new word she learns.

Two further families have progressed onto ESOL at New Malden.

In future having a greater length of time to recruit Mums would be beneficial and would offer an opportunity to ensure that all Health Services have received the necessary information and understand the intended outcomes of the course."

Tutor Feedback

It was a privilege to be part of the team of The Story of Me and You. We spent a lot of time planning the course making sure the content would be relevant to the women targeted for this course.

The reality was that we had to adjust the course as we went along as new women joined each week and wanted to make the activities their friends had made. The activity of decorating a box to put all their props, photos.... took much longer than planned as it became more therapeutic and fulfilling a need.

We were hoping to start the sessions with singing but the women came at different times and so we tried having a singing time at the end of the session but many of the women were so eager to finish off their projects that we often sang in the background.

We prepared fruit for the women to eat during the session but they were only interested in having a whole fruit at the end of the session.

The language barrier was sometimes a challenge but we all made the effort to communicate or ask someone to translate.

As a tutor I felt challenged by the lives of the women we met and hope we will be able to provide a safe nurturing environment for many more women and babies.

Rachel-Clare Davis – CALAT Tutor

As the lead tutor on the course with 16 years of previous Family Learning teaching experience I am steeped in the requirements of lesson plans, aims, objectives, timing and SMART targets/outcomes. The expectation that a course of this nature will be similar to all other Family Learning lessons and courses was soon changed by the reality of the situation.

The reality is:

- it is a short course;
- mothers with very young children;
- demands of such young children come first, and rightly so;
- A cohort of mothers [also known as learners] that includes a wide range of individual educational and life experiences.

Aiming to achieve too much in such a relatively short space of time would be unrealistic.

The things they all have in common is their intense new experience of motherhood and a need to learn English; and, they are adapting to living in a new country with significant cultural differences and demands to their previous life.

I had to make a decision as to what the overall focus of the course would be. Based on the recommendations of the original documentation, I decided, in collaboration with a second tutor, to focus on building self-confidence, social cohesion between the mothers and selecting a limited range of functional English that would help mothers to access provision and increase their individual independence. We were creative in building into the hands-on activities the teaching and learning of English. It required the expertise of two tutors and a translator for a number of sessions.

Challenges:

The challenges of the course was for tutors to be very flexible in their approach on a lesson-by-lesson basis. The reality of the learners' lives could not be ignored. The unpredictable nature of caring for very young children often intervened in the intended plan for any session.

The challenge of liaising with other services arose as the funding allocated to health services is currently so depleted that finding staff who could be available for consultation was severely limited as their own caseload is overwhelming.

Successes:

The mothers developed a sense of belonging to a group, and social cohesion was strong.

Their acquisition of basic English increased as they practised these week on week.

Bonds of friendship have lasted beyond the time constraints of the limited course.

MICKI GARVEY Westminster Adult Education Service

Successes:

1. All learners demonstrated a great increase in confidence in speaking and listening in English in a mixed-ability, multilingual class.
2. Focussing on an artefact for their children gave learners strong motivation for speaking up on their opinions, wants and aims.
3. Creating personal, family stories in English seemed to have a positive effect on the sense of belonging and community in the group and on learners showing their individual personalities and identities.
4. The course became a good environment to share challenges in parenting and in adapting to life in the UK, with peer-to-peer advice and support.
5. Learners were able to develop vocabulary and language specific to their own and their children's interests and hobbies, as we shaped the course content around these through a vote in the first week.
6. Learners developed additional skills, such as employability skills in creating a brief / instructions for a project in their briefs for the book art tutor.
7. The course was a good length, although learners gave the feedback that they would like to complete their books themselves under initial instruction from a book art tutor, leading to stronger ownership of the final product; an 8/9-week course would be more appropriate if this were to happen.
8. Developed relationships and networks between the learners, children's centre and College, with learners far more aware of what advice and guidance and learning opportunities are available to help them and their families develop in future.

Challenges

1. Although the children's centre were very supportive, due to the location of the crèche in the adjoining lodge it was incredibly difficult for almost all of the children (mostly older babies / young toddlers) to settle and the parents were able to hear their children crying very loudly, almost as if in the same room. To avoid losing the most vulnerable learners in the group I opened up the learning environment to the children if their parents preferred and adapted activities across the course so that children could participate when appropriate. This did mean that parents were not all able to take advantage of the peace and focus a crèche can allow (although one or two were able to due to the developmental stage of their child), although it did build

confidence and self-esteem in personal abilities while parenting and also showed, in particular cases, growing bonds / parenting skills across the course. I would recommend that future courses had a crèche in a set up that allowed anxious children to be settled without being in earshot of the parents or easily seeing their parents and thus becoming upset. I also noticed in the last week that when the crèche leaders were in the classroom, they were not always aware of the need for quiet and calm in the appropriate moment.

2. Further outreach e.g. children's centres partnering with ESOL leaders in local infant schools or health visitors might increase take up and attendance, if this has not been tried.

The students were very supportive of each other. Activities were planned with enough flexibility for differentiation and through classroom management, learners who were not initially as aware of other, lower-ability learners' needs became more aware and supportive as the course went on, while continuing to be challenged at their level.

These courses strike me as hugely important on several levels:

1. Building communities and helping individuals to find identity for both themselves and families in English.
2. Supporting the self-esteem, social and personal wellbeing and safeguarding of new parents and their young families.
3. Filling the huge gap in provision of learning with free childcare for new parents, especially mothers with EAL.

Sarah Nesbitt – Sutton College Adult Education

Appendix 2

Demographic breakdown of data

Provider Name	Demographic Data
CALAT	<p>Total learners: 26 over two cohorts Nationalities: 53% Albanian, 16% African, 16% Chinese, 1% Pakistani, 1% Filipino, 3% Other, Ages: 18 -30 Babies' ages: under 2 weeks (4); 1-2 months (3); 5-6 months (7); 6m-1 year (4); older siblings (2); pregnant (2); uncaptured data (6)</p>
WAES	<p>Total learners: 9 for one cohort 2 Arabic speakers from Sudan 1 Arabic speakers from Syria 1 Kurdish speaker from Iraq 1 Oromo speaker from Eritrea 1 Arabic speaker from Morocco 1 Eastern European Albania 1 Eastern European, not given 1 Farsi speaker from Iran</p> <p>Number of Children: 8</p>
Sutton College	<p>Total learners : 13 over two cohorts 2 from Turkey 1 from Romania 1 from Jordan 1 from Sri Lanka 1 from Syria (refugee) 1 any other white background</p> <p>Number of children: 7</p>
KAE	<p>Total learners : 8 over two cohorts</p> <p>4 – Any other Asian background 1 – Chinese 1 – any other white background 2 – any other ethnic group Nationalities include – Chinese, Sri-Lankan, Korean, Syrian, Lebanese and Greek</p> <p>Number of children: 7</p>

Appendix 3

Financial breakdown of project

Disaggregated Budget per provider

Total target participants = 9 * 8 = 72

Participant per provider = 72/4 = 18

	Sutton	Croydon	Kingston	WAES	Total
Publicity and marketing (outreach work, establishing contacts, designing and printing)	£3,500.00		£500.00		£4,000.00
Training for professionals/liaison	£225.00	£225.00	£225.00	£225.00	£900.00
Initial Advice and guidance and materials	£180.00	£180.00	£180.00	£180.00	£720.00
Provision of childcare (resources)	£225.00	£225.00	£225.00	£225.00	£900.00
Tutor salary (teaching, preparing, planning and assessment)	£1,260.00	£1,260.00	£1,260.00	£1,260.00	£5,040.00
Quality assurance /management	£300.00	£200.00	£200.00	£200.00	£900.00
Payment to play worker (includes on costs) maximum of 2 per cohort to maintain ratios	£360.00	£360.00	£360.00	£360.00	£1,440.00
Travel costs	£112.50	£112.50	£112.50	£112.50	£450.00
Funding for non-settled learners £200 per learner x 20	£1,000.00	£1,000.00	£1,000.00	£1,000.00	£4,000.00
Rental fees at childcare premises (maximum £30 per hour)	£810.00	£810.00	£810.00	£810.00	£3,240.00
Course resources included accreditation if required (max £20 per learner)	£360.00	£360.00	£360.00	£360.00	£1,440.00
	£900.00				
Total target participants = 9 * 8 = 72	£9,232.50	£4,732.50	£5,232.50	£4,732.50	£23,930.00

Actual cost to date					
Total participants across the four providers = 56 (this is based on learners who completed and not those who enrolled as some withdrew during the course)					
	Sutton	Croydon	Kingston	Westminster	Total
Publicity and marketing (outreach work, establishing contacts, designing and printing)	£3,500	£0	£553	£169	£4,222
Training for professionals/liaison	£413	£0	£825	£0	£1,238
Initial Advice and guidance and materials	£83	£0	£406	£90	£579
Provision of childcare (resources)	£20	£0	£0	£113	£133
Tutor salary (teaching, preparing, planning and assessment)	£1,024	£4,608	£1,128	£630	£7,432
Quality assurance /management	£466	£200	£265	£0	£931
Payment to play worker (includes on costs) maximum of 2 per cohort to maintain ratios	£672	£0	£302	£180	£1,154
Travel costs	£59	£150	£15	£0	£224
Funding for non-settled learners £200 per learner x 20	£0	£1,000	£0	£0	£1,000
Rental fees at childcare premises (maximum £30 per hour)	£0	£675	£480	£440	£1,595
Course resources included accreditation if required (max £20 per learner)	£150	£339	£76	£180	£745
Management costs	£2,869	£0	£0	£100	£2,969
	£9,256	£6,972	£4,050	£1,902	£22,179